Impacts of Short-Term Study Abroad in Agriculture

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Introduction

• Over the past 50 years studying abroad in college has become an increasingly important part of university experience.

• This may be due to:
  – The desire of businesses to hire employees that can leverage international experiences.
  – Globalization causing people to seek understanding of different cultures
Variation in Study Abroad Programs

• Study Abroad Programs across the country vary greatly in **length, content, and style**.

• Most often chosen program model by students: **short-term, faculty led programs**.
TOP FIVE MAJOR FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS

STEM Fields: 25%
Business: 21%
Social Sciences: 17%
Foreign Language & International Studies: 7%
Fine & Applied Arts: 7%

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors
Literature Review

Types of programs data is sourced from:

• Case study using cross-sectional data of five students from same university and semester (Harrell et al, 2017)
• Questionnaires of longitudinal students participating in a specific short-term study abroad course (Shiveley & Misco, 2015)
• Likert-scale responses to 28 survey questions. Respondents were part of longitudinal database of study abroad participants (Dwyer, 2004)
• Survey of student’s perceptions across different study abroad programs by different faculty and universities (Hadis, 2005)
Literature Review

Impacts of Study Abroad Programs:
• Key talking point in interviews (Shiveley & Misco, 2015)
• Influences career choice (Dwyer, 2004)
• Increased interests in foreign cultures and languages (Hadis, 2005)
• Short-term habitual changes and long-term attitude changes toward lifestyle ((Harrell et al, 2017)
Research Hypothesis

Short-term, faculty-led study abroad programs in agriculture impact participants by allowing them to experience and understand how to leverage international relationships and systems.
Data

• 30 real-time student written journals
  – Taken from 5 agriculture study abroad programs in 5 different countries over a period of 5 years.
  – Same faculty led each program
  – Multiple entries by each student

• Students have freedom to write about what they found most interesting given parameters
  – Mandatory reflection on experiences while in country
## Data Collection

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<th>Country</th>
<th>Panama</th>
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Data Analysis

- Qualitative Data Analysis Program
- Word Frequency Queries
- Analyze Results
Results

Most Frequent Words
- People
- Products
- Really
- Cattle
- First

Most Frequent Verbs
- Differs
- Think
- Experience
- Produce
- Interesting
Reject Original Hypothesis

“Short-term, faculty-led study abroad programs in agriculture impact participants by allowing them to experience and understand how to leverage international relationships and systems.”
Implications

KNOWLEDGE
- Recall of information: Discovery; Observation; Listing; Locating; Naming

APPLICATION
- Using and applying knowledge: Using problem solving methods; Manipulating; Designing; Experimenting

ANALYSIS
- Identifying and analyzing patterns: Organisation of ideas; recognizing trends

SYNTHESIS
- Using old concepts to create new ideas: Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

EVALUATION
- Assessing theories: Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

MURRAY STATE UNIVERSITY
Implications

• Journals identify the real-time process in which students think.

• Information and knowledge exchanged was focused on systems and processes as well as the technical field.

• This structure of program facilitation allows students to explain their thoughts and educators to evaluate what is effective