Background and Purpose

• Research on LGBT+ participation in study abroad is sparse and a critical area for exploration
• Only 5 empirical studies center LGBT+ identity within education abroad scholarship, indicating further research should be undertaken

Conduct a systematic literature search and review of studies including queer participants to:

- Identify how LGBT+ students feature in current scholarship
- Identify key strengths and gaps in the existing literature
- Highlight future steps for both practitioners and researchers in the education abroad field

Research Questions

1. How many peer-reviewed articles have been published which feature LGBT+ study abroad participants?
2. To what extent is identity a factor in the articles?
3. What common findings emerge across the included studies?
4. What key gaps exist within this scholarship?

Inclusion Criteria

1. Empirical data drawn from student participants attending U.S. universities who study abroad
2. Include LGBT+ participants, explicitly mention LGBT+, or focus on a critical LGBT+ issue (e.g., HIV or AIDS)

Method

• Search electronic databases for inclusion criteria (n=12)
  - Field 1: U.S.A. OR USA OR “United States” OR American
  - Field 2: “study abroad” OR (sojourner AND student)
  - Field 3: lgbtq or lesbian or gay or homosexual or bisexual or transgender or homosexual or queer or sexual minority
  
- Articles included in the StAR Database (Authors, 2021) (n=10)
- Broad Electronic Search Via Google Scholar (n=2401)
- Articles meeting inclusion criteria (n=13)

- Participant Demographics
- Queer identity categories
- Location destination
- Methodology
- Purpose of study

Globally, 69 countries outlaw being gay; to name a few: many of these countries have the death penalty in place for gay and, by extension, bisexual, men: Afghanistan, Brunei, Iran, Mauritania, Nigeria, Pakistan, Saudi Arabia, Somalia, and Yemen (ILGA, 2020).