

Academic Research on Education Abroad (AREA) Database: A Free-Access Research Study Dataset

Nelson Brunsting, PhD, Director, RAISE Center, Wake Forest University
Patrick Bingham, PhD, RAISE Center, Wake Forest University

Background and Purpose

- Research on study abroad from U.S. universities is highly multidisciplinary and published in journals in many fields
- Extant reviews of the literature and meta-analyses are focused on specific outcomes, methodologies, or subsets of participants (see prior reviews and meta-analyses, below)

Conduct a systematic literature review of qualitative and quantitative studies of U.S.-originated study abroad to:

- Map the knowledge base in study abroad
- Identify key strengths and gaps in the knowledge base
- Support generation of focused literature reviews to provide direction and coalescence for a multidisciplinary field
- Accelerate identification of relevant literature for all researchers and practitioners

Prior Reviews and Meta-Analyses

- Twombly et al., (2012) broadly examined the literature to answer "who studies abroad and what are their outcomes?" They found female participant was higher than male, and that there was a base of support for academic, intercultural competence, and language learning outcomes.
- Miller-Perrin and Thompson (2014) reviewed factors influencing external and internal outcomes of study abroad. They identified duration, program structure, and frequency of contact with individuals of the host country as key factors promoting positive outcomes.
- Varela (2017) conducted a meta-analysis of 72 quantitative studies focused on three learning outcomes of study abroad: cognitive/language acquisition, affective or multicultural attitudes, and behavioral/intercultural adaptation. Students typically experienced large effect size gains in language proficiency, especially those in homestays. Students experienced moderate effect sizes for multicultural attitudes, and medium-to-large effect size gains in behavioral adaptation.
- Smolicic and Katunich (2017) conducted a systematic review of 25 studies of teachers' cross-border cultural immersion, many of which meet our definition of study abroad below. They identified seven key areas for growth during abroad for pre-service teachers: cultural knowledge, awareness of culture in education, cultural and societal awareness, sociopolitical awareness and critical consciousness, importance of the language learning process, intercultural attitudes and skills, and personal growth.
- Isabelli-Garcia et al. (2018) reviewed language learning outcomes of study abroad and found strong support for speaking, communication competence, grammatical competence, and sociolinguistic competence, and identified gaps with respect to reading, writing, and listening comprehension.

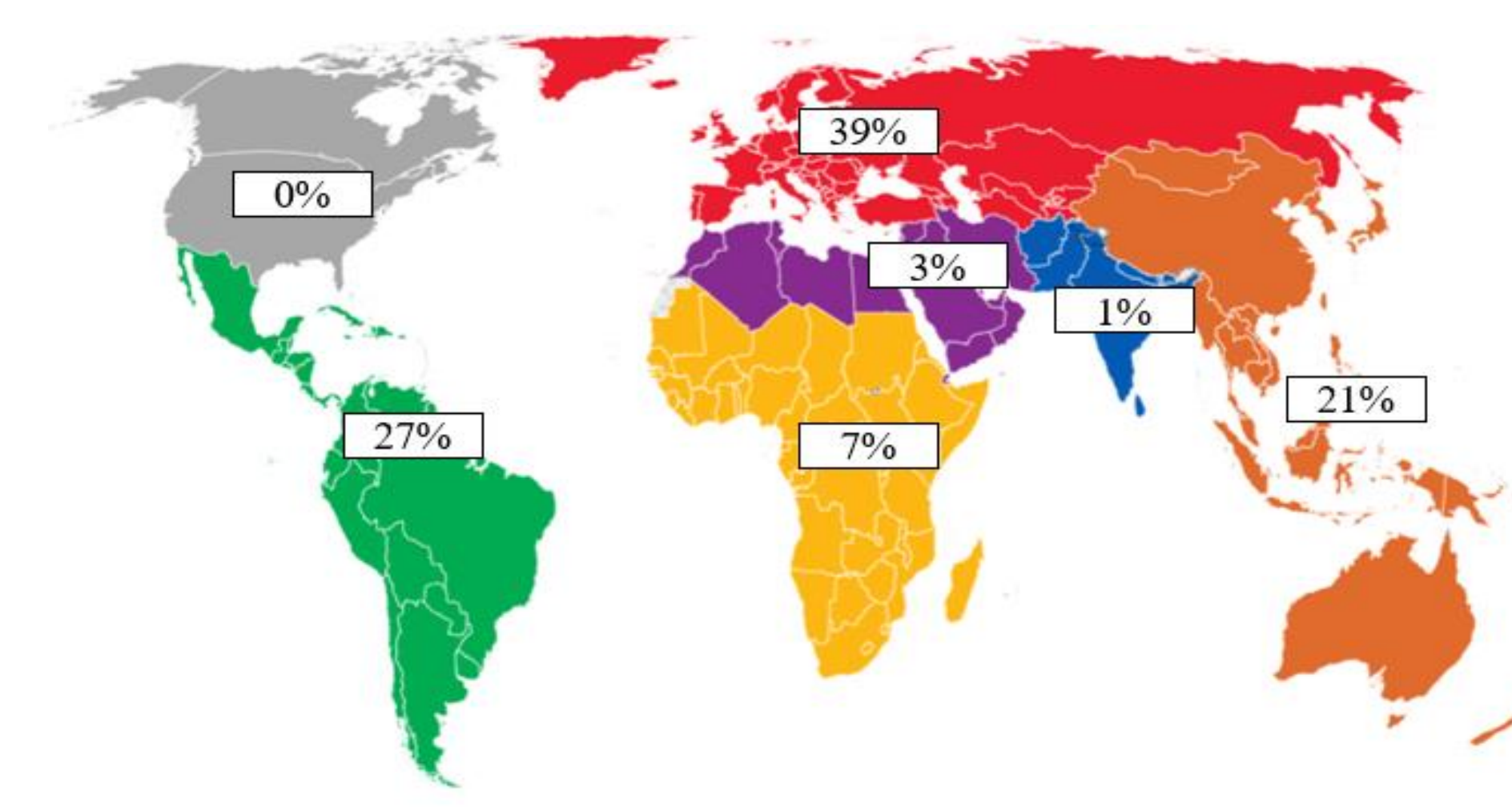
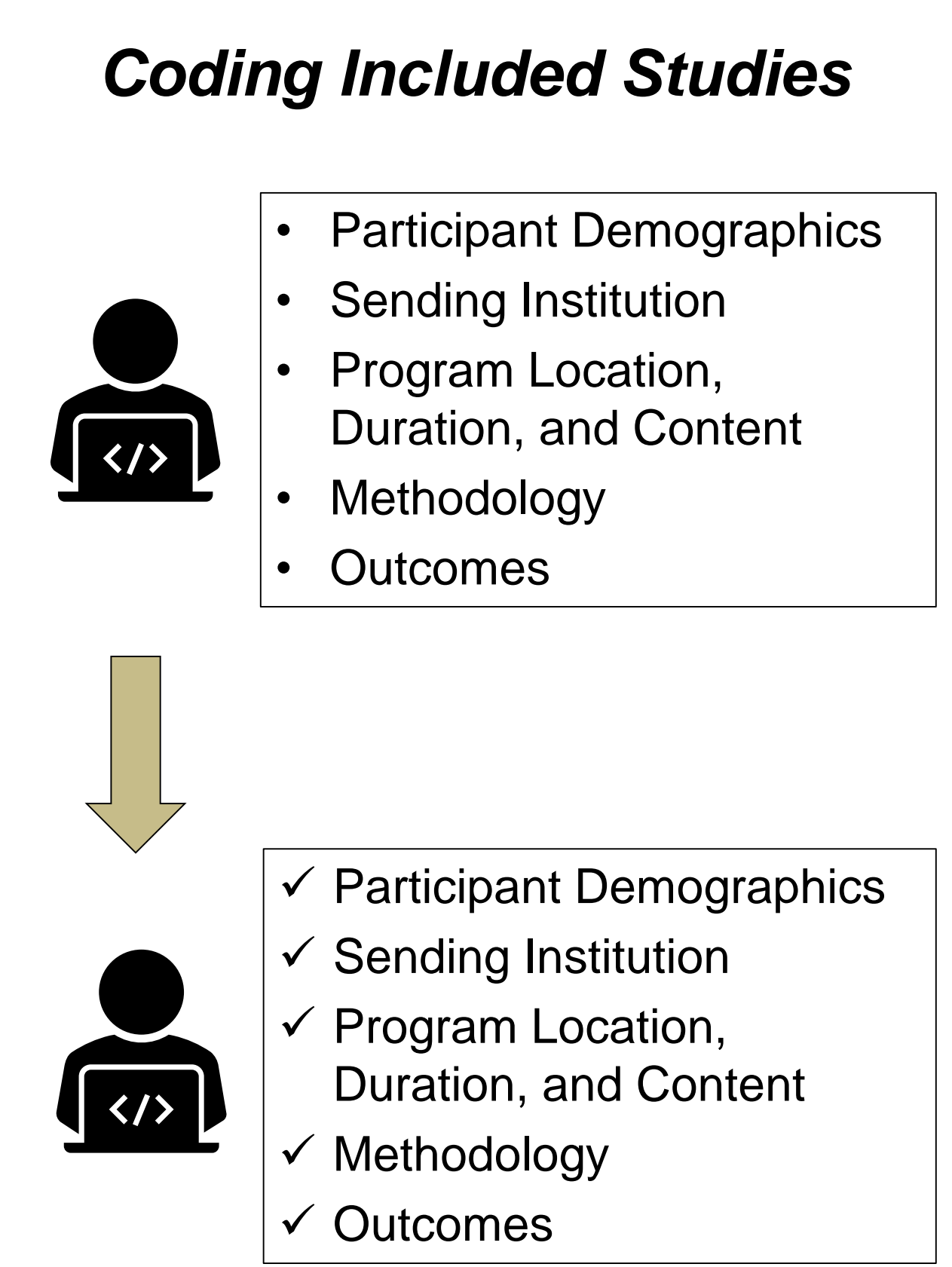
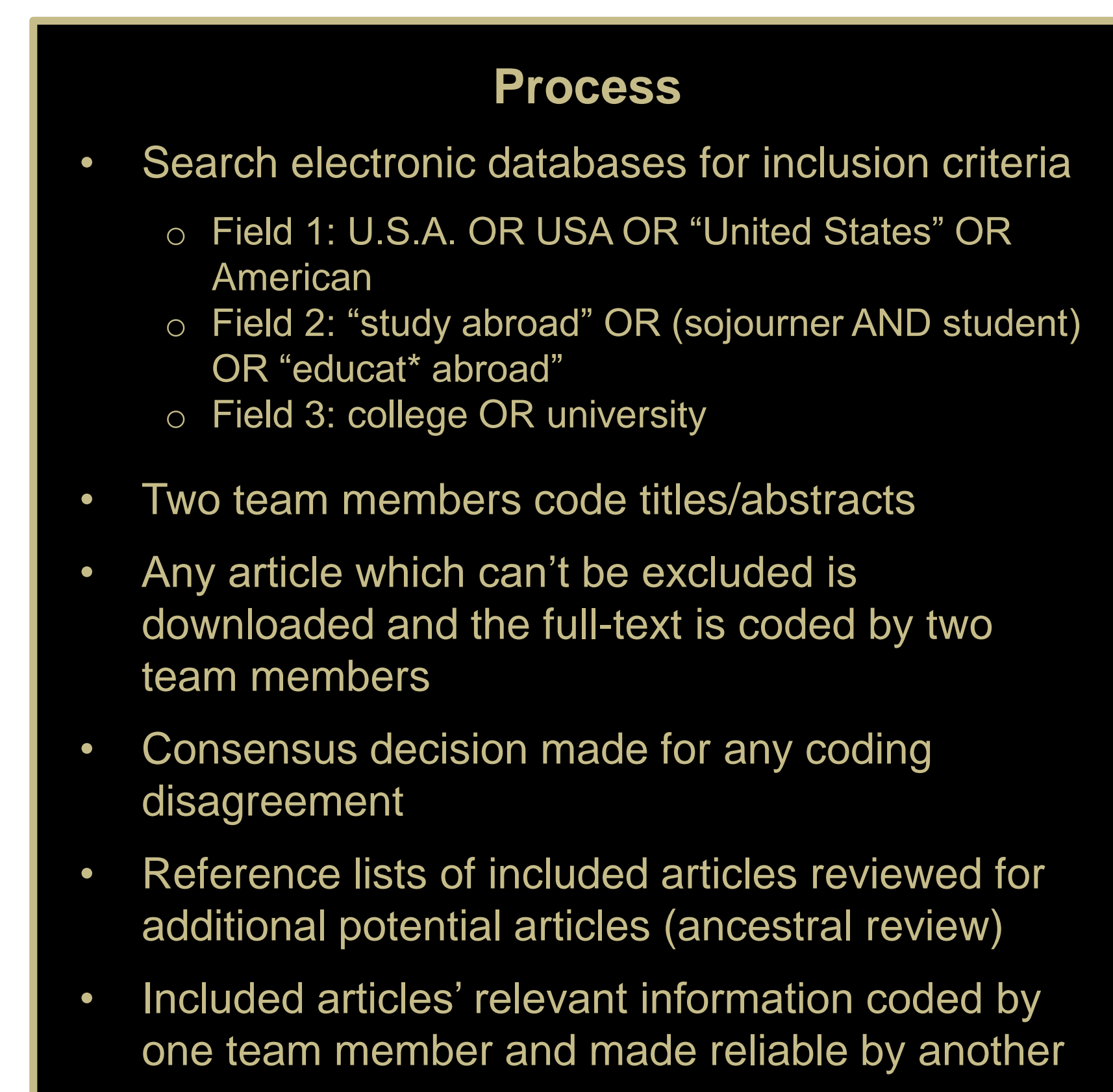
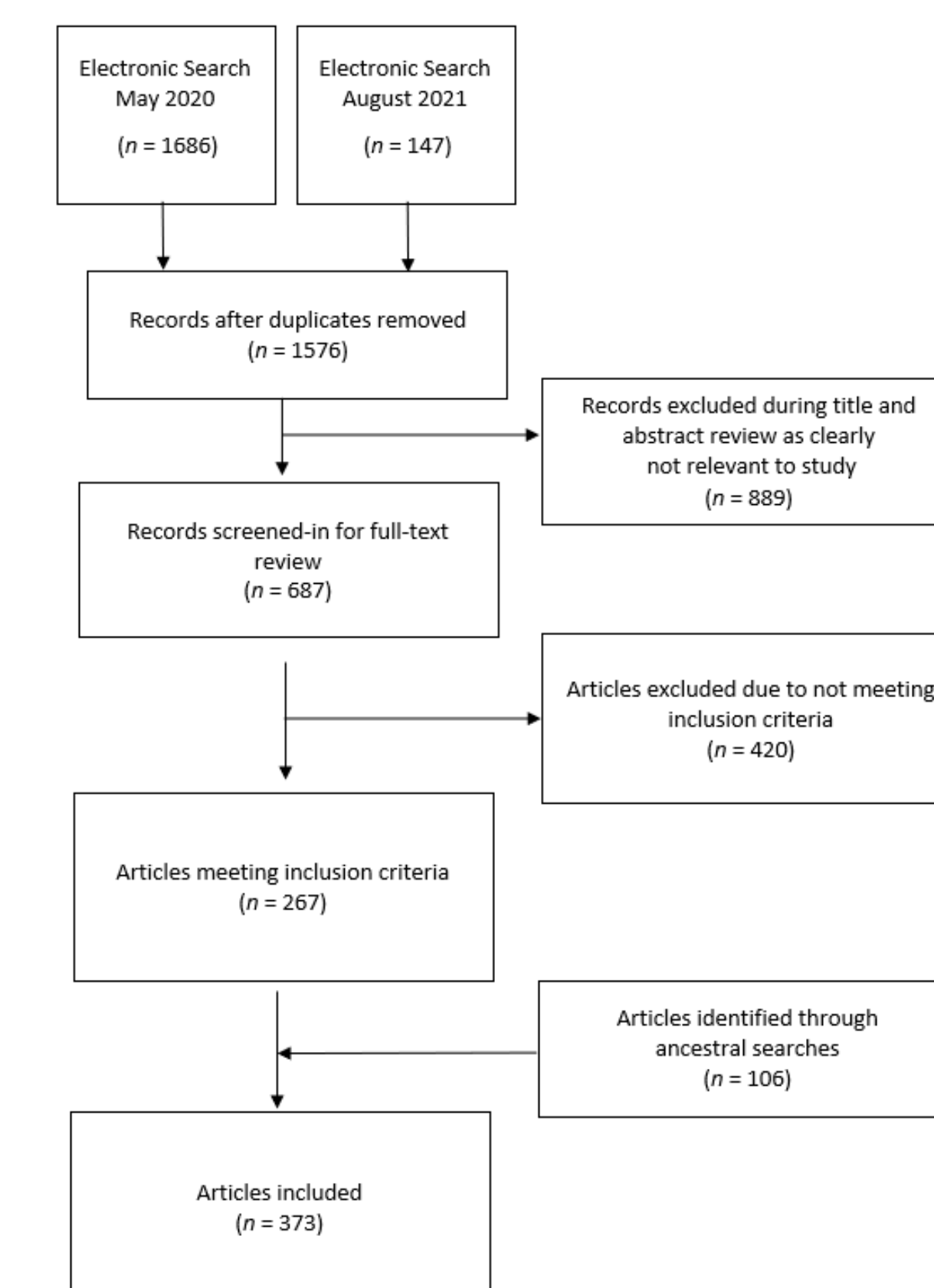
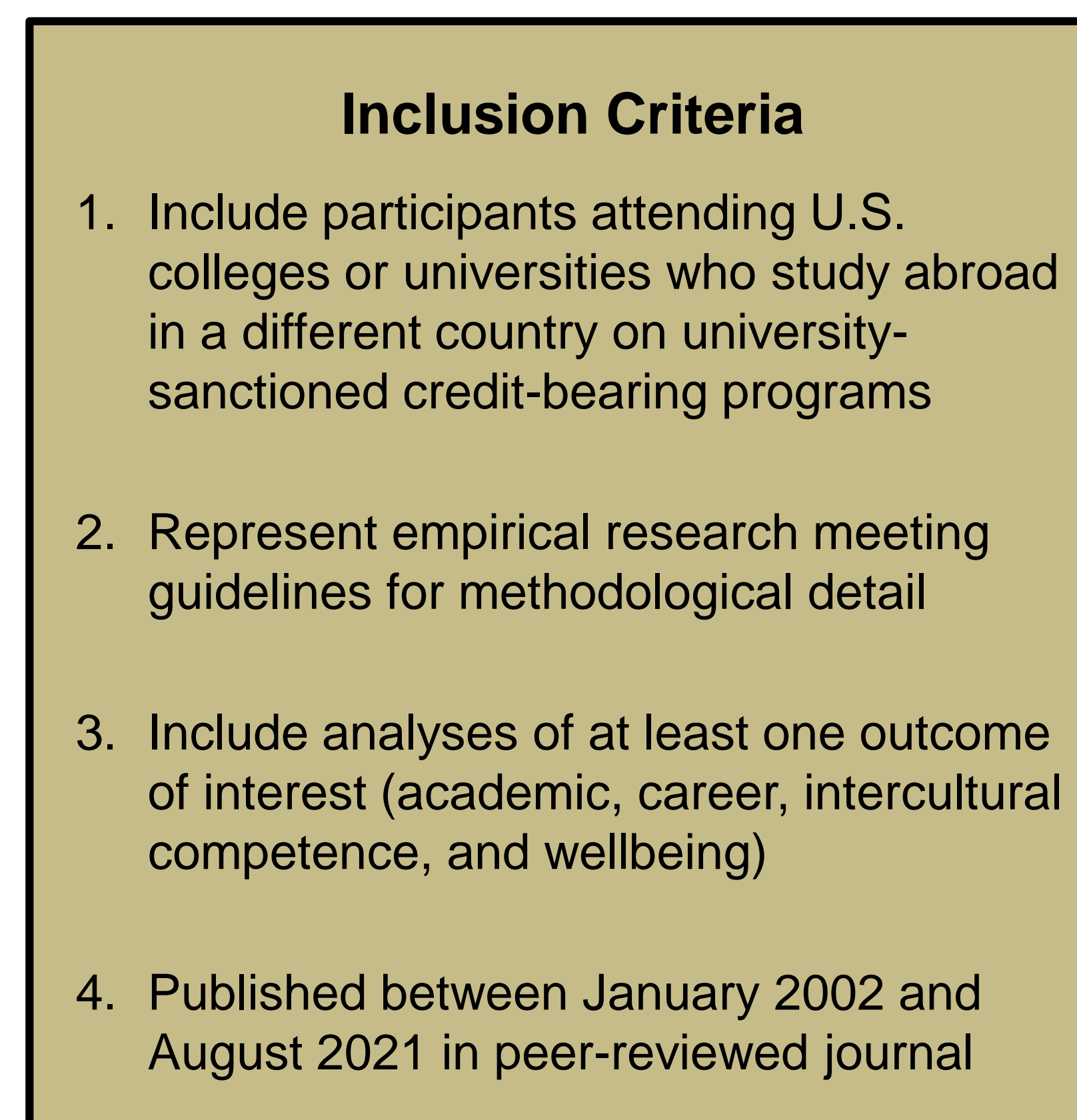


Figure 1. Included Studies' Program Location by World Region

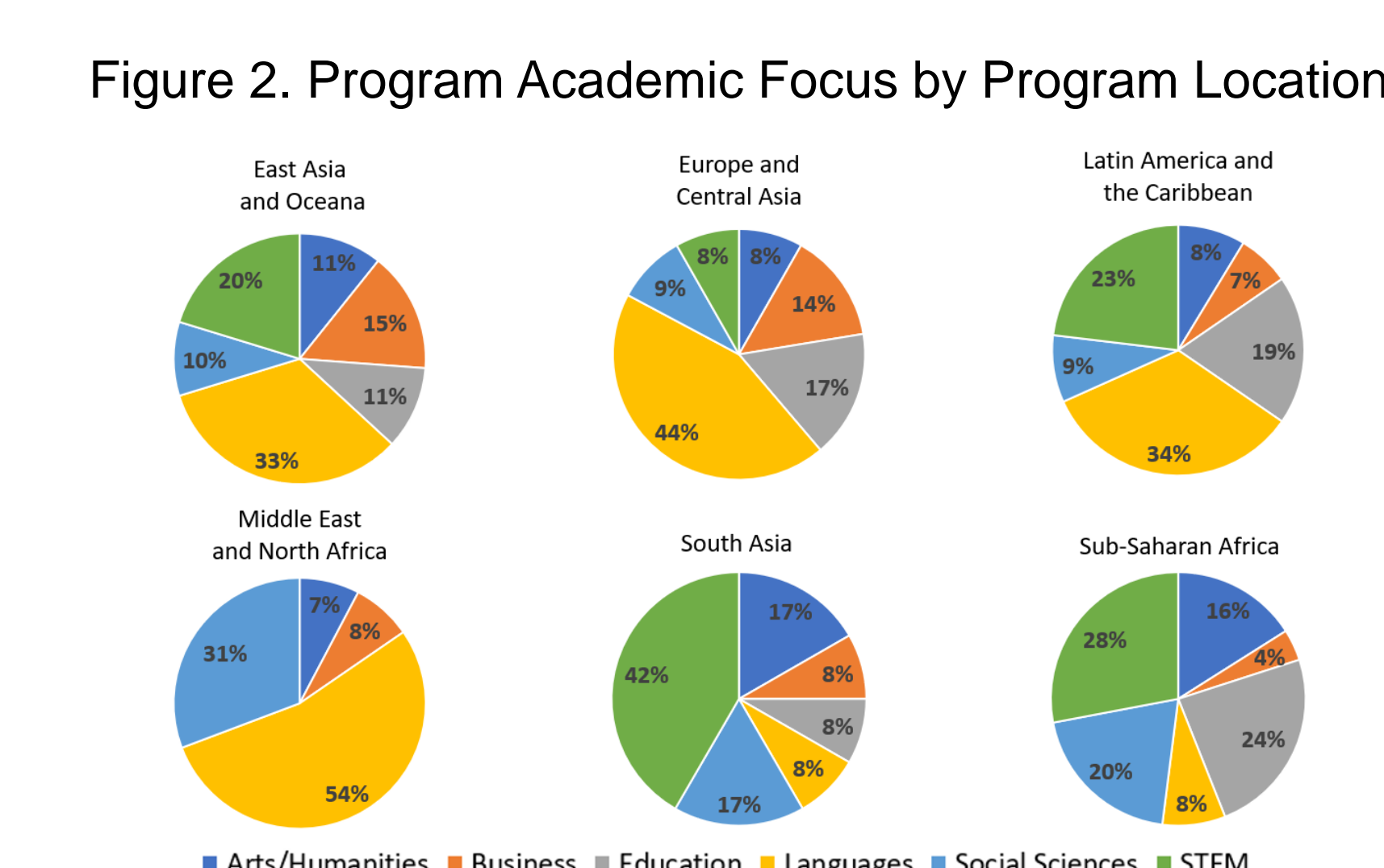


Figure 2. Program Academic Focus by Program Location

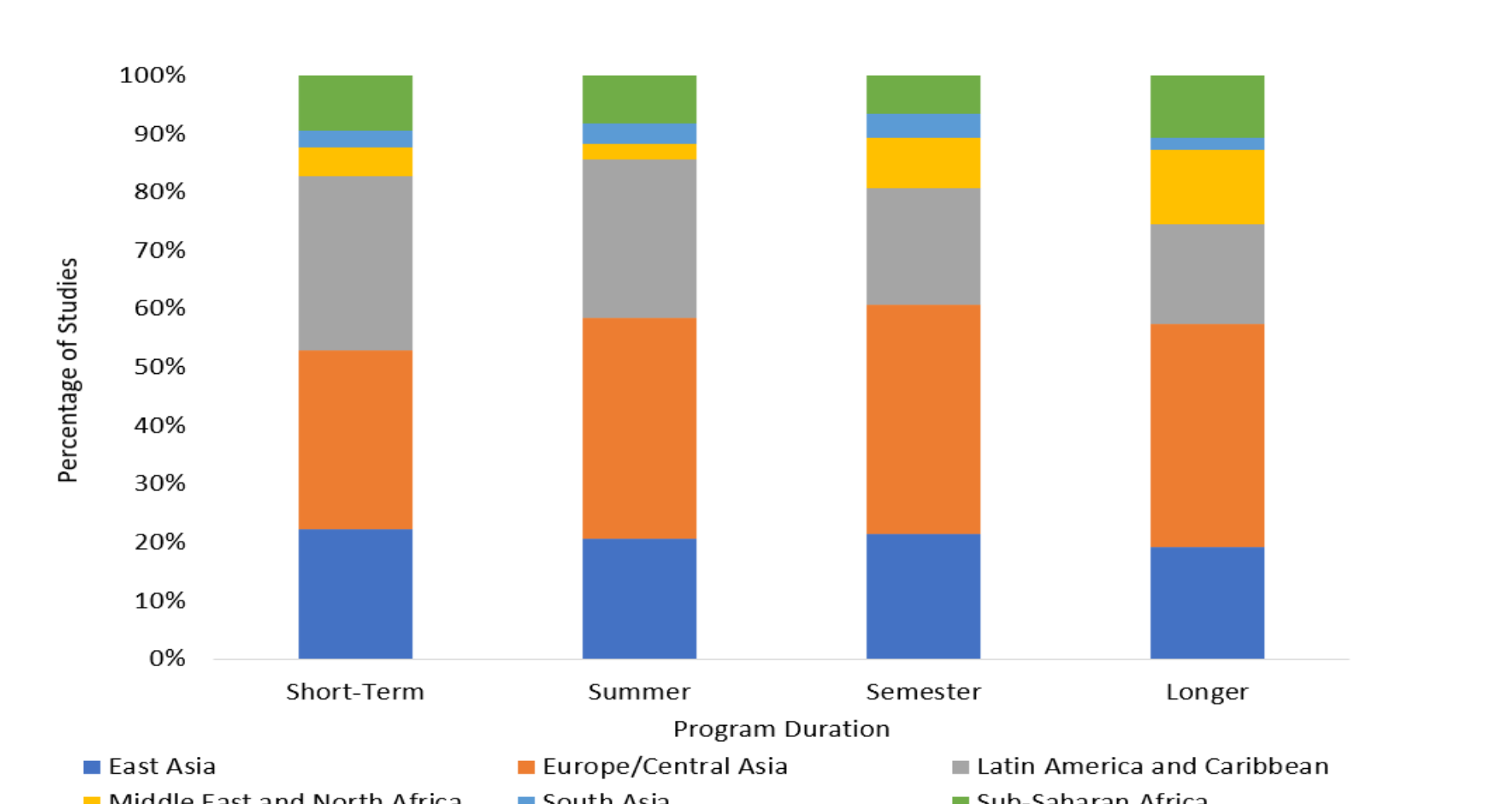


Figure 3. Included Studies' Program Duration by World Region

Research Questions

1. How many studies meeting inclusion criteria were published between 2001 and August 2021?
2. What is the publishing rate of articles meeting inclusion criteria
3. What participant, program, and methodological information is commonly reported?
4. What are the gaps in the current knowledge base on study abroad that require additional research?

Accessing and Using the Database

Study	Participants	Methodology	Program Location	Program Duration	Academic Focus	Outcomes	Methodology	Outcomes
2003_Isabelli_F	3	1	2	0	0	0	0	0
2004_Cheffo-Giffels_F	1509	1083	428	0	1	0	1	0
2004_Collentine_SSLA	28	1	0	1	0	0	0	0
2004_Dewey_SSLA	15	6	9	0	1	0	0	0
2004_Kisematu_CSSJ	232	176	56	0	1	1	0	0
2004_Medina-Lopez-Portillo_F	28	1	0	0	0	0	0	0
2004_O'Brien_TG	34	1	0	0	0	0	0	0
2004_Page-Cohen-Shivley_F	86	67	19	0	1	0	1	0
2004_Savicki-Downing-Burnette	19	10	9	0	1	0	0	0
2004_Schmidt-Rinehart-Knight_F	90	62	28	0	1	0	0	0
2004_Segalowitz-Freed-Collentine	26	0	1	1	1	0	0	0
2004_Shedivy_System	5	1	0	1	0	0	0	0
2004_Smart-Scudder_FLA	24	14	10	0	1	0	0	0
2004_Trooboff-Cressley-Monty_F	851	1	0	0	0	0	0	0
2005_Caffrey-Heender-Markus_JHE	7	1	0	0	0	0	0	0
2005_Donitsa-Schmidt-Vadish_F	40	24	16	0	1	0	1	0
2005_Sharadkova_IP	59	37	22	0	1	0	0	0
2005_Williams_JSE	44	1	0	0	0	0	0	0
2006_Anderson-Lawton-Rexelsen_UJR	23	16	7	0	1	0	1	0
2006_Black-Durton_JEB	26	12	14	0	1	1	0	0
2006_Farrich-Silva-Noble_ISW	20	0	0	0	1	1	0	0
2006_Ismail-Morgan-Hayes_JFSI	23	20	3	0	1	0	1	0

