

Study Abroad: An Exploration of Service-Learning Programs

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ABSTRACT

American students' rate of participation in study abroad has been increasing greatly over the past decade. Government officials, educators, and students are all seeking more experiential learning opportunities in the programs being offered. Service-learning study abroad programs offer students an experience that allows them to interact with community members on field-related service projects in order to promote social and economic development. This can be achieved by connecting coursework with carefully designed service projects and allowing proper reflection. A survey was administered at the University of Wisconsin-La Crosse to determine students' motivations to study abroad and their level of interest in service-learning study abroad programs.

INTRODUCTION

In 2005, the Commission on Abraham Lincoln Study Abroad Fellowship Program approved its report to the Congress and the President. The objective of the report is to stress the importance of study abroad for U.S. students, and to make studying abroad the norm at the undergraduate level, instead of the exception. The Lincoln report also aims to diversify the destinations, students, and programs of study in order to serve national interests and democratize study abroad (Association of International Educators, 2005). The report notes how critical it is for America to remain competitive on a global level and ensure national security by providing more students with international experiences. In terms of a measurable outcome, the Commission aims to send one million students each year (Obst, Daniel, Rajika Bhandari and Sharon Witherell, 2007). Even as the previous statistics and graph below suggest, a growing future in the study abroad industry, the ambitious goal of one million students abroad annually is anticipated to be reached by year 2017 (Zemach-Bersin, 2007).

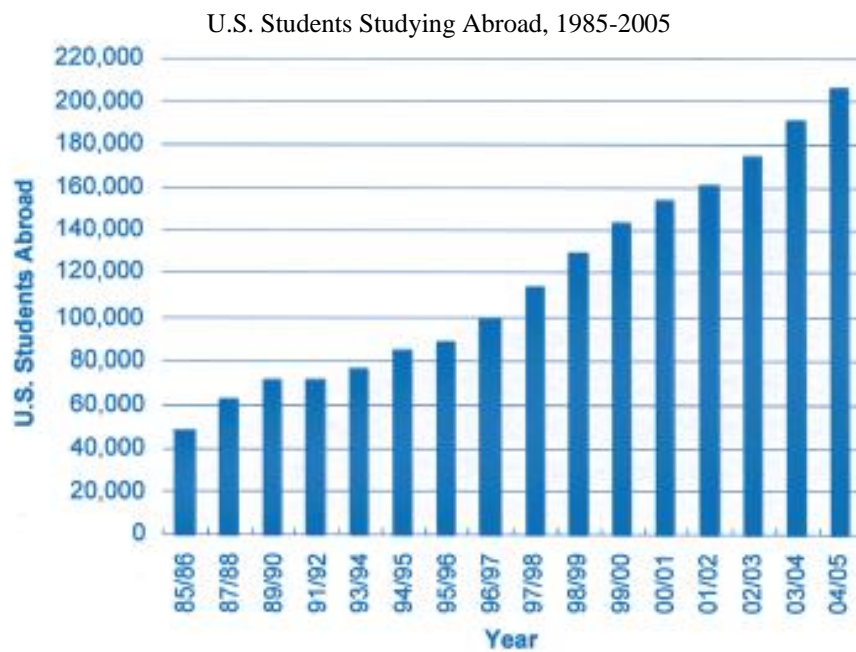


Figure 1.0. Institute of International Education

BACKGROUND

History of U.S. Study Abroad

The idea of U.S. students having an international education experience was originally developed in the early 20th century with the goal of promoting world peace and international understanding (Crabtree, 2008). In the beginning, American campuses started to become aware of new roles they could play on the world stage. The earliest study abroad programs focused on language and cultural immersion that targeted mostly students majoring in a foreign language, and involved mostly female participants. After World War I, President Wilson along with other internationalist thinkers, urged U.S. citizens to shed their isolationist viewpoints that they had become accustomed to. The internationalists wanted others to realize the importance of an active overseas presence, and that this newly created world entity would actually help prevent future wars (Hoffa, 2007).

The initiative of U.S. students studying abroad at the undergraduate level began in the 1920s with the development of three distinct programs. One of those programs was known as the junior year abroad (JYA). This program was meant to be done after extensive preparation of the participant and the experience would involve a full year of language and cultural immersion in a different country. Another program was the faculty-led study tour. This program is still quite popular in international education today, and it usually places more emphasis on travel and world issues. Lastly, summer studies, which are also considered short-term programs were designed to focus on specific coursework or independent research abroad, and could also be linked with pre-professional training (Hoffa, 2007).

After World War II, international education grew significantly; though generally, only students of a relatively affluent socioeconomic background enjoyed it. The programs that these students were participating in were usually full year terms, and the majority of participants were female (Crabtree, 2008). Young Americans started traveling overseas in unprecedented numbers, which served as a wake-up call to the nation, and more specifically, to U.S. colleges and universities. The youth of America had a purpose to travel abroad, and they were participating in a multitude of reconstruction and reconciliation programs, which were sponsored by foundations, volunteer service agencies, and other non-governmental organizations. Many campuses were willing to help undergraduates take part in such volunteer service activities, and provided information on what was available, and directed students to inexpensive accommodation and travel options. Staff and faculty members saw how these experiences deepened their students' awareness of politics, languages, and culture. This increased understanding of overseas service work is what ultimately led to the increase in service-learning academic programs (Hoffa, 2007).

Study Abroad Today and Participants' Intent

According to the 2007 Open Doors Report, which is a compilation of U.S. study abroad participatory data, 223,534 students studied abroad in the 2005-2006 academic year. This figure was an increase of 8.5% from the previous year, and an astounding 150% increase from just a decade earlier during the 1995-1996 school year; and in the 1985-1986 academic year, only 50,000 students were receiving credit for their study abroad experiences. (Bhandari and Chow, 2007).

Today, there are three categories of study abroad programs, in terms of the duration spent abroad. The number of students participating in long-term programs, which is defined as an academic or calendar year, has remained steady over the past decade. In the 2005-2006 calendar year, roughly 6% of U.S. study abroad students participated in yearlong programs. The popularity of mid-length programs have been increasing steadily, as the semester-abroad category attracted 37% of those studying abroad in the 2005-2006 year. The greatest increase in program duration type has been in short-term programs, which includes summer, January term, or any other program that lasts eight weeks or less during the school year. Over half of U.S. students who studied abroad in 2005-2006 chose short-term programs (Bhandari and Chow, 2007).

These short-term programs offer international opportunities for students who might not otherwise travel overseas, and they serve as a valuable alternative to longer duration programs. Short-term programs are perceived as a better option for those who have greater financial limitations, or for those who have specific objectives relating to their academic curriculum. It is also more desirable for students who need required classes to graduate in their respective colleges, and would delay their graduation if other classes were taken during a semester abroad. Several short term programs attempt to interlock the study abroad experience with both course work and community interaction which has the strength of altering students' perceptions of the world (Lewis and Niesenbaum, 2005).

There have been numerous studies on discovering students' intent to study abroad, and if there are any correlations between various factors such as the students' majors, sex, and how interested in being a global citizen they are compared to what type of program they participate in and the country they choose to study in. In a study published in the International Journal of Intercultural Relations, it was found that slightly more female students

participate in study abroad compared to their male classmates (Goldstein and Kim, 2006). The 2007 Open Doors report verified this finding. During the 2005-2006 academic year, 65.3% of the students who studied abroad were female, while 34.7% were male (Bhandari and Chow, 2007). According to Goldstein and Kim (2006), females were more likely than males to be interested in increasing their language skills during their study abroad experience.

A study in the *Journal of Teaching in International Business* also looked at the decision-making process students' use when addressing their intent to study abroad. A survey was conducted; and one of the questions asked students to indicate their agreement to the statement "Studying abroad would give me a competitive advantage in the job market". This question was used to determine that students would be less likely to participate in an international experience if they see little value in their career outcome (Relyea, Cocchiara, & Studdard, 2008).

According to the 2007 industry analysis by Open Doors, U.S. students were most likely to study abroad during their junior year of their undergraduate education. In 2004-2005, 20% of those who studied abroad went during their senior year, 34% during their junior year, 13% in their sophomore, and only 4% during their freshman year. The top three fields of study of participating study abroad students in that same year were social sciences, business and management, and humanities. The three areas of study combined accounted for 54% of all the students who studied abroad (Bhandari and Chow, 2007).

Service-Learning Programs

International Service-Learning (ISL) is a combination of academic instruction and community-based service in a foreign country. There has been a proliferation of ISL programs due to colleges and universities being asked to internationalize and produce more civically engaged students (Crabtree, 2008). The goals of ISL programs are similar to the general theme of international education, but ISL focuses on linking international travel, education, and community service in order to increase participants' global awareness and develop their civil values. These goals can be achieved through building cultural understanding and communication, and enhancing civic mindedness and leadership skills. A major difference between service-learning programs and normal study abroad programs is that service-learning experiences are meant to reciprocally benefit communities and their members as well as the participating students (Crabtree, 2008).

A major contributor to the topic of service-learning study abroad was John Dewey, who studied the field in the 19th century and advocated such experiential learning as a way to enhance motivation, understanding, and retention of material (Wessel, 2007). Dewey believed that community service programs that are intertwined with academic coursework would inspire a renewed interest in citizenship and civic education. He emphasized the idea that experience enhances principles taught in a classroom, and that there is an educational relationship between the classroom and the world outside of it. Another point Dewey made was that the quality of the experience is more important than the experience itself (Katula and Threanauer, 1999). The objectives of service-learning include active, collaborative, applied, and experiential learning through cross-cultural development and global and diversity awareness. It is also necessary to combine critical reflection time, which can lead to increased university-community collaboration on social problems (Crabtree, 2008).

Other advocates of service-learning programs have similar beliefs and contribute that students benefit from collaborative style learning by improving social relations, motivation, and learning. The construction of knowledge is based on a triad, which includes subject matter, practice, and context. Educators need to be aware of these elements when designing and assessing experiential education programs. If such programs are carefully constructed, service-learning programs have the capability of providing students with substantive knowledge, a deep understanding of the host culture, and skills important in synergizing with the host community because the experience is not isolated from the social and physical context. A theory created by David A. Kolb agrees with John Dewey's ideas that experience is imperative for learning to take place in an educational setting. Kolb developed a model that considers both experience and reflection as important factors necessary in service-learning programs. His theory emphasizes the idea that in order for students to truly benefit from an experiential education, they must document the effects of their experiences, particularly in the area of the subject matter. The practice of reflection allows students to take a step back from what they are working on, in order to look at their experience, frame it, and then derive meaning from it. Most programs use reflection exercises in the form of written journals, guided questionnaires, diaries, and papers which all measure academic validation of such learning experiences (Pagano and Roselle, 2009).

Research focused on service-learning within the context of experiential education has been increasing since the 1960's, with great support from the National Society for Experiential Education. More recently, the American Association of Higher Education has partnered with the Corporation for National and Community Service; and together they have commissioned leading academic figures to study the importance of service-learning in higher education (Annette, 2002).

Examples of Service-Learning Programs in Action

Student learning in Guatemala. Matthew J. Taylor, an associate professor in the Department of Geography at the University of Denver did substantial research on human-environment relationships in Latin America, and created a service-learning program for students to do community-based work in Guatemala. He launched the program in 2005 with funding from the university's Public Good Fund with the intention of providing communities with water filters. Taylor and his group of three students were able to provide residents of the San Lucas community with potable (suitable for drinking) water for a year. The following year, the group worked with community members and decided they needed to find a way to provide water during drier times and develop a more sustainable way to make the water potable. They ended up installing water tanks to collect rainwater from the roof of the school and health clinic and held a workshop to teach residents how to build filters, which would last for years with minimal maintenance.

Both projects were successful. One of the gauges used to measure their efforts was the diarrhea rate among children in the community, which dropped shortly after the projects were implemented. Another contribution the new technology made to the community was evident from the newly created workshop that started making the filters to be sold at a small profit to neighbors. The workshop was developed by a women's group in San Lucas, which resulted in a gain of power to local residents. The community no longer needed to rely on outside capital to provide safe drinking water for their families. This service-learning project allowed students to learn how to communicate and work with a community to discover sustainable solutions.

Taylor understood a downfall for students in his program was that it would be virtually impossible for students to see a project through from the beginning to the end. However, he firmly believed that students were able to learn how to make contacts and understand different stages of implementing and maintaining a community-based service project. Several students even asked for advice on how to change their career paths so they were able to serve the common good (Taylor, 2009).

The LINK Program. Funded by federal grants, the purpose of the LINK program was to serve as a model project of integrating study abroad in Mexico with sociology and social service curriculum in the U.S. The program was implemented at a university located in eastern Washington, and it was designed to span three quarters. The first quarter was to be spent in the classroom at the home university learning about Mexican history, culture, and society in order to prepare students for the second quarter, which was spent abroad in Mexico.

The quarter in Morelia, Mexico allowed students to take two sociology courses: comparative social service systems, and communities and organizations. Both classes emphasized the idea that the city of Morelia was to be considered the laboratory for class assignments, which enabled students to become immersed in the community and make connections to real world situations and classroom material. During the nine weeks in Mexico, students were required to complete six to eight hours of service work for one of their sociology courses. Students chose different ways to work in the community, and were only limited to choose programs that fit the needs of the student and community in terms of time and language barriers. Some examples of projects that students participated in included tutoring children in an orphanage, working with local social workers, tutoring children in English, and painting walls in a community development center. The purpose of the last quarter was for students to write a culminating paper to reflect on what they had learned and what sort of outcomes had been reached.

Nancy Wessel admits this program had limitations in the language barriers and quality of the participation that students had in their projects. Time was a factor that limited the quality of participation because students only had nine weeks in Morelia; however, this was taken into great consideration when searching for projects that would still benefit from a short duration of service. Wessel states that all projects were successfully completed by students, though the reflection and learning associated to the service projects varied from student to student. It was found that those who were able to adapt easier, enjoyed and appreciated their experience more than those who struggled with culture shock (Wessel, 2007).

SIT Study Abroad Program: Oman-Political Culture and Economic Development in the Gulf. There are several national study abroad agencies that specifically focus on service-learning programs. One of the oldest and most respected of those programs is World Learning, which offers international experiences for high school and college students, as well as having their own graduate school that solely focuses on international experiential education. World Learning's study abroad program, known as SIT, was a pioneer of its type, focusing on field-based studies and critical global issues. Their programs provide students with rigorous academic experiences using a hands-on approach that immerses them in the host communities in order to aid in local issues ranging from global health to environmental sustainability.

SIT offers students the opportunity to choose their study abroad program based on location or the topic of interest, which includes areas such as global health, community development, social movements, sustainability, and

post-conflict transformation. Students who choose to study in Oman have the option of focusing their semester abroad on either the political culture of the country or economic development and energy issues. In order to be more effective in their assistance and learning process, they receive intensive language instruction in Arabic and spend eight days in a rural town called Nizwa where students gain insight into the differences between rural and urban lifestyles in Oman.

Students take courses in Oman that directly relate to the learning outcomes which allow students to discover how current issues translate into policy creation and implementation, as well as how these issues relate to regional Gulf politics and development initiatives. The key issues that SIT students studying in Oman focus on include 1) tribalism and religion; 2) the national and local economies of Oman; 3) development initiatives, particularly in health and education; 4) political reform. During the final month in Oman, participants complete an Independent Study Project (ISP), which allows each student to conduct original research in a specific area of interest (World Learning, 2010). This is an example of how reflection is integrated with an experiential education in order to maximize the learning and development of the students' global awareness and understanding.

Justification for the Study

After the September 11, 2001 terrorist attacks on the United States, American citizens have been declared globally incompetent for their widespread ignorance of foreign languages, international politics, geography, and cultural differences (Zemach-Bersin, 2007). According to Pauline Nunan, who studied the long-term effects of student exchange experiences, global citizens who are culturally competent on an international level can be identified as having open attitudes, respect, and curiosity about other cultures (2006). Studies have also shown that students who study abroad have more favorable attitudes towards other cultures, develop stronger intercultural communication skills, improved their personal and professional self-image, and increase their language skills (Salisbury, Umbach, Paulsen, Pascarella, 2009).

METHODS

A survey was created to determine students' motivations for studying abroad and their awareness and interest in service-learning study abroad programs (See Appendix A). The survey questions were entered in to the Qualtrics survey software, which would allow the survey to be distributed via email to students who attend the University of Wisconsin-La Crosse. A random sample of 1000 students who were classified as freshman, sophomores, or juniors at the time of the study was chosen as the target population of the survey. Senior students were withdrawn from the sample because opinions and perceptions of prospective study abroad students was the main area of interest.

A filter question was used first to separate those who already studied abroad from those who have not. If the respondent answered "yes" to the first question, they answered 7 more questions regarding their decision to study abroad, and if they participated in any volunteer activities during their time overseas. If the respondent answered "no" to the first filter question, they would be directed to a different set of questions focused on their interest in studying abroad, in terms of duration, region of study, and motivations. They were also asked questions regarding their likeliness of participating in volunteer programs. All respondents were then asked questions based around the idea of community service, social justice and advocacy, and the importance of having an international experience. These questions were meant to determine if there was a relation between those who believe service-learning programs would be beneficial and if they would be interested in participating in those programs compared to the independent variables of the study. The independent variables used in this study were the respondents' sex, year in school, and department of their major.

On April 6, 2010, the survey was simultaneously delivered to 749 students via their school email accounts. Due to technical difficulties with the Qualtrics program, the remaining list of the sample was distributed April 8, 2010 to 242 students. In the first batch of surveys that was sent out on April 6, 2010, 125 people started the survey. Of those who started the survey, 112 completed it. The second group that received the survey two days later had 40 people start the survey, and 39 complete it. The total number of completed surveys was 151 out of the possible 991 respondents.

RESULTS

Frequencies

The data was transferred into SPSS in order to analyze the results. Of the 151 respondents who completed the survey, 41 were male and 110 were female. Though the sample was random, 44.3% of the respondents considered themselves as sophomores, while there were only 27.5% juniors, and 28.2% freshman. Students were also asked to mark the department they were currently studying in at the University of Wisconsin-La Crosse. The options were

arts and communication, science and health, business, education, liberal studied social sciences and humanities, and undecided. For the purpose of having reliable data with a larger sample size, the arts and communication field and education field were combined with liberal studies social sciences and humanities; and the undecided category was dropped entirely. There was a very even spread when observing respondents' major, according to their respective colleges. Those declared in the science and health field made up 30.5% of the respondents who answered that question, while 27.4% of those were business students, and 29.3% were declared as a major in the liberal studies social sciences and humanities department.

The number one reason why past study abroad participants decided to study abroad was to "increase knowledge of another culture". Both the responses of "To seek a new experience through travel" and "improve language skills" were closely matched in determining their motivation to go abroad. Other responses that students wrote in were "to become more independent" and because it is a requirement for the student's major, which is true for the international business major at UW-La Crosse.

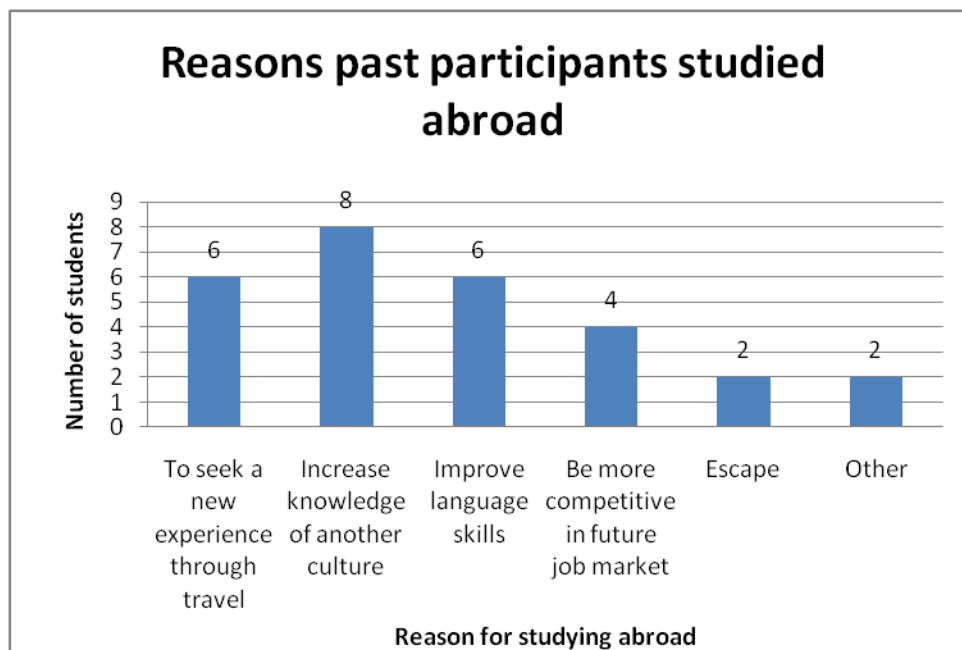


Figure 2.0. Reasons past participants studied abroad

The graph below contradicts the research findings and previous national statistics that suggest students are more interested in short-term programs than either a semester or year abroad program. Students at UW-La Crosse have more interest in semester programs than short-term programs. The results did, however agree with the previous research that yearlong programs are the least attractive for students, as only 3% of respondents chose a yearlong program as their primary choice.

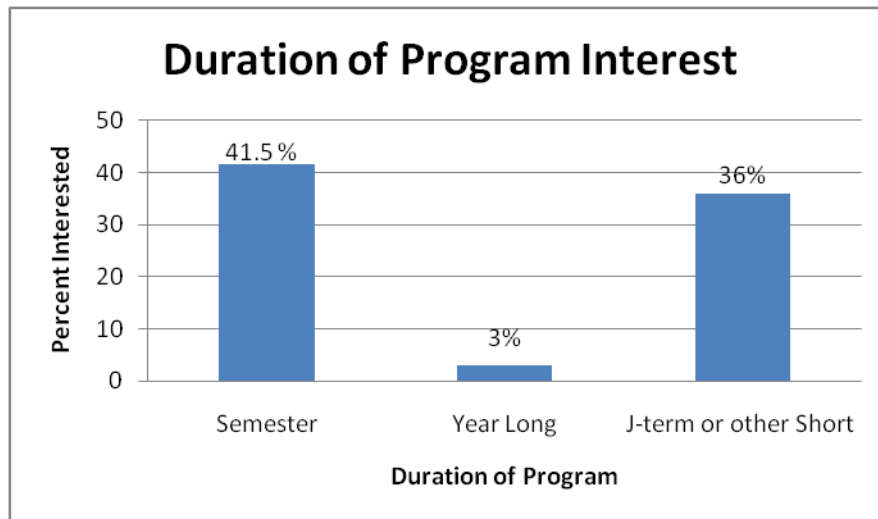


Figure 2.1. Duration of program interest

Respondents, who had not studied abroad previously, were asked why they would be interested in studying abroad. They were allowed to mark all the categories that applied to them. The number one reason why respondents were interested in studying abroad was to “to seek a new experience through travel”, as 80.5% of students selected that option. The next greatest response was to “increase knowledge of another culture” with 72% interest. This category can be related to students’ value of intercultural awareness.

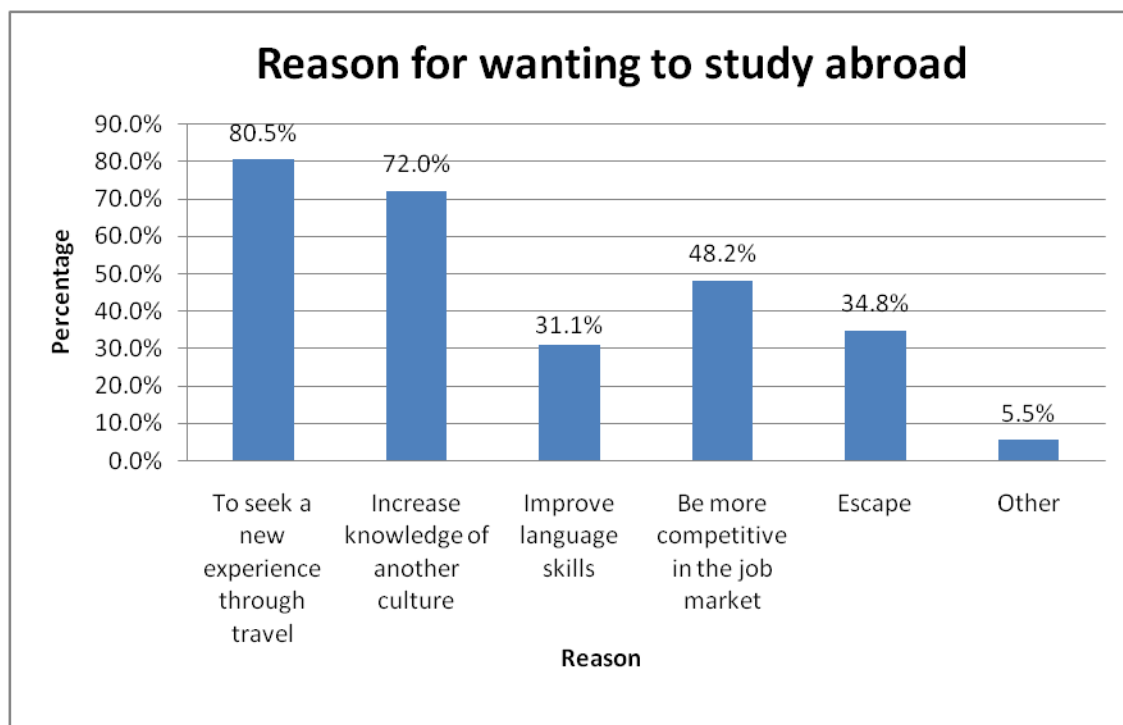


Figure 2.2. Reasons for wanting to study abroad

*Respondents were allowed to mark all answers that apply; total will be greater than 100%

Those who have not yet studied abroad were also asked to pick which regions of the world they would be interested in studying abroad. They were allowed to choose multiple regions of interest. Europe was chosen as the region of greatest interest, as 82% of respondents chose that geographic area as a desirable place to study abroad. Australia and Oceania was recorded as the second greatest option with 58% respondents choosing this region. The University of La Crosse recently began offering national study abroad programs that allow students to study at a different school in the country, which would be included with Mexico and Canada as North American options. However, North America was still rated the region of least interest to study abroad.

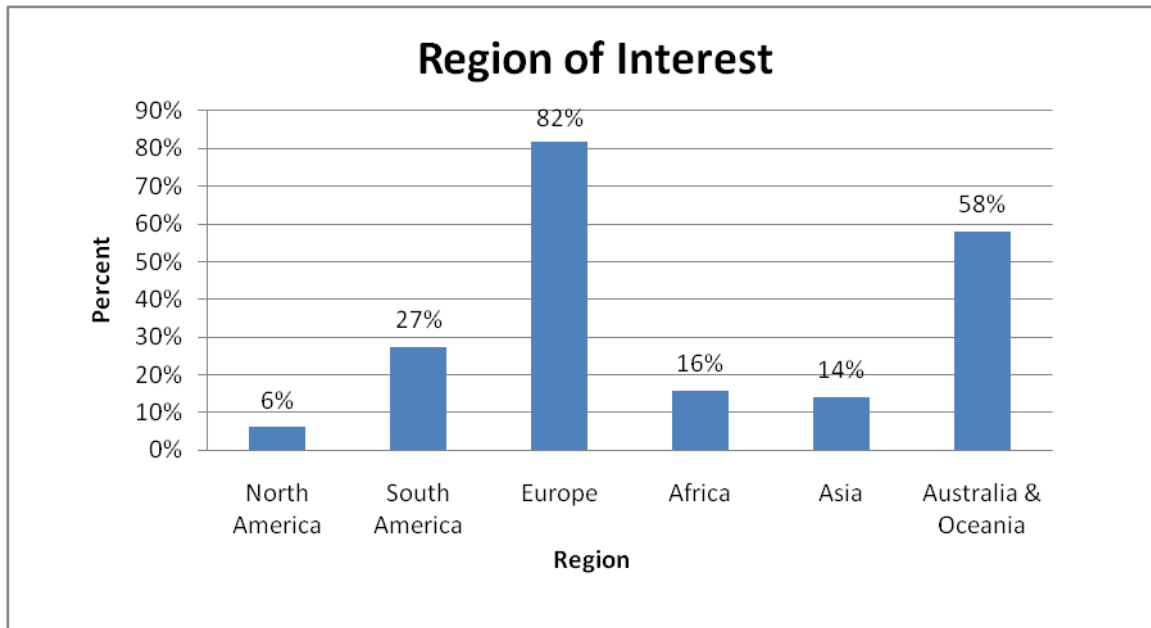


Figure 2.3. Regions of interest to study abroad

*Respondents were allowed to mark all answers that apply; total will be greater than 100%

All students were asked to read a description of what a service-learning study abroad program is. The statement they read from the survey was as follows: “Service-learning study abroad programs balance field-related academic coursework with service experiences in order to promote social and economic development, by allowing the student to become an integral member of a community project.” Respondents were then asked if they had ever heard of service-learning study abroad programs before. Of the 156 respondents who answered that question, 36.5% had heard of such programs before, while the remaining 63.5% had not. They were then asked to respond to the question of “How interested would you be to participate in a service-learning study abroad program.” This question used the same 7-point Likert scale that was used for the question asking how interested participants were in studying abroad. Respondents were slightly less interested in participating in service-learning study abroad programs, as the mean score was 4.80 compared to a mean score of 5.16 for interest in studying abroad in general.

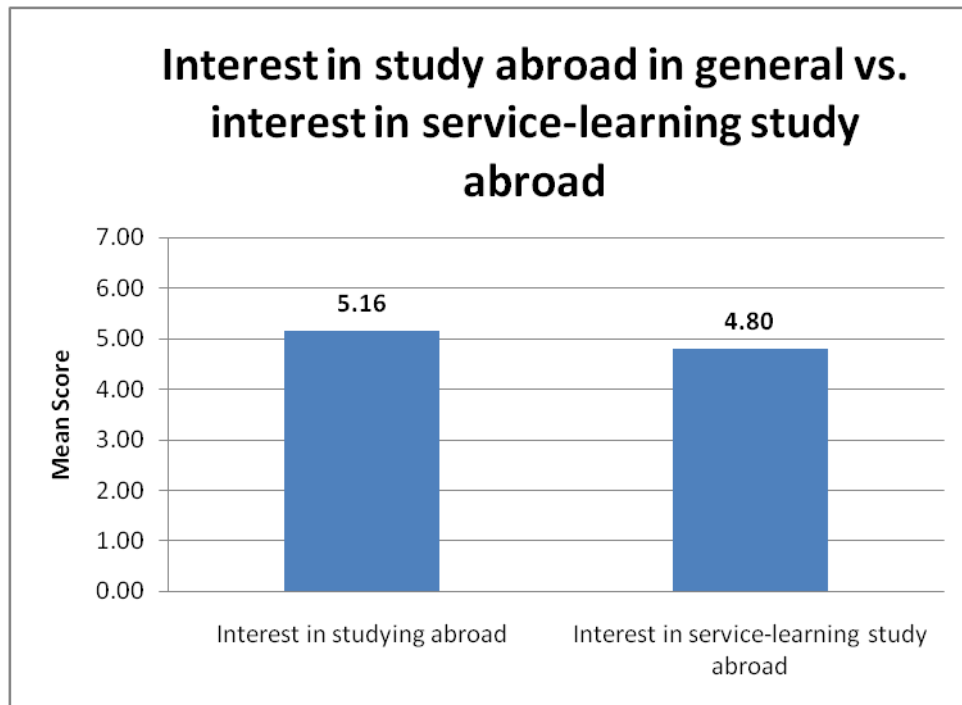


Figure 2.4. Interest in study abroad in general vs. interesting in service-learning study abroad

Significant Differences by Respondents' Sex

The study concluded there were significant differences between males and females in regards to studying abroad, which are shown in Table 1.0 below. Because this number is less than .05, the null hypothesis is rejected and it is concluded there is a significant difference. The question of "How interested are you in studying abroad?" used a 7-point Likert scale, with 1 being very uninterested, and 7 being very interested. The greater the mean score, the more likely the group would be interested in studying abroad. Females were more likely to be interested in studying abroad than males were with females having a mean score of 5.37, while the mean score for males was 4.51. ($\alpha=.026$)

Another question, "How likely would you be to participate in any sort of volunteer work if you studied abroad?" used the same 7-point scale and was found to be statistically significant between males and females ($\alpha=.021<.05$) with the mean for females being 5.24, while the mean for males was 4.53.

Females were also more likely than males to be interested in participating in a service-learning study abroad program ($\alpha=.000<.05$). The mean for females was 5.09, while the mean for males was 4.07 on the 7-point Likert scale. Respondents were then asked if they believed a service-learning study abroad program would be relevant towards their career goals. The scale for this question used a 5-point scale with 1 being completely disagree and 5 being completely agree. Females were significantly more likely to agree with the statement and had a mean score of 3.77, compared to the mean for males which was 3.29 ($\alpha=.006<.05$).

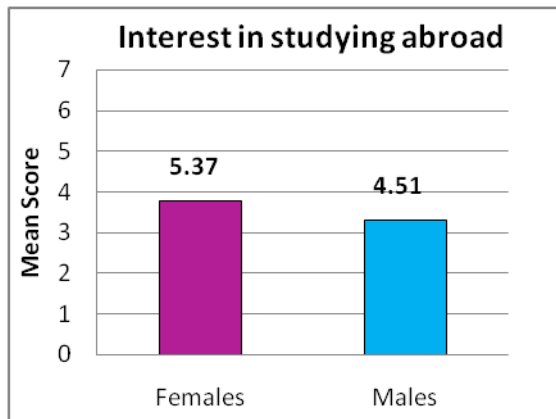


Figure 3.1. ($\alpha=.026$)

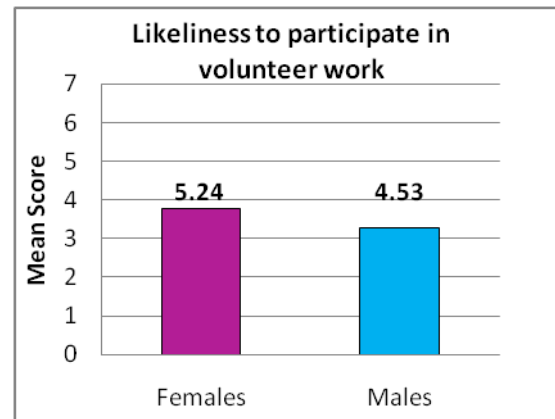


Figure 3.2. ($\alpha=.021$)

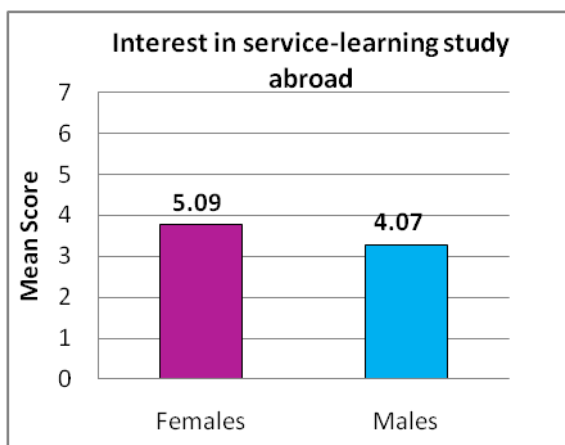


Figure 3.3. ($\alpha=.000$)

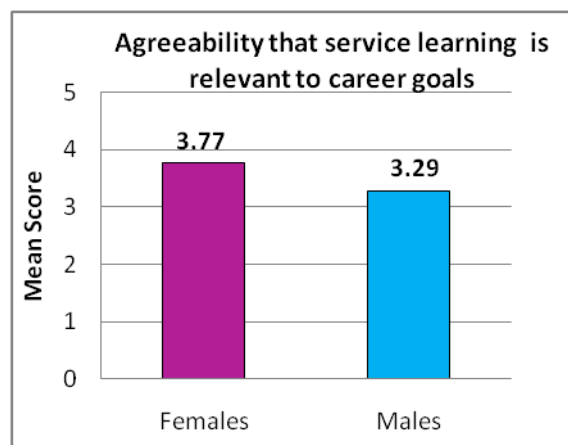


Figure 3.4. ($\alpha=.006$)

Significant Differences by College

Respondents were asked their major department in which they were currently studying. The categories were split into arts and communication, science and health, business, education, and liberal studies social sciences and humanities. Because there were so few respondents in the arts and communication and education departments, the departments were re-coded into three categories instead of the original five. Arts and communication and education were both added to the liberal studies and humanities category in order to obtain more reliable data.

Respondents were asked how many times they have participated in any of sort community service activities in the past year. The response choices were zero times, 1-3 times, 4-6 times, and 7 or more times. Students in the college of business participated in fewer community service activities than students in either the college of science and health or liberal studies and humanities in the past year. The significance level between the three different departments was .005, which is less than .05, and therefore statistically significant. The figure below exhibits the differences between the number of times respondents of each department participated in community service activities in the past year.

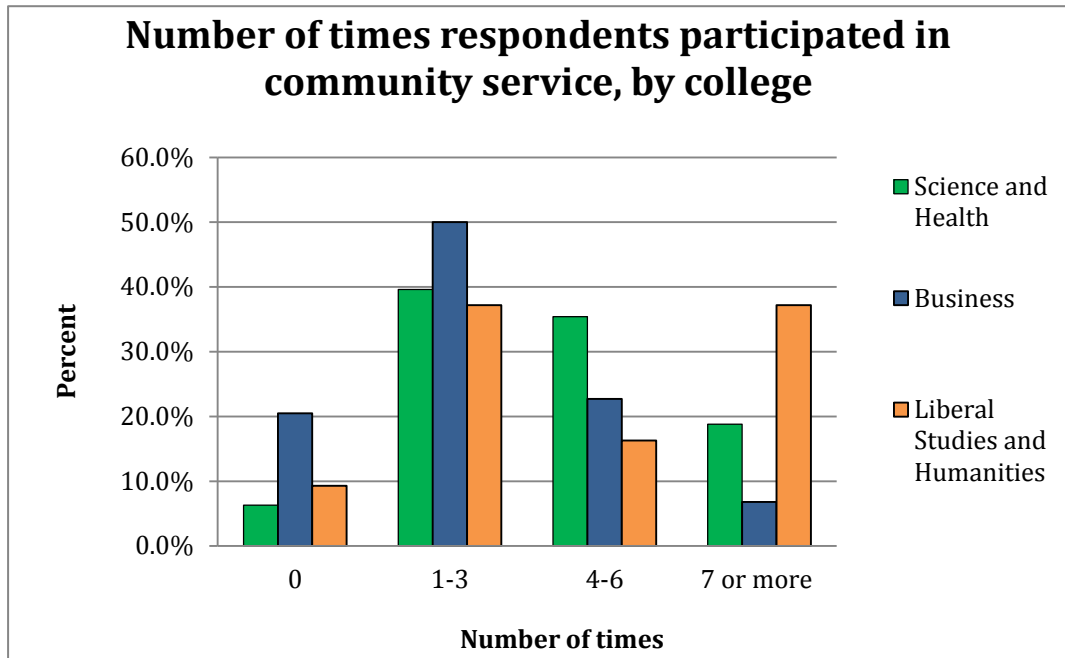


Figure 3.5. Participation in community service

Respondents who had not yet studied abroad were asked, “What type of program would you be most interested in participating in?” in regards to the duration of the program. The options were a semester, year long, summer, or J-term/other short program which was defined as 1-8 weeks. There was a statistically significant difference between the program types respondents in different colleges were interested in, as seen in Figure 3.6 ($\alpha=.028$). Respondents in the college of liberal studies and humanities were much more interested in semester programs, while students in the college of science and health were more interested in summer programs, and students from the college of business were more interested in J-term or other short programs.

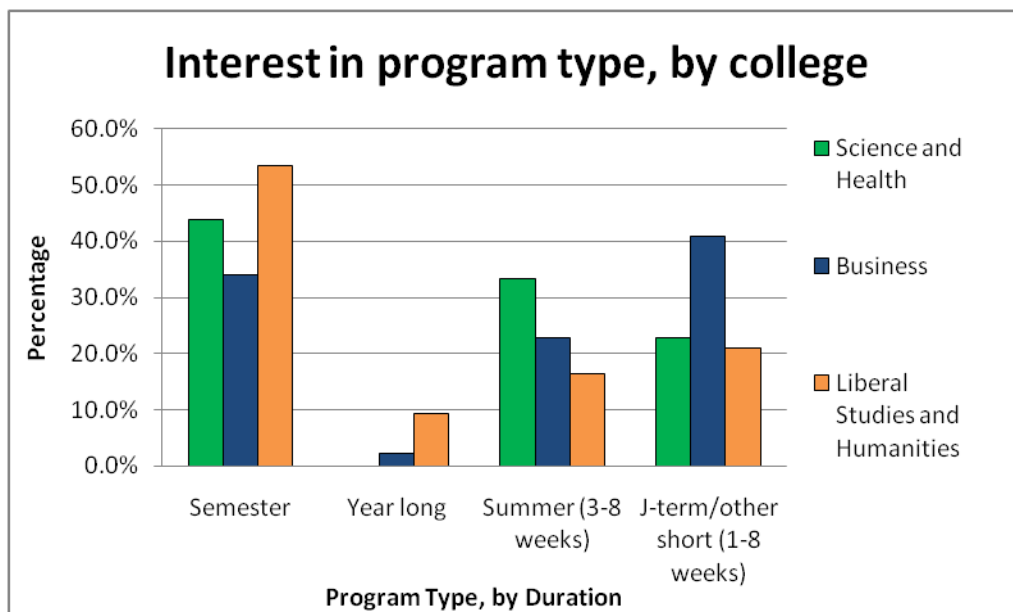


Figure 3.6. Interest in study abroad program type

There was also a statistically significant difference by respondents' major and interest in participating in a service-learning study abroad program. As shown in Figure 3.7, respondents in the college of business were less likely to be interested in service-learning study abroad programs than respondents in either the colleges of science and health or liberal studies and humanities.

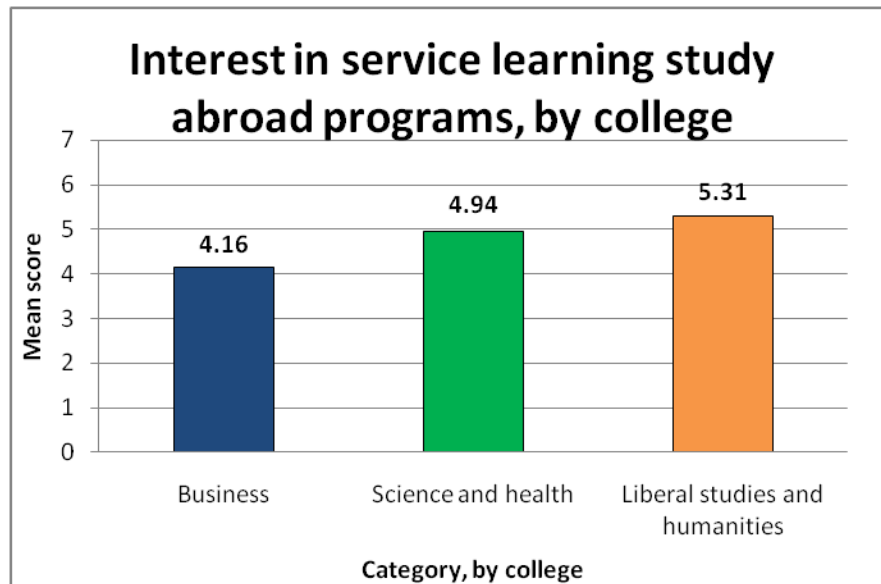


Figure 3.7. Interest in service-learning study abroad programs

*College of business vs. college of science and health ($\alpha=.021$)

*College of business vs. college of liberal studies and humanities ($\alpha=.000$)

*College of science and health vs. college of liberal studies and human ($\alpha=.221$, not statistically significant)

Correlations to Interest in Service-Learning Study Abroad Programs

Using regression testing it was determined there was a significant relationship between respondents' interest in participating in a service-learning study abroad program and their interest in participating in volunteer work with Americorps, Peace Corps, or any other service program ($\alpha=.000$). The respondents' interest in service-learning study abroad programs was found to increase when interest in participating in the Americorps or Peace Corps increased. The correlation was .602, with 36.2% of the variation of interest in service-learning study abroad programs being explained by interest in Americorps or Peace Corps ($R^2=.362$). For every one point increase on the 7-point Likert scale for interest in Americorps or Peace Corps, the interest in service-learning study abroad programs is assumed to increase .533 points, when comparing just those two variables to each other.

The same test was used to compare the respondents' interest in promoting social justice and advocacy to their interest in service-learning study abroad programs. These two variables had a fairly strong linear correlation, as ($R=.555$ and $R^2=.308$). For every one-point increase in interest of promoting social justice and advocacy, the level of interest in service-learning study abroad increases .532 points. This relationship also was statistically significant ($\alpha=.000$).

The same dependent variable of interest in service-learning study abroad programs was then compared against how much respondents agreed to the statement "Having an international learning experience is very important to me". There was a statistically significant correlation as $\alpha=.000$. The measurement of regression showed a negative and slightly weaker correlation ($R=.440$ and $R^2=.194$) compared to the previous two comparisons. This question was based on a 5-point scale ranging from 1 being completely agree to 5 being completely disagree. It was found that as respondents disagree with that statement more and do not believe an international learning experience is important, their likeliness of being interested in service-learning study abroad programs decreases.

DISCUSSION AND CONCLUSION

The objective of this study was to examine students' interest in service-learning study abroad programs and what factors are likely to increase their interest in such programs. It was found that students' sex, major, and interest in other service or social cause work were all determinants for the level of interest in service-learning study abroad programs.

Females were more likely than males to agree that service-learning study abroad programs would be relevant towards their career goals, and were also more likely to participate in volunteer work while abroad, which may explain why females are also more interested in participating in service-learning study abroad programs.

Students in the college of business were more interested in participating in shorter duration programs than in semester long or even summer programs. This indicates that business students are more concerned about longer programs delaying their ability to graduate in a desired period of time, as suggested by previous studies (Lewis and Niesenbaum, 2005). On the contrary, students in the liberal studies and humanities field were much more interested in participating in semester-long study abroad programs.

Service-learning study abroad programs promote social change and many students become advocates on the topics they study and integrate within their respective host community. Therefore, it was no surprise that there was a significant correlation between those who were interested in promoting social justice and advocacy and their interest in participating in a service-learning study abroad program. Robbin D Crabtree (2008) believes that the last phase of psychological disruption and adaptation in learning is characterized by the integration of experiential and classroom learning along with the development of a structured critique of social issues and an interest in advocacy.

There was a clear difference between students in different colleges and how interested they were in service-learning study abroad programs. Respondents in the college of liberal studies and humanities were much more likely to be interested in such programs compared to those in the school of business. Nancy Wessel (2007) explains that majors such as sociology are placing a stronger emphasis on international and comparative perspectives and have been incorporating experiential education into the curriculum. Previous studies have also shown that study abroad participants tend to be more represented in humanities and social science majors (Salisbury, et al. 2008). This, however, does not suggest students who are interested in longer programs are more likely to participate in service-learning study abroad programs, as it was discovered that the quality of the program is more important to students' learning than the duration (Katula and Threnhauser, 1999).

Any significant mean scores when examining students' interests in service-learning study abroad programs led to the conclusion that there is an interest in service-learning study abroad programs at the University of Wisconsin-La Crosse. Because the mean scores were greater than four, this indicates students were more interested than not in service-learning programs. As there is a correlation between those who believe an international learning experience would be important to their education and their interest in participating in a service-learning study abroad program, it demonstrates students' understanding that they need to become more involved as a global citizen. In order to increase the interest in service-learning study abroad programs, especially in the school of business, there needs to be a greater interest and awareness of community service projects, and short-term service-learning programs must be offered, as business students are much more interested in shorter-term study abroad programs. Wessel also found that students are more likely to choose programs that relate more directly to their major and career goals (2007), which must be taken into consideration when designing and implementing service-learning programs.

LIMITATIONS AND FUTURE RECOMMENDATIONS

There has been previous research on students' interest in studying abroad, but little research has been done to determine what motivations are involved in students' interest in service-learning study abroad specifically. This made it challenging to compare the results from this study to previous studies. Another limitation was that the sample for this study was 94.5% Caucasian, which made it impossible to study differences in ethnic preferences and interests in studying abroad (Appendix B). Lastly, it was found that when comparing multiple independent interval variables together against a single dependent variable, the correlations change because each variable is affected by the other. This relationship between all the variables made it very difficult to determine which variable has a greater effect and by how much. It is recommended that more research be conducted on this topic to discover more about students' ethnocentrism and how that relates to their interest in service-learning programs. As the field of participants grows in this area of study abroad, more trends can be followed and analyzed.

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APPENDIX A

Survey: Service-learning study abroad programs

Have you studied abroad during your time at UW-L?

- Yes No

What type of program was it?

- Semester
 Year-Long
 Summer (3-8 weeks)
 J-term or other short program (1-8 weeks)

Why did you study abroad? (mark all that apply)

- To seek a new experience through travel
- Increase knowledge of another culture
- Improve language skills
- Be more competitive in future job market
- Escape
- Other _____

Did you participate in a volunteer program abroad?

- Yes
- No

What type of volunteer work did you do while abroad? (mark all that apply)

- Environmental sustainability
- Community health
- Education
- Endangered species
- Historical preservation
- Other

Approximately how much time did you spend doing volunteer work?

- 0-10 hours
- 10-20 hours
- 20-30 hours
- Over 30 hours

On a scale of 1-10, how much would you value your study abroad experience? (1 being the lowest value, 10 being the highest) _____

How interested are you in studying abroad?

- Very uninterested
- Uninterested
- Somewhat uninterested
- Undecided
- Somewhat interested
- Interested
- Very interested

What type of program would you be most interested in participating in?

- Semester
- Year long
- Summer (3-8 weeks)
- J-term or other short program (1-8 weeks)

Why do you want to study abroad? (mark all that apply)

- To seek a new experience through travel
- Increase knowledge of another culture
- Improve language skills
- Be more competitive in the job market
- Escape
- Other _____

What region(s) of the world would you be interested in studying in?

- North America
- South America
- Europe
- Africa

- Asia
- Australia and Oceania

How likely would you be to participate in any sort of volunteer work if you studied abroad?

- Very unlikely
- Unlikely
- Somewhat unlikely
- Undecided
- Somewhat likely
- Likely
- Very likely

Approximately how many times have you participated in any sort of community service activity in the past year?

- 0 times
- 1-3 times
- 4-6 times
- 7 or more

How interested are you in participating in volunteer work with Americorps, PeaceCorps, or any other service program?

- Very uninterested
- Uninterested
- Somewhat uninterested
- Undecided
- Somewhat interested
- Interested
- Very interested

How interested are you in promoting social justice and advocacy?

- Very uninterested
- Uninterested
- Somewhat uninterested
- Undecided
- Somewhat interested
- Interested
- Very interested

Service-learning study abroad programs balance field-related academic coursework with service experiences in order to promote social and economic development, by allowing the student to become an integral member of a community project.

Have you ever heard of service-learning study abroad programs before?

- Yes
- No

How interested would you be to participate in a service-learning study abroad program?

- Very uninterested
- Uninterested
- Somewhat uninterested
- Undecided
- Somewhat interested
- Interested
- Very interested

A service-learning study abroad program would be relevant towards my career goals.

- Completely disagree
- Somewhat disagree

- Neutral
- Somewhat agree
- Completely agree

<i>Please respond to the following statements:</i>	Completely agree	Somewhat agree	Neutral	Somewhat disagree	Completely disagree
Having an international learning experience is very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving credit for studying abroad is very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying abroad would have no impact on future job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about health care quality in other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A service-learning study abroad program would increase my global awareness more than a regular study abroad program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What would increase your interest in participating in a service-learning study abroad program? (mark all that apply)

- Receive academic credit relevant to major
- Competitive pricing compared to other study abroad programs
- Other _____
- I would not be interested in a service-learning study abroad program

What is your sex?

- Male
- Female

What is your ethnicity?

- African-American
- Asian/Pacific Islander
- Latino
- Caucasian
- Other _____

What year in school are you?

- Freshman
- Sophomore
- Junior

Which department are you studying for your major?

- Arts and Communication
- Science and Health
- Business
- Education
- Liberal Studies Social Sciences and Humanities
- Undecided major

Which department are you studying for your minor? (if you have one)

- Arts and Communication
- Science and Health
- Business
- Education
- Liberal Studies Social Sciences and Humanities
- Undecided or no minor