

Learning from Experience: Perceived Cognitive, Affective, and  
Behavioral Benefits of Experiential Study Abroad

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Honors Thesis

Appalachian State University

Submitted to the Walker College of Business

and The Honors College

in partial fulfillment of the requirements for the degree of

Bachelor of Science in Business Administration

May 2020

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## Abstract

Study abroad plays a significant role in many students' collegiate experiences. The merits of learning by doing are widely believed and accepted to be true, but these impacts have not been categorized to see if they would confer more overall benefit to students' development. To better understand the lasting perceived impacts of study abroad, both in a traditional sense and in a more experiential sense, the connections between depth of experience and perceived gains will be researched to allow instructors to better understand what experiences are most valuable to students' personal and educational development. The variables that will be researched will relate directly to a student's perceived cognitive, affective, and behavioral benefits from personal experience compared to what benefits might be gained in a more traditional study abroad environment. The cognitive, affective, and behavioral structure is based on the ABC (affective, behavioral, cognitive) psychological model which measures affective (emotion-based) responses, behavioral (action-influence based) responses, and cognitive (logic and understanding based) responses (Breckler, 1984). Relevant research will be grouped into these three types of responses to determine whether or not there is a connection to overall better-perceived results from experiential study abroad compared to traditional methods.

## Introduction

This literature review and analysis concerns, broadly, different aspects of study abroad in the eyes of students. As the name suggests, study abroad can generally mean the act of a student going to a foreign country to engage in further learning in that country's

environment. Study abroad can look very different depending on where a student goes to study or the structure of the program that they are embarking upon. Study abroad can put into relief the culture, politics, language, social norms, and lifestyles that make that country unique (Dwyer & Peters, 2004). From a student's perspective, study abroad can involve a wide breadth of new experiences, but this may also depend on the program or the student's expectations and what experiences they are driven to chase after. In short, the study abroad experience changes drastically depending on whether the student is engaged in an experiential versus a traditional study abroad program (Lutterman-Aguilar & Gingerich, 2015).

A traditional study abroad program can be defined under the same terms that have been previously utilized. Traditional study abroad involves a student traveling to another country, and most typically to another college of higher education within that country, to take classes and engage in a study related to a field of the student's choosing. Any further exploration is typically not connected with the study abroad program inherently and is done purely according to the student's interest, time, and motivation (Anderson, Hubbard, & Lawton, 2015). Programs that do not put great emphasis on a holistic approach to learning through multiple methods risk becoming a glorified vacation without deeper understanding being gained (Passarelli & Kolb, 2011). Experiential study abroad works to combat that and can be defined as a student traveling to another country to engage in study, again often connected with another college of higher education within that country, to experience the culture and the learning firsthand, not necessarily in a classroom setting (Lutterman-Aguilar & Gingerich, 2015). Experiential study abroad can be more informal or can involve interpersonal or cultural events such as directly interacting with locals or traveling to

culturally relevant sites to experience that culture firsthand. Instead of learning from more traditional aspects such as direct instruction under professors and through textbooks, the learning would originate from the student's firsthand experiences. Rather than focusing on whether more students are studying abroad, it is more important to understand and appraise the quality and overall lasting impact that a study abroad experience has on a student (McLeod et al., 2015).

## Theory

At its most basic form, the motivation and choice influence for students to study abroad is described by the push-pull model (Neice & Braun, 1977; Cummings, 1986; Lee & Tan, 1984; Agarwal & Winkler, 1985; Glaser, 1978; Rao, 1979; Altbach, Kelly, & Lulat, 1985; Mazzarol & Soutar, 2002; Chen, 2007). Push elements describe aspects that are found from within the student, such as a desire to broaden cultural awareness or further progress their education; pull elements, on the other hand, describe the external factors of the study abroad location which might entice students to attend through aspects like academic prestige or reputation (Bian, 2013). The derivation of a particular student's motivation to study abroad might be close to impossible to divorce from their cultural competence, as the student's perceived importance of or focus upon that competence might inherently change during the process of their studies while abroad (Anderson, Hubbard, & Lawton, 2015). A student's experiences prior to their choice to study abroad shape their interests and eventually their choice, but the accumulation of cultural competence throughout the process might change their perception of what aspects are most important.

With student motivation in mind, six essential elements drive student learning motivations: task, authority, recognition, grouping, evaluation, and time – or TARGET (Ames, 1987).

**Task.** The task dimension pertains to the design of assignments or learning activities (Ames, 1987). Task difficulty and pertinence keep students' attention and can feed into or create student learning goals. This connects intimately with student learning styles, of which there are over 70 different types but are often categorized by approaches referred to as VARK: visual, aural, reading(/writing), and kinesthetic (Chick, 2016). However, these learning styles are often erroneously attributed only to a student's preferences, but oftentimes the appropriate style relies solely on what content is being taught (Chick, 2016). For example, those who are most capable of internalizing information through hands-on activities would thus benefit the most from their experiences, but certain aspects like interpersonal communication will almost always be hands-on by nature.

**Authority.** Authority describes how much control the students have over their learning tasks and the related responsibility that might act as a driver. The benefit of giving a student authority over their learning means introducing a sense of ownership for their work and encouraging active participation (Ames, 1987). Offering the tools to the student and then allowing them to reach the conclusion through their skills and self-reflection allows for the growth of self-confidence through having control over their situations and their ability to adapt to situations organically (Edmonds, 2010; Lutterman-Aguilar & Gingerich, 2015). This drives active participation by each struggle and eventual success acting as a building block to the student's self-belief.

**Recognition.** Recognition relates to the improvement of motivation as a result of others properly appreciating the efforts of the student in completing that task. Each student will have a differing experience with each task they are presented with; it is up to those who are offering the tasks to allow students to focus on their best methods for individual improvement and progress and then to reinforce that progress through praise and valued incentivization methods (Ames, 1987). When a student can quantify the results of their actions through a reward, someone taking notice of a job well done, or even the sense of pride they receive after a successful interaction, they are more motivated to continue working towards mastery of the subject (Choi Fung Tam, 2016).

**Grouping.** Grouping refers to how students learn in different orientations, whether individually, cooperatively, or competitively. These different arrangements are utilized in different situations to allow them to have the best opportunity for content mastery (Ames, 1987). Some students may be more likely to venture forth to new places or practice their foreign language skills if they are working independently and do not have the pressures of working in a group setting (Choi Fung Tam, 2016). Others may find that they are more capable of understanding a culture or situation when working together with their peers to uncover knowledge (Maloney & Asbury, 2018).

**Evaluation.** The evaluation dimension relates to how students' gain of knowledge is assessed and monitored (Ames, 1987). Evaluation must exist so that students are given opportunities to reflect upon their learning to better solidify the concepts within context rather than as a vague experience or idea (Lutterman-Aguilar & Gingerich, 2015). While measurement of student success is classically obtained through testing and benchmarks, this method runs the risk of ignoring the importance of the following TARGET variable of

individual needs for time, as well as detracts from any learning that has been done through creative thinking methods gained through cultural experience and interaction (Lee, Therriault, & Linderholm, 2012). Determining methods of measuring student understanding that do not depend on testing would be ideal in experiential settings where the pace of student reflection is varied.

**Time.** Time relates to the length of time afforded to a student to absorb information through their learning or their experiences. Every student varies in the amount of time required for them to fully understand and internalize a concept, so this factor must either be adjusted for or highly individualized on a per-student basis for the various activities a student may focus on to aid mastery (Grey et al., 2015). Specifically in a study abroad context, the time variable is most apt to discuss the duration of the experience, most commonly divided into short-term programs, semester programs, or year-long programs. Each of these time structures for programs tend to focus on different aspects, but it is of interest to note that year-long study abroad experiences are becoming rarer over time (Dwyer, 2003).

### Determining Student Goals

The process of working with this form of the TARGET model led to the creation of a model more specific to the goals of students related to study abroad aspects. This model is the center of this research as it relates to student intercultural competence. Intercultural competence is defined as cognitive, affective, and behavioral skills and characteristics that allow for more effective interaction in different cultural contexts (Anderson, Hubbard, & Lawton, 2015). Therefore, student goals and benefits will be measured as functions of cognition, affection, and behavior. Cognition relates to a student's intellectual development; affection relates to emotional and interpersonal development; and behavior relates to actions



and intentions. In the process of this development, the G of the TARGET model pertaining to grouping was adjusted to gains as a descriptor of the student's perceived improvement as a driver and result of motivation. This change was made considering the study's focus on the perception of benefits rather than how learning group composition might impact the success of a study abroad experience.

The specialization of these TARGET drivers into these three groupings creates more specific student goals that further describe the perceived benefits students may see. These goals include intercultural competency, global awareness, confidence & motivation, future intentions, and future lifestyle.

**Intercultural Competency.** From a cognitive perspective, the ability to communicate effectively is a major driver for study abroad. Improvement of intercultural communication abilities by referencing the behavioral assessment scale for intercultural communication effectiveness (BASIC) demonstrates the eight most important dimensions for understanding intercultural communication effectiveness: display of respect, interaction posture, orientation to knowledge, empathy, task role behaviors, relational role behaviors, interaction behavior and management, and tolerance of ambiguity (Koester & Oebele, 1988). These eight aspects are deeply ingrained within the interaction between people and cannot be internalized without experience of that culture's specific iterations of each of the eight dimensions. The development of cross-cultural competence as well as foreign language proficiency are essential study abroad benchmarks (Watson, Siska, & Wolfel, 2013). The measurement of firsthand student experience during a study abroad program is also crucial as this aspect is inherent to experiential learning and the related opportunities for direct experience of culture, people, and subjects that traditional classroom or textbook learning might struggle to capture.

**Global Awareness.** Worldmindedness is another specific goal for students, this more related to affective aspects. Participation in a study abroad program increases the development of a global mindset. This effect is greater depending on the degree of cultural differences between a student's country of origin and their chosen study abroad country (Douglas & Jones-Rikkens, 2000). If the student is capable of working through the greater culture shock that results from this difference, the student will broaden their global understanding and also have the opportunity to widen their view of their home country and its place in the world. Allen and Young (1997)'s research also suggests that this cross-cultural competence is developed most strongly through face-to-face interactions with cultures that differ from the home culture. This direct interaction also fosters greater understanding between individuals and thus improves mutual intercultural relations. According to research conducted by Gui, Safdar, & Berry (2016), acculturation between foreign and local students leads to lower levels of perceived discrimination as well as each side feeling more comfortable in their own respective cultural identities without feeling the need to defend it against other ways of life.

**Confidence & Motivation.** Confidence and motivation combine to be a major affective variable. A student can only learn and gain as much as they are willing to learn and gain from an experience, so their motivation and confidence in initiating this process is crucial. Research by Yu (2009) describes that the continued success and interest of study abroad students are found to be closely and positively related to how well the students academically and socioculturally adapt. Therefore, if a student is willing to adapt to the study abroad country's academic and sociocultural norms, they are more likely to continue to engage successfully with the material and use of the language. Further, the people the student

is motivated to spend time interacting with has a similar effect on their accumulation of cultural, personal, and linguistic development. In the 2004 study by Dwyer and Peters, the overall language accumulation abilities of students were tested. Homestay participants had the greatest accumulation, followed closely by those living in an apartment or residence hall with local students. However, those who lived with students of their nationality in an apartment lagged far behind, as they were less motivated to pick up the foreign language when surrounded by their native language.

**Future Intentions.** Intention is a behavioral trait that relates to the study abroad experience after it has already occurred or begun. According to research by Hadis (2005), study abroad creates higher academic focusing, meaning that many students return from study abroad programs with a greater ability to focus on and prioritize their academic development. This change may be impacted by a student's gains and/or changes of two independent variables in their personality: independence and open-mindedness. High levels of these, especially improved after a study abroad experience, can lead to a greater focus on study back at their home university. This connects to a higher completion rate at the undergraduate level. Study abroad can also influence a student's desire to pursue further education. Students who chose to take the opportunity to study abroad longer encountered increased confidence in language skills, expanded interest in other academic studies, and were twice as likely to attain a Ph.D. (Dwyer, 2003). Study abroad experiences as drivers for intentions to complete and further their study should prove to be of interest to institutes of higher education as a method of improving completion rates and the number of graduate-level students.

**Future lifestyle.** Future lifestyle is the most far-reaching and vague behavioral trait as it does not necessarily manifest clearly or quickly after a study abroad experience. According to Douglas & Jones-Rikkens (2000), participation in a study abroad program increases the development of a global mindset which is of great value to future employers. Particularly, business students become more prepared for a culturally diverse workplace if they have studied abroad in a country that is quite different from their home country. This impact drives a student's possible future as a connected global citizen who will be of great value to their future field. Additionally, study abroad experiences can influence a student's plans for where they will choose to physically settle, live, and work. Hadis (2005) describes how study abroad causes a disposition toward international mobility to develop in a person. This sometimes results in higher levels of reverse culture shock, making a person more likely to want to continue traveling or choose to live in their study abroad host country permanently. This experience creates a higher intrinsic value of education, which therefore creates higher academic focus, all impacts of international mobility and future desires to live outside the United States.

Exhibit 1 below features a summary of the research gathered related to theory.

TRADITIONAL	EXPERIENTIAL
<b>Intercultural Competency (Cognitive)</b>	
<ul style="list-style-type: none"> <li>Learning through classroom materials leads to a basic understanding of communication styles</li> </ul>	<ul style="list-style-type: none"> <li>Experience through interaction means internalization and practice of communication methods alongside understanding (Allen &amp; Young, 1997)</li> </ul>
<ul style="list-style-type: none"> <li>Emphasis on rote memorization, often towards the goal of testing well</li> </ul>	<ul style="list-style-type: none"> <li>Learning retention by connecting knowledge to experiences (Cheney, 2001)</li> </ul>
<ul style="list-style-type: none"> <li>Indirect experience of culture, people, and subjects; viewing from afar or a visitor's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Direct experience of culture, people, and subjects; viewing from within from a local's perspective</li> </ul>
<ul style="list-style-type: none"> <li>Program likely focused on language proficiency OR cross-cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>Invites language proficiency and cross-cultural competence as interwoven concepts (Watson, Siska, &amp; Wolfel, 2013)</li> </ul>
<b>Global Awareness (Affective)</b>	
<ul style="list-style-type: none"> <li>Learning in the classroom offers less interactions with individuals, leading to a very broad view of interconnectedness</li> </ul>	<ul style="list-style-type: none"> <li>Face-to-face interactions allow mutual understanding between individuals (Allen &amp; Young, 1997)</li> </ul>
<ul style="list-style-type: none"> <li>Greater tendency to see other cultures from an ethnocentric perspective (Edmonds, 2010)</li> </ul>	<ul style="list-style-type: none"> <li>Lower levels of perceived discrimination and comfort in own respective cultural identity (Gui, Safdar, &amp; Berry, 2016)</li> </ul>
<b>Confidence &amp; Motivation (Affective)</b>	
<ul style="list-style-type: none"> <li>Lack of opportunity to socioculturally interact leads to lack of knowledge of cultural norms and uncertainty in interactions (Xiao &amp; Petraki, 2007)</li> </ul>	<ul style="list-style-type: none"> <li>More chances to socioculturally adapt and thus be more confident in their future interactions (Yu, 2009)</li> </ul>
<ul style="list-style-type: none"> <li>Grouped with other non-natives leads to less external forces encouraging interaction (Tanaka, 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Surrounding people and places encourage greater learning through sense of necessity (Dwyer &amp; Peters, 2004)</li> </ul>
<b>Future Intentions (Behavioral)</b>	
<ul style="list-style-type: none"> <li>Less opportunities for independence due to direct guidance by a teacher or hired guide</li> </ul>	<ul style="list-style-type: none"> <li>Higher academic focusing due to feelings of independence and open-mindedness (Hadis, 2005)</li> </ul>
<ul style="list-style-type: none"> <li>Most interactions are secondhand and would not elicit a new depth of interest</li> </ul>	<ul style="list-style-type: none"> <li>Expanded interest in academic studies through firsthand interaction with the subject matter in a new context (Dwyer, 2003)</li> </ul>
<b>Future Lifestyle (Behavioral)</b>	
<ul style="list-style-type: none"> <li>Mindset growth is limited by subjects taught directly in foreign classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Development of global mindset is of value in a multicultural workplace (Douglas &amp; Jones-Rikkens, 2000)</li> </ul>
<ul style="list-style-type: none"> <li>Culture shock causes students to prefer the comforts of home</li> </ul>	<ul style="list-style-type: none"> <li>Reverse culture shock causes an increase in the desire to travel (Hadis, 2005)</li> </ul>

*Exhibit 1: Summary of Theory*

## Objectives

The cognitive, affective, and behavioral structure is based on the ABC (affective, behavioral, cognitive) psychological attitude model which measures affective (emotion-based) responses, behavioral (action- and influence-based) responses, and cognitive (logic- and understanding-based) responses (Breckler, 1984). Each of these goals concerns a different aspect of study abroad results that students may perceive as direct, causal benefits. These goals are discussed in detail below.

### Cognitive Goals

*Intercultural Competency:* An overarching term encompassing the student's language proficiency, cross-cultural communication skills, and the importance of firsthand interaction. The importance of intercultural cognitive competency is growing as the ability to engage in complex tasks through a more culturally aware lens is an increasingly valued skill (Lee, Therriault, & Linderholm, 2012). Intercultural competency presents itself in the following three unique variables.

**Language Proficiency.** The language proficiency variable is defined as the ability to communicate fluently in a foreign language and the degree to which experiential study abroad improves fluency. When it comes to the development and solidification of a second language, the context of that learning plays a vital role in the student's ultimate ability to become more fluent in the language (Leonard & Shea, 2017). Gaining skill in language usage from firsthand experience offers comparatively wider benefits than simply learning the language in the classroom. By developing speaking and writing fluency, students were thusly motivated to continue their study through exposure as well as to widen their understanding of their target language's culture, people, and society, culminating in an understanding that

widens horizons and makes students more global citizens (Dixon, 2013). In this manner, the learning of a second language through experiential methods blossoms into growth in many of the other variables that follow, making it an inextricably positive focus for particularly experiential learning.

**Cross-Cultural Communication Skills.** The ability to communicate across cultural differences, as well as the degree to which experiential study abroad improved this ability. In an increasingly globalized world, expertise in communication across cultures is vital; whether a student is learning a second language while abroad or not, interactions across cultures will bolster cross-cultural communication skills which are especially necessary as international bonds between countries grow and are reflected in professional and everyday environments (Mozeleski, 2013). Without firsthand experience as a facet of communication, students tend to fall to a halfway point of understanding, where they view the behaviors and practices of others as cultural but fail to see their behaviors and practices as culture-laden (Cheney, 2001). Cross-cultural communication skills gained through experience allow for the understanding of foreign communication styles while also acting as a mirror for students to better understand their communication styles and the inherent cultural uniqueness of those styles.

**Firsthand Experiences.** Inherent to experiential learning, the presence of a firsthand experience provides the opportunity to learn about cultures, people, and subjects from direct experience rather than traditional classroom and textbook learning. Firsthand experiences act as the touchstone point for those who are learning. Adults in particular have their best learning retention when new knowledge is connected to prior experience and current questions (Cheney, 2001). Cross-cultural immersion and awareness are best developed

through face-to-face contact with that culture, and the connection is more greatly enhanced through activity-based learning to tie together learning and understanding (Allen & Young, 1997). In the words of David Kolb, educational theorist and expert in experiential learning, “people create themselves through the choice of the actual occasions that they live through” (Passarelli & Kolb, 2012, p. 8). By living through a culture, that culture becomes a learned part of a student in a way it otherwise could not have.

### Affective Goals

**Cultural/Global Awareness.** Cultural awareness is perhaps the most obvious variable to be related to a study abroad experience, particularly one that is experiential in nature as the expectation is that a student will become aware of the culture by living within it. The cultural/global awareness variable details the degree to which the student becomes more aware of foreign cultures and global issues through experiential study abroad, as well as becoming more self-aware of their own culture. As previously stated when discussing the importance of firsthand experiences, cross-cultural awareness is best developed through face-to-face contact with that culture (Cheney, 2001). The experience of facing a completely new cultural environment not only increases respect for that culture; experiential learning of a culture uniquely allows a student to draw their own conclusions through their interactions with that culture, thus impressing upon that student what is most different and opening a new gaze to the world. Experiential study abroad allows students to test preconceived notions and habits they were not previously aware of having by allowing them to self-reflect and gain knowledge at their own pace and through their own preferred methods (Dwyer & Peters, 2004).



**Confidence.** How much does experiential study abroad improve the student's confidence in their skills, confidence in their collected knowledge, and overall self-confidence? Confidence is an emotion with a wide range and acts as a uniquely separate skill in addition to its status as an intrinsic feeling. Confidence in skills leads to greater willingness to use that skill, for example in willingness to utilize a foreign language without fear (Dewaele, Comanaru, & Faraco, 2015). Students who have an experience steeped more deeply in practical, repeated usage of a skill have increased confidence in that skill due to greater amounts of exposure and practice opportunities (Dwyer, 2003). Without opportunities to solidify gathered knowledge in a practical environment, confidence is not as likely to develop and students may stifle their abilities for knowledge acquisition due to anxieties related to the uncertainty of having not had an experience that provides hands-on practice from which they could draw that confidence (Dewaele, Comanaru, & Faraco, 2015). Repeated chances at firsthand experience also helps a student adjust their mindset from feeling threatened by the uncertainty to feeling challenged by the uncertainty; when the student perceives new events as challenges instead, they are more likely to have greater confidence in themselves and their abilities (Edmonds, 2010).

**Motivation.** How much does experiential study abroad improve a student's motivation to continue to pursue their studies, as well as motivation to pursue mastery rather than basic performance? When experiential learning is interweaved with a transformative learning experience like study abroad, individuals gain not only a new frame of reference but also the ability to transform themselves through the process of continuous learning (Strange & Gibson, 2017). The four major motivations for studying abroad are, from greatest to least, world enlightenment, personal growth, career development, and entertainment, with the first

three having much higher levels of occurrence than entertainment (Anderson, Hubbard, & Lawton, 2015). These drivers are heightened during experiential study abroad: world enlightenment and personal growth are gathered through experiencing the culture and learning to adapt, while career development alludes to the skills (i.e. intercultural communication) which will someday be tools for the student when they enter into their professional workplace of choice. Those who are interested in improving their understanding are the same people who will have greater future motivations and are the same people who will benefit the most from firsthand experience that fortifies their understanding (Stroud, 2010).

### Behavioral Goals

**Retention/Degree Completion.** Retention and degree completion as a variable relates to the likelihood that experiential study abroad will encourage a student to continue to attend their home university, finish their degree, and perhaps pursue further education. This variable will prove to be most interesting to universities themselves as they work to tout higher retention rates, graduation rates, and graduation on-time (Barclay Hamir, 2011). The motivation to stay at their home university after completion of the study abroad experience is driven largely by an improved sense of the importance of academic focusing and the intrinsic value of education; these feelings are heavily correlated with greater independence, which connects back to the confidence variable (Hadis, 2005). As students begin to see their lives being under their control, they place greater value on their future and work towards it with seriousness. For this reason, students who have greater hands-on experiences, and thus greater confidence, are more likely to proceed further in higher education than their peers (Dwyer, 2003).

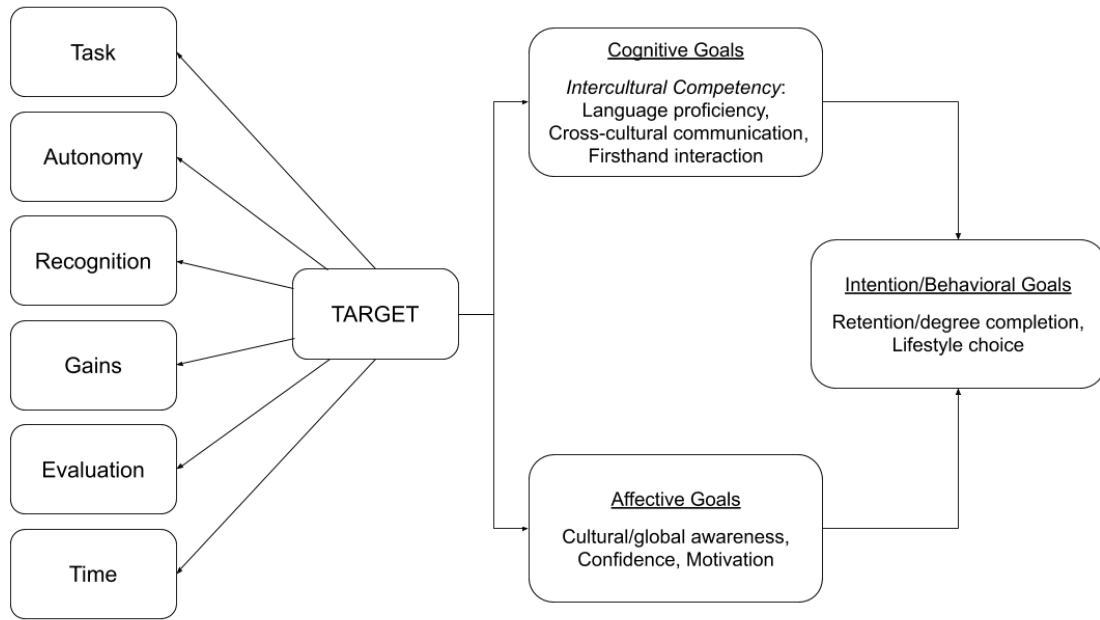
**Lifestyle Choice.** The most forward-looking of all the variables, lifestyle choice determines how experiential study abroad may affect a student's future goals and lifestyle related to interests, residence, and sense of self, as well as how much experiential study abroad influences a student's future career goals and teaches skills that will stand out to employers in their chosen field. Experiencing a new facet and style of life has the potential to greatly change a person's long-term outlook on what they want from their future and their future chances of international mobility. David Kolb speaks about the tendency for the experience of something new impacts how people process the future: "The way we process the possibilities of each new emerging event determines the range of choices and decisions we see. The choices and decisions we make to some extent determine the events we live through, and these events influence our future choices" (Passarelli & Kolb, 2012, p. 8). Experiencing a new lifestyle in a disparate culture allows for people to view new possibilities in a life they had not previously considered. Further, the gaining of understanding while abroad has the potential to reflect positively on students as they proceed into professional environments, especially when those professions may concern international business connections (Trooboff, Berg, & Rayman, 2007).

#### Influence of Cognitive and Affective Goals on Behavioral Goals

The interactions between cognitive and affective goals are what allow students to develop and grow. Cognitive goals solidify knowledge related to communication skills that will define how they interact with others, either from a linguistic or cross-cultural understanding perspective, and can result in more robust creative- and critical-thinking skills that students can apply in a wide range of future situations (Mozeleski, 2013). Affective goals are responsible for the integration of cultural knowledge and confidence into a

student's evolving beliefs, as students report study abroad experiences as a catalyst for maturity, self-confidence, tolerance of ambiguity, and a more sophisticated and interconnected worldview (Dwyer & Peters, 2004). The step that follows this accumulation of knowledge involves how a student changes their behaviors as a result of what they experienced (Lutterman-Aguilar & Gingerich, 2015). Cognitive and affective achievements result in insight that shapes behavioral actions and future choices. Becoming more skilled and comfortable interacting with foreign cultures shapes a student's actions to be more global in their setting of future academic, professional, or personal goals (Dwyer & Peters, 2004). Long-term behaviors are shaped by experiences students have, and actions are powered by feelings or logic that students internalize.

**Research model.** This study will bring forth a customized version of the TARGET model (Ames, 1987) and the ABC attitude model (Breckler, 1984) to define the comparative benefits of experiential study abroad over traditional opportunities and to research the connection between experiential study abroad opportunities with increased student motivation, as well as completion and retention rates. Experiences gathered from past research will be grouped into these three types of responses to determine whether there is a connection to overall better-perceived results from experiential study abroad compared to traditional study methods. The customized model is seen in Exhibit 2 below.



*Exhibit 2: Cognitive, Affective, and Behavioral TARGET Model*

## Method

### Conducting Systematic Literature Reviews

This systematic literature review will be conducted following the example of Müller et al.'s systematic literature review relating to social, emotional, and intercultural competencies of students and school staff, as this study shares a similar pedagogical link with affective and cross-cultural tendencies (Müller et al., 2019). The structure utilized will follow a seven-step process: (1) Research question development; (2) Select and solidify relevant keywords; (3) Determine relevant database(s); (4) Determine search limitations; (5) Develop strategies for proper literature review; (6) Conduct search and analysis; and (7) Create a list that describes all relevant articles, seen in Appendix A.

## Paper Selection

**Research question development.** The search for relevant literature was guided by the following research question: What are the perceived cognitive, affective, and behavioral benefits that students perceive as a result of their study abroad experiences and/or direct experiences with students/people of other cultures when outside of their home country?

**Selection of relevant keywords.** The relevant search terms selected were “study abroad”, “study abroad benefits”, “gains”, “benefits”, “cognitive”, “affective”, “behavioral”, “experiential”, “motivation”, “confidence”, “intercultural communication skills”, “experiential learning”, “degree completion”, and combinations of these search terms.

**Relevant database(s).** The database used to gather relevant research was Google Scholar, chosen for the sake of allowing a more interdisciplinary gathering of information by amalgamating several different databases. Databases utilized within the bounds of Google Scholar include ERIC (based in education), Taylor & Francis (interdisciplinary), and ResearchGate (interdisciplinary).

**Search limitations and strategies for proper literature review.** The articles studied must have been written within the past 25 years (after 1995) to ensure that the information will be relevant to today’s study abroad norms and the current standards of globalization. All publications not written in English were excluded due to risks of mistranslation or misunderstanding by the author. Within the search, topics primarily related to changing curriculum at home universities, hyper-specific group studies such as first-generation college students, “lifestyle” as a keyword, studies centered on determination of student destinations, and studies centered on willingness to participate in general study abroad were all excluded due to vagueness or lack of direct relation to the study at hand.

**Search and analysis.** The review resulted in 36 articles across the searched databases after eliminating unrelated or duplicate articles. These resulting 36 were categorized by the three goals of cognitive, affective, and behavioral focuses, with one out of the 36 being sorted as a combination of affective *and* behavioral. Research methodology was noted as well, from interviews, surveys, subject journal entries, and so on.

## Results

### Categorization of Assessment Tools and Methods

The 36 reviewed articles (see Appendix A) used a variety of methods to conduct their research. The majority of the data was derived from surveys/questionnaires followed by interviews and pre- and post-tests. Other data was gathered through diary entries, focus groups, ethnography, and regression analysis. Aside from the four articles which at least partially utilized regression analysis, the majority of the data is qualitative, as perceptions of benefits tend to be qualitative by nature.

### Allocation to General Areas

As previously described, the body of research was categorized into cognitive, affective, and behavioral goal foci. Ten (~28%) of the articles were categorized as cognitive; 15 (~42%) targeted affective goals and variables; ten (~28) concerned behavioral variables; and one (~3%) was classified as both affective *and* behavioral. See Exhibit 3 below for the specific categorization of the researched materials. Note that some studies employed multiple methodologies.

Category	Number of Articles	Percent of Total Body of Research
Cognitive	10	27.8%
Affective	15	41.7%
Behavioral	10	27.8%
Affective <i>and</i> Behavioral	1	2.8%
Survey/questionnaire	18	50.0%
Interview	7	19.4%
Tests (pre/post or written)	7	19.4%
Diary	4	11.1%
Regression analysis	4	11.1%
Focus group	1	2.8%
Case study	1	2.8%
Ethnography	1	2.8%

*Exhibit 3: Distribution and categorization of articles*

**Cognitive goals and variables.** Prior research related to experiential learning that linked to cognitive student goals focused mainly on language acquisition and cross-cultural competence through immersion. A study on German language acquisition in students who participated in experiential learning demonstrated that what some might consider to be learning distractions are vital to the gain of personal, cultural, and social benefits whilst still maintaining excellent progress in their language acquisition (Fraser, 2002). Of the German language students, those who participated in non-traditional study abroad which focused more on the experience of other facets of life—for example, playing music with German university orchestras—achieved the highest overall gains in their linguistic fluency (Fraser, 2002). Similarly, students participating in a study abroad experience in Beijing, China described their experience with out-of-class practice and involved gains (Choi Fung Tam, 2016). One participant noted that the language environment applied natural pressure to communicate in situations such as ordering food or buying commodities, which provides opportunities for socio-cultural interactions (Choi Fung Tam, 2016). The effect of language



skill improvement is especially prominent in students with at least some prior experience with the language, as the students then have the opportunity to work towards complexity, processing speed, and fluency (Leonard & Shea, 2017). Situations such as homestays were also a natural method of improving language understanding, provided that the student and homestay parent were equally invested and communicative (Tanaka, 2007). However, in situations where the usage of the target language is not encouraged outside of a classroom environment, students may have difficulty integrating new communication skills into their repertoire and may tend to stay closer to other study abroad participants from their home country (Tanaka, 2007). Without an experiential element designed into the experience that encourages or requires day-to-day communication or language practice, the students' gains depend wholly on their own internalized confidence and motivation that they enter the program with, a variable that can cause a great deal of disparity between student experiences. This connects to the student's overall willingness to communicate and their foreign language anxiety, affective sub-variables which connect to the confidence variable below (Dewaele, Comanaru, & Faraco, 2015).

**Affective goals and variables.** Research of affective goals achieved through study abroad with an experiential lens revolved around ideas of personal growth in motivation, confidence, or self-recognition, along with a better understanding of cross-cultural interactions through firsthand experience. Practical experiences such as bargaining with peddlers in Beijing gave the student a sense of satisfaction due to the chance at practicing the language and their success in convincing the peddlers to lower prices (Choi Fung Tam, 2016). Similarly, a study found that a study abroad experience was positively linked to participants feeling a greater locus of control—that is, a stronger belief that one has control

over their experiences and situations—thus resulting in greater personal confidence and motivation (McLeod et al., 2015). The same study found no marked difference between a student’s given self-esteem rating before and after a study abroad experience, implying that motivation and confidence do not necessarily reflect onto positive self-recognition and self-respect (McLeod et al., 2015). However, in a study of nursing students studying abroad and participating in “minor but direct patient care” in Dominica, students described a process of taking in their surroundings and, with time and consideration, bringing forth more self-awareness, a broader perspective of the world, and a chance to confront latent ethnocentric beliefs (Edmonds, 2010). Study abroad experiences are also found to show significant increases in students’ capacity for ethnorelativism and intercultural communication awareness; this study also discovered that students who choose to study abroad already have comparatively higher capacity for intercultural communication skills than those with no intention to study abroad, thus implying that global-mindedness is a predictor for study abroad that is then further improved by the occurrence of the actual study abroad experience (Williams, 2005). The importance of intercultural communication understanding is underlined in a study of Chinese students learning English at an Australian university; students found their abilities to grasp English language learning at a disadvantage when they did not have a proper understanding of differences in nonverbal communication and politeness strategies which are inherent to English communication (Xiao & Petraki, 2007).

**Behavioral goals and variables.** Literature relating to behavioral goals related primarily to international mobility and lifestyle changeability, degree completion and tendency to complete advanced degrees, and value of a study abroad experience in a professional context, all with a futuristic lens. Students who have participated in study

abroad, especially those who found the experience to be valuable to their personal growth, had higher levels of academic focusing and intrinsic value for education upon their return, and also were more prone to international mobility in their futures (Hadis, 2005). Research indicates that students who study abroad graduate at higher rates than their peers and with relatively shorter time-to-degree durations (Barclay Hamir, 2011). In addition, those who participate in study abroad are more likely to attend graduate school and/or earn a Ph.D. in the future (Dwyer, 2003). However, these students demonstrated no significantly higher level of research productivity than their less-mobile peers (Shin et al., 2014). A study which directly communicated with employers to understand their preferences relating to employment prospects' study abroad experiences found two significant preferences: firstly, the longer the duration of the program, the more useful it is perceived; and secondly, experiential learning such as through service learning or internship is more highly valued than traditional study abroad experiences (Trooboff, Berg, & Rayman, 2007). The findings of another study corroborated this theory from the participants' point of view, as study abroad participants overwhelmingly agreed that their experiences led to improvement of career direction, ability to obtain their first job, and long-term career prospects (Potts, 2015). Yet another study found that for technical disciplines such as engineering, the presence of a study abroad experience on a resume was not considered particularly lucrative until later on in the individual's career when they were being considered for more advanced positions when it became a more pertinent and differentiating trait (Heiden, 2012). Study abroad experiences demonstrate the image of a person with at least some degree of enthusiasm for the international experience, an image that can be valuable both to future employers and the self as former participants weigh their future goals with their past experiences in mind.

Exhibit 4 demonstrates a summary of the research findings.

TRADITIONAL	EXPERIENTIAL
<i>Cognitive Goals: Language proficiency, Cross-cultural communication, Firsthand interaction</i>	
<ul style="list-style-type: none"> <li>Learning among other non-native speakers leads to a tendency to fall back on native language communication (Tanaka, 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Language usage through firsthand practice such as shopping or ordering food leads to greater fluency (Choi Fung Tam, 2016)</li> </ul>
<ul style="list-style-type: none"> <li>Less willingness to communicate with locals due to higher levels of foreign language anxiety (Dewaele, Comanaru, &amp; Faraco, 2015)</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning that does not necessarily focus on language development (i.e. playing with an orchestra in Germany) leads to comparatively higher linguistic and communication gains (Fraser, 2002)</li> </ul>
<i>Affective Goals: Cultural/global awareness, Confidence, Motivation</i>	
<ul style="list-style-type: none"> <li>Less control over experience may lead to uncertainty, shyness, unwillingness to communicate (Dewaele, Comanaru, &amp; Faraco, 2015)</li> </ul>	<ul style="list-style-type: none"> <li>Greater locus of control through experiences increases personal confidence and motivation (McLeod et al., 2015)</li> </ul>
<ul style="list-style-type: none"> <li>Fewer opportunities to confront latent ethnocentrism (Edmonds, 2010)</li> </ul>	<ul style="list-style-type: none"> <li>Higher capacity for ethnorelativism (Williams, 2005)</li> </ul>
<ul style="list-style-type: none"> <li>Learning about other cultures without much opportunity to compare against one's native culture</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of other cultures as well as self-awareness of one's cultural actions (Edmonds, 2010)</li> </ul>
<i>Behavioral Goals: Retention/degree completion, Lifestyle choice</i>	
<ul style="list-style-type: none"> <li>Employers look favorably upon study abroad, but the academic major is considered more relevant (Trooboff, Berg, &amp; Rayman, 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning abroad is more highly valued by employers, along with longer duration (Trooboff, Berg, &amp; Rayman, 2007)</li> </ul>
<ul style="list-style-type: none"> <li>Those who study abroad are more likely to complete their degrees on time and are more likely to pursue higher levels of education (Barclay Hamir, 2011; Dwyer, 2003)</li> </ul>	<ul style="list-style-type: none"> <li>There is no direct evidence of an experiential element making a student more likely to complete their degrees or pursue higher levels of education as compared to traditional study abroad (Barclay Hamir, 2011; Dwyer, 2003)</li> </ul>

*Exhibit 4: Summary of Results*

## Discussion

### Summary of Objectives

This review provides a categorized overview of the perceived benefits of experiential study abroad as a preference over traditional study abroad experiences. The review concentrates on measuring these benefits under different variables relating to the perceived impacts, specifically relating to cognitive, affective, and behavioral goals. This discussion will attempt to measure which variables are most valued to students, which variables are most bolstered by an experiential learning methodology within a study abroad experience, and which may or may not be most lacking in research or opportunities for experience.

### Findings

Overall, the increased achievement of cognitive and affective goals in terms of experiential learning whilst studying abroad are represented within the data as valuable experiences. Language acquisition and cross-cultural communication are the most beneficial variables of experiential study abroad, as experience leads to unique firsthand gains which are difficult to replicate in a classroom or surface-level travel setting (Passarelli & Kolb, 2012). Students in experiences that were designed to have an experiential perspective, such as dropping off student groups in unknown towns to gather cultural information through firsthand experience, were found to offer students greater ability to deeply understand a place as though they were a local (Maloney & Asbury, 2018). Confidence and motivation are also improved to some extent through experiential study provided that the program is designed in such a way that allows students to test their knowledge through practical but attainable methods such as interacting with locals to order food or to discuss purchases of a necessary good or service (Choi Fung Tam, 2016). Behavioral goals, while represented, demonstrated a

less obvious connection to being improved by specifically experiential learning. Employer preferences are positively skewed towards more experiential study and may be more inclined to value experiential methods of study abroad over more traditional methodologies.

However, other behavioral variables such as international mobility and degree completion did not seem to be highly affected by the design of the study abroad program and could be achieved through the effects of study abroad programs of traditional varieties just as well, partially because the effects of these variables depends heavily on the mindset of the individual.

It can be assumed that cognitive and affective development does directly impact a person's behaviors, but what also must be understood are the developmental effects on cognitive and affective actions. Experiential study abroad seemingly targets these variables with much more accuracy through program design-specific factors that then change how cognition and affection are developed, which thus have the greatest long-term impact on a student's future behavioral intentions such as academic goals, career prospects, and lifestyle changes.

### Moderating Factors

The moderating factors which impact cognitive and affective goal achievement are found to be derivative of what TARGET mastery method choices the experiential study abroad program is designed with. These factors can be described as specific varieties of some of the TARGET variables that are more connected to cognition, affection, or both.

**Cognitive moderator: Learning styles.** As per the TARGET model, student tasks and related gains depend heavily on how the design of the learning task meshes with that student's ability to derive meaning from the task (Ames, 1987). However, the learning style

of a student needs not directly line up with the learning style of a task for it to be valuable and edifying (Chick, 2016). The overarching method of metacognition, or thinking about thinking, in the learning design is a crucial aspect that can cause a task of any design to apply to any student's natural preferences for learning; in fact, research has shown that some styles of learning simply fit better with certain topics (Chick, 2016). Auditory methods, integral to communication, will nearly always fit best with tasks that are meant to allow students to gain linguistic fluency, whereas cross-cultural communication and firsthand interaction might be better served by kinesthetic, hands-on activities (Chick, 2016). The overall achievement of cognitive proficiency through experiential learning depends heavily on which learning styles are applied within learning tasks.

**Cognitive moderator: Homestay/Living with locals.** A naturally vital part of firsthand interaction cannot be achieved unless the student is given as many opportunities as possible to interact in genuine but natural ways with people of the host culture. Students who find themselves separated from native speakers due to their living or day-to-day circumstances have inherently fewer opportunities to practice and develop their intercultural competency skills. Japanese students looking to learn English in New Zealand found that, in a school of international students, it was far more difficult for them to find opportunities to communicate with New Zealanders directly (Tanaka, 2007). In some cases, these students had chances to practice their English with their host family, but the success of this depends heavily on mutual willingness of the student and the host family to adjust their communication and expectations, as well as inviting an atmosphere that encourages and accepts constructive criticism (Tanaka, 2007). The ability to communicate in circles steeped in the local culture is vital to the development of communication skills, especially

considering long-term retention; students who lived in a homestay had the greatest amount of regular continued language usage after their study abroad experience, at 42% of homestay respondents (Dwyer & Peters, 2004). Students living in apartments or residence halls with local students had only a slightly lower percentage, of 38% and 32% respectively, but only 18% of those students who lived only with their countrymen continued to regularly utilize the communication skills they had gained while abroad (Dwyer & Peters, 2004).

**Affective moderator: Initial levels of worldmindedness.** The desire to study abroad is driven by a variety of factors, a topic which is studied by a variety of other experts. A student's initial desire to study abroad is often connected to factors such as gender or distance between their home university and their childhood home, but the student's expressed interest in improving cultural understanding is the most related to affective development (Stroud, 2010). A great deal of a student's success abroad is dependent on their own choices, a clear connection to the authority variable from the TARGET model. A student entering into a study abroad program with a positive and open attitude, including a higher willingness to communicate, is far more likely to see higher levels of growth in cultural awareness and ability to contextualize themselves as a part of a complex world (Mozeleski, 2013). Those students who can "choose their own program of study relative to their intercultural communication desires and goals" will see far greater results in terms of their growth, as they have the authority to choose their interest and pursue it (Mozeleski, 2013, p. 17).

**Affective moderator: Exposure to other cultures.** The amount of exposure to other cultures, both before and during the program, was also found to be a significant factor that determined what affective achievements a student can make during experiential study abroad. For those students who had learned about or interacted with people of another culture from

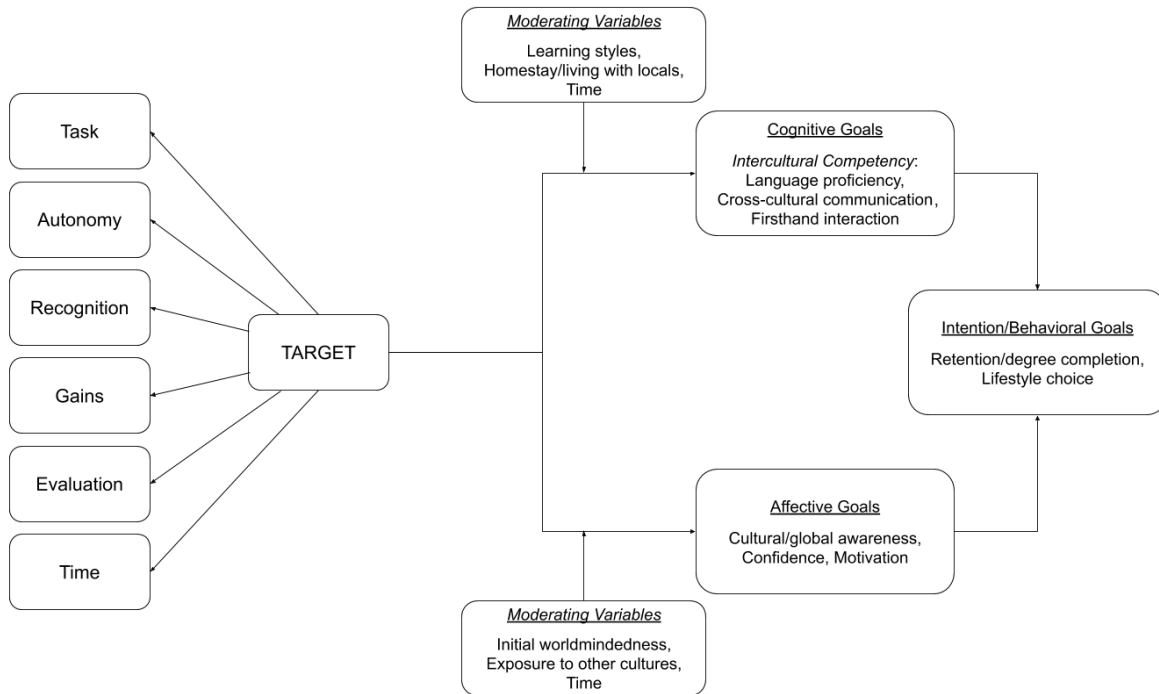


their own, their ability to sympathize with people of various cultures was comparatively greater than their peers' (Williams, 2005). This growth also continued and was bolstered by the experiences had while abroad; students who were in a group with their fellow countrymen had comparatively lower abilities to develop a more global awareness, and by extension fewer opportunities to develop their ethnorelativity abilities or personal confidence levels (Tanaka, 2007). Exposure to multiple cultures could be considered a cousin of the cognitive moderator of living amongst locals with similar impacts: both relate to experiences had within the culture or language and how the prevalence of intercultural interactions rather than those experiences which a student is already accustomed to—that is, experiences typical to their home culture—are crucial to growth. The difference between this exposure moderator and the living amongst locals moderator lies in the thin line between global awareness and intercultural communication ability.

**Cognitive & Affective moderator: Time.** Time is found to be a vital moderator for experiential study abroad success through cognitive and affective development. Though experts traditionally state that longer duration programs are more effective at causing lasting growth in a student, student preference is leaning over time towards shorter programs regardless (Dwyer, 2003). Seeing this trend, several studies focused on short-duration study abroad experiences to determine what growth could be had. The resulting findings demonstrate that, if designed thoughtfully, short-duration programs can successfully develop a student's cognitive and affective capabilities to ultimately result in long-term growth. A study of students in an intensive language study abroad experience determined that a great deal of "pragmatic competence" in their linguistic ability was measured despite a shorter program length (Dixon, 2013, p. 107). In the same vein, a study of students learning Spanish

as a second language in a five-week intensive language experience found that a great deal of language proficiency could be gained during such a short period, especially in higher lingual accuracy and shorter reaction times when speaking (Grey et al., 2015). While long-term life amongst a language certainly is helpful for opportunities for language practice, it was intriguing to see that if the task and evaluation methods were apt, then language development can be benefitted greatly even in a short-term program. These positive impacts are not limited to cognitive goals, however. Short-term study was also found to have a positive impact on cultural sensitivity and awareness, including a tendency to accept and adapt to cultural differences (Anderson et al., 2006). Research by Strange and Gibson (2017) suggests that programs between three and six weeks in length could be just as impactful as semester-long or year-long program. The transformative effects of study abroad experiences are not constrained by time; shorter but more intensive experiences can have a greater impact on the student due to that designed intensity (Strange & Gibson, 2017).

**Overall impact on future behaviors.** The consideration of these moderators helps elucidate how cognitive and affective variables ultimately feed into future intentions. Time as a shared cognitive *and* affective moderator suggests the notable impact of duration of study upon a study abroad experience, especially depending on how intensively the program promotes growth opportunities (Dwyer, 2003). If experiential study abroad programs consider the noted moderators, the research suggests that students would be more likely to develop long-term behaviors that can be directly connected to their gains in the cognitive and affective realms. The resulting model which notes the importance of these moderating factors can be seen in Exhibit 5 below.



*Exhibit 5: Revised TARGET and ABC Model with Moderating Variables*

## Limitations and Perspectives

The limitations of the study are mostly due to the constraints of how little research has been done that explicitly combines experiential learning tactics directly with study abroad experiences. The vast majority of the research concerns either the benefits of experiential learning *or* the benefits of learning abroad, thus leaving a great deal of interpretation to what specific gains would be measured with both these concepts utilized in concert. Only about five of the 36 articles (13.9%) specifically concerned experiential learning applied within study abroad programs, the majority of which (three out of five, 60%) were cognitive in nature while the others (two out of five, 40%) related to affective goals; none of the experiential articles concerned behavioral traits (Allen & Young 1997; Cheney, 2001; Mason et al., 2018; Maloney & Asbury, 2018; Strange & Gibson, 2017). The author would recommend that future studies focus on experiential learning as a specifically designed

dimension of study abroad experiences as the body of research is generally lacking in that aspect, particularly in how it might predict future behaviors such as degree completion, tendency to pursue further study, and lifestyle choice.

A further limitation of the research is the heavy reliance on mostly qualitative data. As discussed in the results section, it is difficult to measure perceptions with quantitative methods; emotive responses cannot be purely measured through numeric methods without destroying the personalized nature of each person's different responses to the stimuli involved in study abroad experiences (Grey et al., 2015). As perceptions will vary from person to person, it is, however, important to note that no one program style will be successful for all students; this does lend credence to the need for experiential programs in the interest of those who learn best by doing (Fraser, 2002).

The overall implications of this research are to build upon previous studies regarding the facets of study abroad which are most valuable to student learning. This research provides further insight into what parts of a study abroad program translate most clearly into a student's perceived benefits and will encourage study abroad companies and university study abroad departments to work to make their study abroad programs more experiential to further student growth (Lutterman-Aguilar & Gingerich, 2015). If the connection is not deemed relevant enough, the research will still be beneficial in detailing exactly which aspects of a study abroad program are most or least valuable to a student's development by their perception which can still be utilized to improve the quality and value of traditional study abroad programs everywhere. Further, this research presents the idea of cognitive and affective goal achievement while experientially studying abroad being directly related to a

student's future intentions, particularly relating to how their goals might change and develop as a result of cognitive and affective growth.

## **Conclusion**

The research presents 36 articles derived from a systematic literature research which relate to benefits derived from study abroad experiences and experiential learning. Though related research included articles written in or after 1985, the result of the literature review is based on articles written after 1995 to ensure its pertinence to the state of globalization and global learning in the contemporary era. Half of the analyzed articles were reported as surveys or questionnaires and the vast majority of the research was qualitative as it focused upon the beliefs of subjects and their perception of the benefits they gained.

The main objective of this research was fulfilled, as the relevance of experiential learning was applied to the goals of study abroad and found to be comparatively better overall, especially for cognitive and affective purposes that revolved around learning and understanding. To encourage a deeper and more genuine understanding of another culture, it follows that students who have the chance to experience facets of that culture in a more in-depth and hands-on way will have a greater understanding and greater overall benefit to be attained.

In summary, this literature review and analysis present the variety of benefits possible to be gained by students during study abroad experiences. In the analysis, the author has presented how experiential learning practices can build upon these benefits to exponentially increase the conferred cognitive, affective, and behavioral achievements that will be proffered to students.

## Appendix A

Category	Type of Study	Dimensions	Study
Cognitive (10)	Questionnaire	Cultural experience, creative thinking	Lee, C. S., Therriault, D. J., & Linderholm, T. (2012)
	Interview	Cross-cultural competence, immersion, activity-based learning	Allen, D., & Young, M. (1997)
	Pre-test/post-test	Language acquisition (reading and writing) and the impact of experiential learning	Fraser, C. C. (2002)
	Interview	Transformation of belief into practice, language proficiency	Choi Fung Tam, A. (2016)
	Case study	Intercultural business communication, language awareness	Cheney, R. S. (2001)
	Study through written tests	Language development	Grey, S., Cox, J. G., Serafini, E. J., & Sanz, C. (2015)
	Literature review	Foreign language acquisition, intercultural communication abilities	Mozeleski, M. (2013)
	Pre-test/post-test	Lingual fluency, accuracy, and complexity	Leonard, K. R., & Shea, C. E. (2017)
	Ethnographic observations, diary, survey responses	Learning benefits provided by experiential learning among underrepresented students	Mason, N. A., Brunner, R. M., Ballen, C. J., & Lovette, I. J. (2018)
	Interview, diary	Language use outside the classroom environment	Tanaka, K. (2007)
Affective (15)	Focus group	Student expectations and motivation, confidence in abilities	McLeod, M., Carter, V., Nowicki, S., Tottenham, D., Wainwright, P., & Wyner, D. (2015)
	Survey, interview	Personal growth, intercultural development	Dwyer, M., & Peters, C. (n.d.)
	Pre-test/post-test	Intercultural competence and motivation	Anderson, P., Hubbard, A., & Lawton, L. (2015)
	Survey	Worldmindedness	Douglas, C., & Jones-Rikkens, C. G. (2001)
	Survey	Motivation and language anxiety	Yu, B. (2010)

Category	Type of Study	Dimensions	Study
	Survey	Mutual intercultural relations between students	Gui, Y., Safdar, S., & Berry, J. (2016)
	Interview, diary	Self-recognition, confidence	Edmonds, M. L. (2010)
	Pre-test/post-test	Foreign language anxiety and willingness to communicate	Dewaele, J., Comanaru, R., and Faraco, M. (2015)
	Pre-test/post-test	Improvement of intercultural communication skills	Williams, Tracy R. (2005)
	Survey	Globalmindedness and intercultural communication	Clarke, Irvine, et al. (2009)
	Questionnaire and interview	Intercultural communication as a vital aspect of English language teaching for non-native English speakers	Xiao, H., and Petraki, E. (2007)
	Survey	How international experience affects teaching	Miglietti, C. (2015)
	Survey	Intercultural sensitivity, ethnocentrism versus ethnorelativism	Anderson, P. H., Lawton, L., Rexeisen, R. J., & Hubbard, A. C. (2006)
	Survey, questionnaire	Intercultural competence, confidence	Maloney, T. R., & Asbury, T. E. (2018)
	Diary	Sensitivity to cultural diversity	Jaoko, J. (2010)
	Survey	Motivation and new ways of thinking with regards to cultural awareness through experience	Strange, H., & Gibson, H. J. (2017)
Behavioral (10)	Survey	Employer value of study abroad experience	Trooboff, S., Berg, M. V., & Rayman, J. (2007)
	Survey, regression analysis	International mobility, early-career benefits as a result of study abroad experience	Potts, D. (2015)
	Questionnaire	Academic focusing, international mobility, the intrinsic value of education	Hadis, B. F. (2005)
	Survey	Study abroad makes students more likely to attend graduate school or earn a Ph.D.	Dwyer, M. M. (2003)
	Interview	Better understanding of material leading to higher confidence in exam scores	Houser, C., Brannstrom, C., Quiring, S. M., & Lemmons, K. K. (2011)

Category	Type of Study	Dimensions	Study
	Interview, regression analysis	Ability to graduate on time and complete degrees as related to study abroad experience	Barclay Hamir, H. (2011)
	Regression analysis	Research productivity of those with advanced degrees related to study abroad	Shin, J. C., Jung, J., Postiglione, G. A., & Azman, N. (2014)
	Regression analysis	Impact of study abroad on undergraduate degree completion	Xu, M., de Silva, C. R., Neufeldt, E., & Dane, J. H. (2013)
	Survey	What study abroad-related attributes are most valued by employers	Peacock, J. I. (2005)
	Survey	Study abroad experience and importance to employers later in career	Heiden, C. H. (2012)
Affective AND Behavioral (1)	Pre-test/post-test	Cultural awareness and how it impacts future interest in study or working abroad	Racicot, B. M., & Ferry, D. L. (2016)

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