INTRODUCTION

- **Global Competence and National Need**
- Shift from marginal activity for upper class to compulsory component of undergraduate education
- **Definition of Study Abroad for study**
  - study abroad is defined as an academic endeavor undertaken in another country for credit towards the home institution degree (Hoffa, 2007)
STUDY ABROAD & STUDENT DEVELOPMENT

- Student Development Theories
  - Study Abroad triggers dissonance, leading to development through reconciliation of old experiences with new experiences
  - Self-Authorship
  - King & Baxter-Magolda present 3 Domains of development: Cognitive, Interpersonal, and Intrapersonal

RESEARCH QUESTION

- Given that study abroad has been identified as a developmentally effective experience for American students, are there observable developmental outcomes for international students who study abroad, and if so, how do they compare to developmental outcomes for American students who study abroad?

METHODS

- Case Study Design
- Student Narrative
- MSU Database was used to identify individuals who fit within our prescribed characteristics.
  - 85 international students were identified as having studied abroad from Sept. 2009 - March 2011
  - 39 had graduated
  - 38 participants were from China
  - 20 students were contacted via email
BETSY

- International student from China, at time of interview was a senior.
- Experienced dissonance while adjusting to living in the US with difficulty with the language barrier and culture shock.
- Betsy often used terms of “isolation” and “lonely” when describing her transition in the United States.

- “I think the program give you more idea about global diversity, global competency. You are able to work with people from different cultures, and I also learned that global competency, it doesn’t just mean that you are working with people coming from different countries but actually even people from the same country, the same area. Each person has his own culture and you’re able to have that competency to work with different people”
- “…I feel that in China people are silenced…They generalize people with a disability. I feel like in the US there are still people with a disability, but they are still part of society; I mean they can still go to the bus, but in China you don’t see that.”

STEPHEN

- Freshman from Iran who started his studies at MSU’s Dubai campus.
- At the end of his freshman year he studied in Japan
  - Formal Skype class meetings facilitated introductions of all students participating in study tour before arrival in Japan. For Stephen, the new friendships played an important part in his experience on campus the following year.
- Stephen started his sophomore year in the United States at MSU’s main campus. The friends he gained on his trip to Japan became his closest friends at MSU
  - “We’ve been together ever since. We see each other every day, we hang out.”

GENERAL FINDINGS

- Cognitive Development - Academic Motivations
- Interpersonal Development - Making Connections
- Intrapersonal Development - Personal Learning
IMPLICATIONS

- International student development seems to be somewhat different to the theory on U.S. student development.
- Small group faculty-led study abroad programs may facilitate enduring friendships between international and domestic students.
- Academic motivations - international students are savvy at working the system to meet their academic goals.
- Persistence - connections with faculty are important and may increase retention.

REFERENCES


IMPLICATIONS

- Data collection - are we further marginalizing this group by not counting their participation? Need systematic data collection to assist institutions in responding to the needs of this group.
- We need research on this group in study abroad as another diverse, under-represented group.

REFERENCES

- MSU Office of Study Abroad - research
  Studyabroad.msu.edu/research

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How many of you are increasing your international student populations?
Those that are increasing, are you aware of mobility patterns? If so, What are the challenges?
Do you think it’s important to consider the needs of this population in your programming?
Do you consider internationals as a minority of your campus?