

Assessing LGBT+ Participation in Education Abroad Academic Scholarship

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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

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

Inclusion Criteria

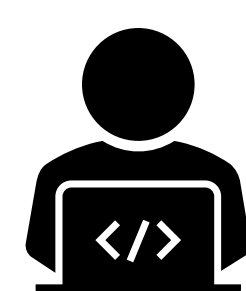
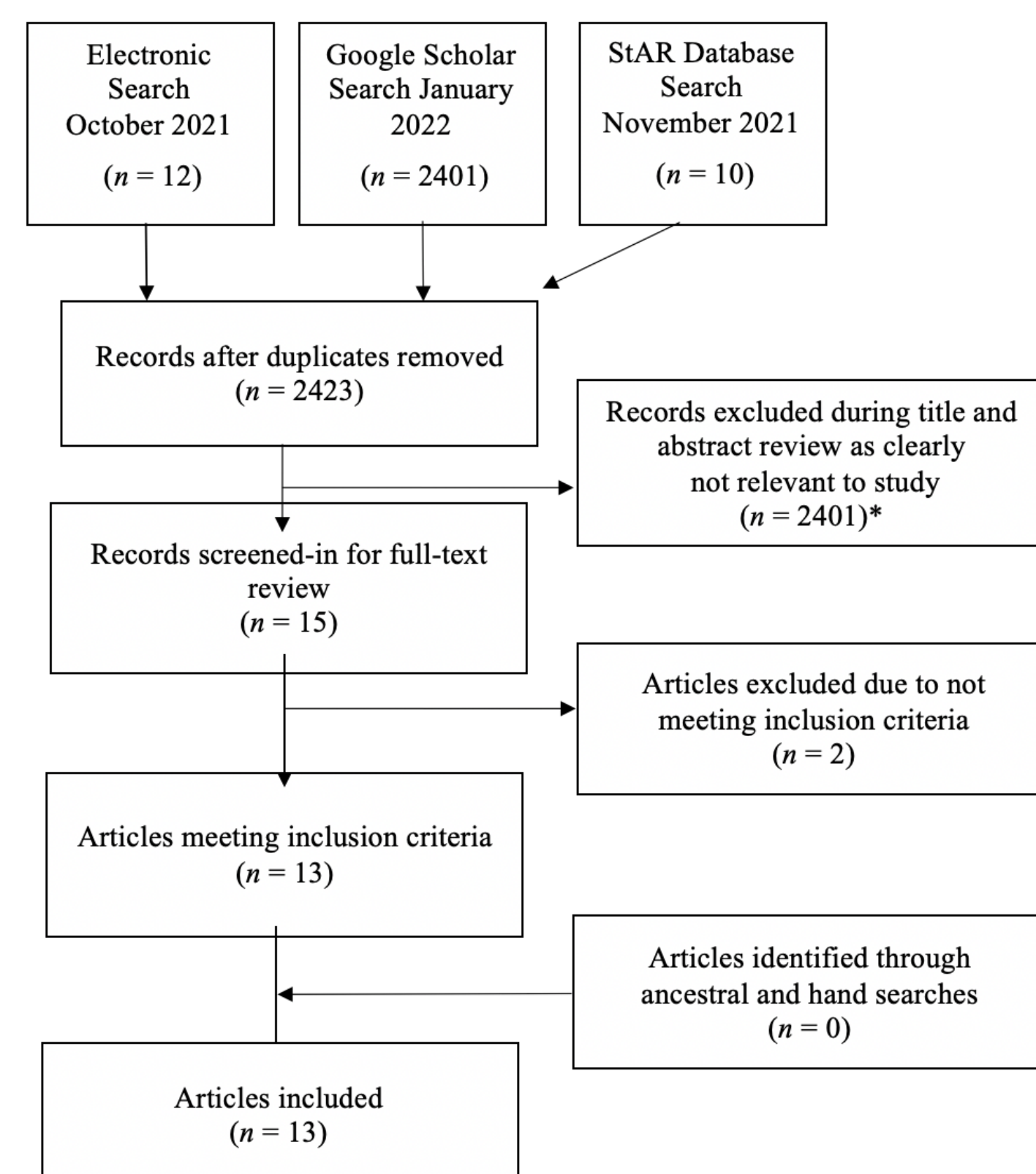
- Empirical data drawn from student participants attending U.S. universities who study abroad
- include LGBT+ participants, explicitly mention LGBT+, or focus on a critical LGBT+ issue (e.g., HIV or AIDS)

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) OR "educat* abroad"; college or university
 - 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 ($n=13$)

Figure 1

PRISMA diagram for article selection process



Coding Included Studies

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

R E S U L T S

Key Information from Articles Meeting Inclusion Criteria

Authors	Participants	Location	Methodology	Findings
Paola & Lemmer (2013)	Total: 6 F: 4; M: 2 A-A/B: 1 Multiracial: 1 Nat. Am.: 1; White: 4 LGBT+: 1	South Africa	Qualitative: case-focused analysis and issue-focused analysis	The sole lesbian student suffered heightened culture shock, because of her identity, and had unsuccessful experiences fostering relationships within the broader LGBT community. She focused her efforts on fostering community on campus as it was an apparent safer space for her.
Kimble et al. (2013)	Total: 218 F: 218 A-A/B: 3; API: 27 Hispanic: 10 Other: 14 White: 164 LGBT+: 17	Europe, Australia, Asia, Central and South America, Africa	Quantitative: Cross-sectional	More than 38% of female students studying abroad received unwanted sexual attention, were sexually harassed, or were sexually assaulted in large part perpetrated by host country men. No reflective data surrounding LGBT identity.
Diesel et al. (2013)	Total: 8 F: 8; Asian: 1; White: 7 LGBT+: 0	Cameroon	Quantitative: quasi-experimental pre-/post-test	Short-term study abroad coupled with immersion course on HIV/AIDS helped students accept individuals living with this condition and advanced sympathy for the nursing students on the program.
Brown (2014)	Total: 1 F: 1; White: 1 LGBT+: 1	South Korea	Qualitative: Activity Theory using interviews and reflective journaling	Lesbian identification affected the language learning process through class teaching materials, perceived homophobia in South Korean culture, and through self-agency to display sexual orientation through dress and style.
Bryant & Soria (2015)	Total: 19,715 F: 11,379; M: 8,197 NBNCQG: 47 Transgender: 22	No country data	Quantitative: Unclear	Students who self-identify as gay, bisexual, or lesbian are more likely to participate in study abroad than their heterosexual peers. Trans, queer, and questioning students are more drawn to service learning, volunteering, and internship experiences
Muszkat-Barkan & Grant (2015)	Queer: 70 A-A/B: 1030 API: 3104 Nat. Am.: 78 Multiracial: 887 Hispanic: 2273 Other: 887 White: 14,616 LGBT+: 1,174			abroad, while bisexual, questioning and queer students seek out cross-cultural or informal study abroad options.
Willis (2015)	Total: 10 F: 5; M: 5 Jewish: 10 LGBT+: 2	Israel	Qualitative: grounded theory	Lesbian student made full attempts to integrate within the community, but often felt excluded or not accepted by Jewish culture, but saw the value in plurality of belief systems and used these unacceptances as means to foster discussion.
Kronholz & Osborn (2016)	Total: 19 F: 19; A-A/B: 19 LGBT+: 2	Morocco, Ghana, Spain, Italy, Ireland, Nigeria, England	Qualitative	Lesbian and bisexual female students experienced homophobia while studying in Sub-Saharan Africa. Because of these experiences, the students did not feel comfortable or safe coming out.
Appgar (2018)	Total: 122 F: 91; M: 26 Transgender: 1 A-A/B: 7; API: 3 Multiracial: 5 Nat. Am.: 1 Hispanic: 27 Other: 6; White: 79 LGBT+: 1	Spain, England, Italy, Panama, China, Israel	Mixed methods: statistical procedures and CIP Theory	Students studying abroad were more likely to think positively about future careers, but were unable to identify specific career tracks in general.
Michl, Pegg, & Kraken (2019)	Total: 3 F: 2 NBNCQG: 1 Latino: unclear White: unclear LGBT+: 3	Europe, Asia	Qualitative: Thematic Analysis	Trans and gender expansive students experienced reluctance to come out, their genders were policed, lacked a sense of queer community, experienced sexual harassment and sexual assault, received little information surrounding their identity within the host culture; however, they all celebrated their experiences abroad and would study abroad again.
Pai & Wilson (2019)	Total: 121 F: 71; M: 50 A-A/B: 25; API: 6 Hispanic: 75 Nat. Am.: 1; White: 13 LGBT+: 1	Unstated	Mixed method: Quant pre- & post-trip survey; Qual reflection question in e-Portfolios	Acceptance of different perspectives on LGBT+ identities, but associates this position with religious background and young age.
Mnouer (2020)	Total: 1 M: 1; Latino: 1 LGBT+: 1	Morocco	Qualitative: Narrative Inquiry	Understanding and reflecting on self-narratives help students make meaning of their time abroad and upon re-entry to their home country.
Donahue & Wise (2021)	Total: 7 M: 3 Transgender: 1 Queer: 3 A-A/B: 1; Hispanic: 2 White: 4 LGBT+: 7	Bolivia, Uganda, India	Qualitative: Phenomenology	LGBT+ students in service-learning programs chose to disclose identity amongst peers, but not among host country adults (host families, bosses, organizations). Structural and social barriers affected their time and disclosure of identity. Students took a "learner" centered approach to integration about their identities. Language was a barrier as they were not well-versed in language and/or no grammatical constructs to avoid gender.

Note. A-A/B = African-American/Black; Asian/Pacific Islander = API; F = Female; NBNCQG = Non-Binary/Non-Conforming/genderqueer; M = Male;

LGBT+ Participants and Study Foci

Authors	LGBT+ Participants	LGBT+ Focused	LGBT+ Relevant
Paola & Lemmer (2013)	Total: 1 Lesbian: 1	No	No
Kimble et al. (2013)	Total: 17 Lesbian: 5; Bisexual (F): 12	No	No
Diesel et al. (2013)	Total: 0	No	Yes
Brown (2014)	Total: 1 Lesbian: 1	Yes	No
Bryant & Soria (2015)	Total: 1174 Bisexual: 409 Lesbian and Gay: 429 Queer: 70; Transgender: 22 Genderqueer: 47	Yes	No
Muszkat-Barkan & Grant (2015)	Total: 2 Lesbian: 2	No	No
Willis (2015)	Total: 2 Lesbian: 1 Bisexual (F): 1	No	No
Kronholz & Osborn (2016)	Total: 1 Transgender: 1	No	No
Appgar (2018)	Total: Unclear	No	Yes
Michl et al. (2019)	Total: 3 NBNCQG: 3	Yes	No
Pai & Wilson (2019)	Total: 1 (unclear breakdown)	No	No
Mnouer (2020)	Total: 1 Gay: 1	Yes	No
Donahue & Wise (2021)	Total: 7 Gay: 2; Bisexual (M): 1 Transgender: 1; Queer: 3	Yes	No

Note. F = Female; M = Male; NBNCQG = Non-Binary/Non-Conforming/Genderqueer

NAFSA Presentation



LGBT+ Community



Destinations



- East Asia/South Pacific**
5 Studies
- Europe/Central Asia**
5 Studies
- Sub-Saharan Africa**
5 Studies
- Latin America**
4 Studies
- Middle East/North Africa**
4 Studies
- South Asia**
1 Study

Global laws regarding sexual orientation



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, Saudia Arabia, Somalia, and Yemen (ILGA, 2020).