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Holistic Evaluation of Short-term Education Abroad Interventions: A Preliminary Case Study

Kevin Daniel Fedewa[1]

Abstract

This preliminary case study used qualitative methods to analyze the experiences of eight short-term education abroad participants prior to, during, and shortly after a two-week program in Taipei. Interpretive analysis of reflection papers, focus group interviews, mobile app assignments, and a post-program evaluation survey revealed that students experienced an increase in language skills and cultural knowledge as well as personal growth. Students attributed these gains to interactions, reflections, and classroom/coursework engagement. The study uses a constructivist and Experiential Learning framework to add to ongoing research on affordances and limitations of short-term education abroad. Implications of the study for future research, program design, and stage-by-stage interventions in short-term education abroad contexts are also discussed.

Abstract in Chinese

這項初步案例研究運用了定性研究方法，分析了八位參與為期兩周台北項目的短期留學生在項目之前、項目期間和項目結束後的經歷。透過學生所寫的

1 Michigan State University, East Lansing, MI, United States of America

Corresponding author: Kevin Daniel Fedewa, fedewak5@msu.edu

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學習心得、焦點小組訪談、學生完成的移動應用任務以及項目後的評估調查，解釋性分析顯示學生在語言技能、文化知識以及個人成長方面都有所提升。學生歸因這些成果於與當地人的互動、反思以及課堂/課程的參與。該研究運用建構主義和經驗學習框架，以擴充對短期留學的可行性和局限性的研究。最後，本研究對短期留學的未來研究以及短期留學項目的階段性設計也提出了建議。

Keywords:

Evaluation, experiential learning, mobile technology, short-term education abroad

Introduction

Prior to COVID disruptions, short-term education abroad, defined as programs of eight or fewer weeks, were common and increasingly attended by students at U.S. universities (Dietrich, 2018). According to the IIE Open Doors Report (2019), 35.6% of the total 341,751 U.S. students who studied abroad in the 2017-2018 academic year participated in short-term summer programs. Despite the popularity of short-term study abroad, published literature on it often shows mixed results for language learning and intercultural competence, as well as for perceived gains in personal growth (see Goertler & Schenker, 2021, ch. 2 for a comprehensive review). For both long- and short-term education abroad, learning varies due to a wide range of factors internally (i.e., within the participant) and externally (Medina-López-Portillo, 2004). However, when carefully designed interventions are implemented in pre-departure, during, or post-program phases, and the learner's belief and expectations are met, education abroad has the potential to provide a successful learning experience (Engle & Engle, 2012; Gaugler & Matheus, 2019; Goertler & Schenker, 2021; Zaykovskaya, et al., 2017).

Researchers and administrators of education abroad, such as those involved with the University of Minnesota's Maximizing Study Abroad program, have spent decades developing principles for effective study interventions and have noted a shift in frameworks for understanding how students learn abroad and what educators' role should be (Paige et al., 2012). This shift moves away from positivist and relativist paradigms to a constructivist view of education abroad that is learner centered and "emphasizes the importance of organizing the educational process around the experience of learners… meeting students

'where they are at' in their understanding, and building their confidence and competence to the point where they become independent, self-directed learners" (Passarelli & Kolb, 2012, p. 150). Thus, critical concerns for practitioners of education abroad when designing and implementing interventions and interacting with participants are (1) understanding learners' beliefs and expectations (Zaykovskaya, et al., 2017) and (2) striking a balance between supporting and challenging students to learn (Goertler & Shenker, 2021; Paige et al., 2012). Systematic evaluation of the students' experiences can help to identify aspects of the education abroad program that lead to learning and the achievement of the stated goals as well as where (and possibly why) interventions failed or missed their mark.

As an education abroad coordinator, I conducted this preliminary case study, adopting an Experiential Learning framework, to explore eight North American participants' learning experiences during a two-week education abroad program in Taipei focused on language and culture. Data sources included the course syllabus; language and cultural missions (assignments) submitted via an online mobile platform, *GooseChase*, prior to arrival and throughout the two-week summer education abroad program in Taipei; two focus-group interviews (one at the beginning of the program and the other on the final day); weekly (two total) reflection papers; and a post-program evaluation survey. Although learners' experiences are idiosyncratic, case studies can help develop an understanding of participants' education abroad experiences and provide insights for improving interventions in the predeparture, in program, and post program phases; strengthening program design; and identifying areas for future research.

Literature Review

Experiential Learning and Education Abroad

Experiential learning is a constructivist view of learning and serves as a model for theorizing, organizing, and evaluating adult student learning in contexts outside of the traditional classroom (Montrose, 2002). Experiential learning can occur in cooperative education, internships, and service-learning experiences and is increasingly being applied to international education experiences (Strange & Gibson, 2017). Education theorists such as John Dewey first discussed experiential learning in the first half of the 20th Century; the model has been further developed by David Kolb as a "holistic approach to human adaptation through the transformation of experience into knowledge"

(Passarelli & Kolb, 2012, p. 138). Kolb's Experiential Learning Theory (ELT) provides a framework for principled inventions meant to help students grasp and transform their education abroad experiences which then leads to intercultural competence development. This can be achieved by providing space for learners to engage in an idealized learning cycle that moves through and across four types of learning: experiencing (concrete experiences), reflecting (reflective observation), thinking (abstract conceptualization), and acting (active experimentation) (Passarelli & Kolb, 2012). ELT posits learning as a process of adaptation; transformation occurs as a result of the resolution of conflict or disorientation. Education abroad is ripe for experiential learning because it places students in unfamiliar, uncomfortable, disorienting, and novel contexts; it has the potential to challenge students to encounter and make sense of new ways of communicating and understanding the world. However, simply being placed in an international, immersive setting does not automatically lead to language acquisition, cultural learning, or personal growth. In education abroad settings, "left to their own devices, too many students fail to learn effectively" (Vande Berg et al., 2009, p. 17).

Evidence supporting a constructivist and Experiential-Learning-Theory-based approach to education abroad is found in Vande Berg et al.'s (2009) large-scale study, the Georgetown Consortium Project. The study revealed that, out of seven interventions common across education abroad programs as proposed by Engle & Engle (2003), including the duration of stay, cultural mentoring through guided reflections on experiences was the greatest predictor of intercultural development as measured by the Intercultural Development Inventory. The researchers also identified a strong relationship between cultural mentoring through guided reflections and improved language proficiency. Paige and Vande Berg (2012) elaborated on these findings to posit that the explanatory power of cultural mentoring (i.e., regular meetings with students to guide reflection and facilitate their learning while abroad) was proof that students often did not develop intercultural competence through simple immersion in a novel environment and that the success of cultural mentoring as an intervention could best explained from a constructivist framework.

The need for systematic, principled interventions that guide reflection and provide cultural mentorship in education abroad is well established; however, less clear is whether short-term education abroad provides enough time for such interventions to be effective and allow students to experience, reflect, analyze, and synthesize to the point where they are able to transform

and adapt. To investigate this question, Strange and Gibson (2017) conducted a study that asked 126 undergraduate students who had participated in education abroad programs of varying length to indicate whether or not they achieved various stages (12 total) of transformative learning as a result of their education abroad experience. The range of duration of education abroad programs within the study varied from 1-18 days, 19-35 days, 36-49 days, to 50+ days. Results showed that regardless of program duration, most students believed that they achieved transformative learning, although students were significantly more likely to believe this if they participated in programs with a duration of 19 days or longer. Additionally, open-ended questions showed that students believed that the most influential program elements were excursions, self-reflection, community interaction, and writing. Strange and Gibson connected these aspects to the four learning modes (experiencing, reflecting, thinking, and acting) in Kolb's Experiential Learning Theory. These findings suggest that there is potential for students to perceive transformative learning at some level even in short-term programs, with the caveat that other assessment measures are needed to validate or challenge these self-reports.

In a qualitative and interpretive case study, Chiocca (2021) investigated five participants' experiences in a four-week education abroad program at a host university in Jerusalem. In-depth analysis of the participants' experiences provided additional subjective support for the claim that short-term education abroad could provide opportunities for intercultural development and the acceptance and adoption of differing perspectives founded on a deeper awareness of the nuances and complexities of a local context. Chiocca attributed transformation and development to the integrated whole of the experience: for example, intercultural development required concrete experiences (e.g., disorienting and difficult conversations with locals about issues of culture, power, and religion), followed by analysis of those conversations and guided reflection. Emotions, such as shame and humility regarding ignorance of differing perspectives, shaped student learning in positive ways when students were equipped with strategies to positively manage their emotions and use them as motivation to gain knowledge through self-study, the in-class community, or conversations with the faculty who had required that students engage in difficult conversations. Thus, transformative learning was not achieved as a result of any one intervention or variable but rather through a complex integration of the whole (see also Engle & Engle, 2012, and Montrose, 2002, for more discussion of the holistic experience in transformative learning).

Experiential Learning Interventions in for Language and Cultural Learning in Education Abroad

Passarelli and Kolb (2012) urge practitioners not to see Experiential Learning Theory as a way to organize one activity or game in a class, but rather as a set of principles to guide a wide range of iterative activities that encourage experiencing, reflecting, thinking, and acting. The aim of these interventions is to guide students to take ownership of their own learning. Passarelli and Kolb (2012) provide strategies for achieving this goal, such as (1) drawing students' attention to how they learn; (2) encouraging active engagement by offering a wide range of activities that move students through experiencing, reflecting, thinking, and acting with an element of student choice; (3) building learning relations, which is defined in ELT as "connections between one or more individuals that promote growth and movement through the learning spiral, ultimately inspiring future learning and relationship building" (Passarelli & Kolb, 2012, p. 156).

An example of a principled intervention model that incorporates the tenets of Experiential Learning Theory is Shively's (2010) model for pragmatic language instruction in education abroad. In a study on second language pragmatic development, which provided the basis for the model, Shively found that education abroad students' pragmatic development of second-language requests made in service encounters was limited in unstructured settings. This led her to suggest that a more expert speaker provide explicit feedback and instruction on social meanings of language forms in order to give students access to cultural beliefs and the values that underlie them. She then devised a model for providing pragmatic language instruction and feedback, as well as promoting student-directed learning, into the three stages of education abroad: (1) Predeparture: pique students' interest, build confidence, raise awareness; (2) In-country: facilitate observation, analysis, and target language interaction; and (3) Post-study-abroad: stay connected (Shively, 2010, p. 124). Shively's model challenges students to take on a learner-as-ethnographer role and requires that instruction and instructors facilitate learning using cultural and language mentoring. Additionally, Shively's model aims to leverage and integrate new technologies to promote learning and social interaction, a view that is increasingly supported by education abroad scholars and is an area needing further research (Dunbridge, 2019; Godwin-Jones, 2016; Goertler, 2015; Marijuan & Sanz, 2018).

Despite being a potential distractor from fully engaging in an education abroad experience (Coleman & Chafer, 2010; Engle & Engle, 2012), technology can be leveraged to 1) promote self-confidence prior to departure through e-learning modules with readings and discussion boards (Hanson & Draco, 2016; Paige et al., 2012; Sachau et al., 2010); 2) allow for student initiated ethnographic research by using mobile phones' built in audio and video recording capabilities to collect authentic interactions for later analysis (Shively, 2010; Godwin-Jones 2016); and 3) add to noticing and reflection in order to foster intercultural learning (Lomicka & Ducate, 2021). As Marijuan and Sanz noted in a review of the ever-increasing literature on technology and education abroad, there are "nearly unlimited possibilities that the inclusion of technology might have both for SA (study abroad) research and for SA practice" (2017, p. 31). Technological innovations such as place-based educational mobile games and apps, particularly with regards to place-based Augmented Reality and language learning, are receiving increasing attention. Like education abroad, they are also typically developed and researched within a constructivist framework (Dunleavy & Dede, 2014).

Place-based Mobile Games and Education Abroad

Although under explored in an education abroad context, place-based mobile games have been shown to have positive effects on language skills in authentic (i.e., outside of the classroom) and familiar contexts when learners collaborate to complete tasks (Shadiev et al., 2016). Sydorenko et al. (2019) found that English language learners engaged in goal oriented, lexically driven Language Related Episodes (i.e., when learners address, question, or correct the language that they or others are producing in a dialogue) when engaged in a place-based mobile game. Analysis of the Language Related Episodes revealed that learners questioned and learned lexical items' meaning when completing quests in the mobile Augmented Reality (AR) game, ChronoOps, with an expert English speaker. The lexical items were often place-based; the physical surroundings prompted their focus. One of the earliest examples of adopting place-based games for language learning, Holden and Sykes (2011) developed and conducted multiple implementations of a Spanish language learning AR mobile game, Mentira, to connect students with authentic places and promote cultural and language learning. The researchers found that the game resulted in increased motivation to engage in authentic places and to participate in the development of the game as an intervention, both of which indicated increases in self-directed learning. Although AR and place-based games in local and

familiar contexts have been researched in both language learning and within other educational fields (Dunleavy & Dede, 2014), scavenger hunt mobile apps remain under studied in short-term education abroad contexts as potential tools to facilitate the learning of language and cultural tasks.

The Current Study

This current preliminary inquiry into how participants made meaning of their short-term education abroad experience emerged while investigating the effectiveness of the mobile app platform and its missions as an intervention in the predeparture and on location stages of the program. In reviewing the data sources associated with research into the mobile app, GooseChase, I found that investigating students' holistic experience in a constructivist/Experiential Learning Theory framework provided a meaningful analysis of how various program elements interacted to shape the program outcomes. The following research questions, therefore, guided the analysis of students' self-reported learning during their short-term education abroad experience in Taipei:

1. What did the participants believe they learned as a result of their education abroad program?
2. To which aspects of the education abroad experience do participants attribute their learning?

Methodology

In order to investigate these research questions, the course syllabus, mobile app assignments, two focus group interviews, two reflection papers, and responses to a program evaluation survey were collected. For this case study, due to the small sample size, the focus on learner's experience, and the variety of language and cultural learning goals, this study uses qualitative methods as called for in Ward (2018) and García-Nieto (2018).

Participants

For this study, I took an emic approach and had multiple roles. I was the program abroad coordinator, researcher, and focus group moderator. While in Taipei, I was with the participants each day and available to them at all times. These multiple roles meant that I was in a position of authority in multiple ways and this power dynamic is a clear limitation to interpreting the results. I knew seven of the eight participants to varying degrees prior to the program. Three students had taken three terms of Mandarin language courses with me as their instructor. Two students had taken one Mandarin language course with me as

their instructor. Two students had volunteered for short-term winter programs I had run for international partner university students. After the program, I have stayed in contact with all eight participants, and based on my conversations with them, I am confident that they were comfortable expressing their opinions and sharing their experiences openly.

Six of the eight participants were undergraduate university students from the Mid-Western United States studying either Computer Engineering, Industrial Engineering, Mechanical Engineering, or Electrical Engineering. Two participants were recent graduates of the same university with degrees in Computer Science and Industrial Engineering. The students, like other Science, Technology, Engineering, and Mathematics (STEM) students, had comparatively rigid course schedules and mandatory co-operative education (work) terms. Their university uses quarter terms and students rotate from co-op (work term) to academic term. In the term prior to this education abroad program, seven of the eight students were working and one was studying abroad in Europe. Six participants attended the education abroad program to Taipei to earn two free-elective credits. Two participants (Students 4 and 7) had graduated the week prior to the education abroad program and were not enrolled in the program for credit. Table (1) below provides information on the eight participants, their year in college, previous travel, how long and in what capacity they knew me, and their terms of formal Mandarin study (CHN101, CHN102, Independent Study). CHN101 and CHN102 classes were taught using Kubler's (2011a) Basic Spoken Chinese and (2011b) Basic Written Chinese, and the term of Independent Study class was taught using Kubler's (2013) Intermediate Spoken Chinese.

Student	College Year	Previous experience outside of North America	How long students had known me at the time of the education abroad program and in what capacity	Number of Terms of Previous Mandarin Language Study
Student 1	Third year	Europe	3 months, Education abroad orientation	0
Student 2	Fourth year	Central America	6 months, Student of CHN101	1
Student 3	Fourth year	Europe	1 year 6 months, Student of CHN101, CHN102, Independent Study	3

Student 4	Graduated	None	1 year 6 months Student of CHN101, CHN102, Independent Study	3
Student 5	Third year	None	6 months, Volunteer of Winter Program	0
Student 6	Fourth year	None	1 year 6 months Student of CHN101, CHN102, Independent Study	3
Student 7	Graduated	None	6 months, Student of CHN101	1
Student 8	Third year	None	6 months Volunteer of Winter Program	0

TABLE (1): STUDENT'S BACKGROUNDS AND RELATIONSHIPS

Context

Two terms prior to the program, the university's Office of International Program's education abroad coordinator and I organized two meetings with the participating students. One meeting was a general pre-departure orientation and one was a walk-through of the syllabus, learning objectives, and an introduction to the mobile app, GooseChase, which was used for assignments. Students arrived separately in Taipei the weekend prior to the official start to the program. We were housed in the host university's international dormitory, which was mostly empty as it was the start of the summer holiday. An experienced language instructor from the host university provided three hours of language instruction each weekday morning. Due to the small number of participants, all eight were taught in the same class despite their varying Chinese language backgrounds. In the afternoons, the host university organized on-campus activities or off-campus excursions, during which we were accompanied by tutors; these were an undergraduate student and a graduate student from the host university. Participants had weekday lunches and evenings after 4 or 5 PM free as well as weekends.

The education abroad program was listed as an independent study course and counted as two free-elective credits. The course requirements included attending all host university classes and activities, completing 100 points worth of missions in GooseChase (of a possible 231 points), and completing two reflection papers. Reflection papers were due at the end of each week, and asked students to reflect on one of the three goals of this program,

focused on language learning, cultural learning, and living abroad (more detail in Appendix A). Students were required to pick one of these three goals and write a one-to-two-page reflection paper (in English) answering the questions: (1) What did you learn? (2) How did you learn it? (3) What went right and what went wrong in the process of learning? (4) How might what you learned be applied to your near or distant future?

The mobile app GooseChase was used to pique interest, build confidence, and raise cultural and linguistic awareness prior to the education abroad program and, during the program, to push students to use language, interact with people and places, and reflect. GooseChase is a scavenger hunt app and allows Game Managers (in this case, I was the Game Manager) to create and allot points for missions. As the Game Manager, I could edit, delete, and add missions at any time, and also set a target number of total points. Students could choose which missions to complete and earned points when these were completed, as evidenced by submission of a photo, video, or written statement. I could review submitted missions and withdraw the points for incomplete or incorrect submissions. Figure (1) contains a screenshot of the GooseChase User Interface; some of the missions are visible as is information on their completion and the Interface allowed the students to both preview and select missions. (The list of all 36 missions is provided in Appendix B). Additionally, by tapping on Feed at the bottom of the User Interface, students could see other students' submissions. Comparing points earned with other students was possible by tapping on Rankings. Names and other identifying information have been removed from the screenshot.

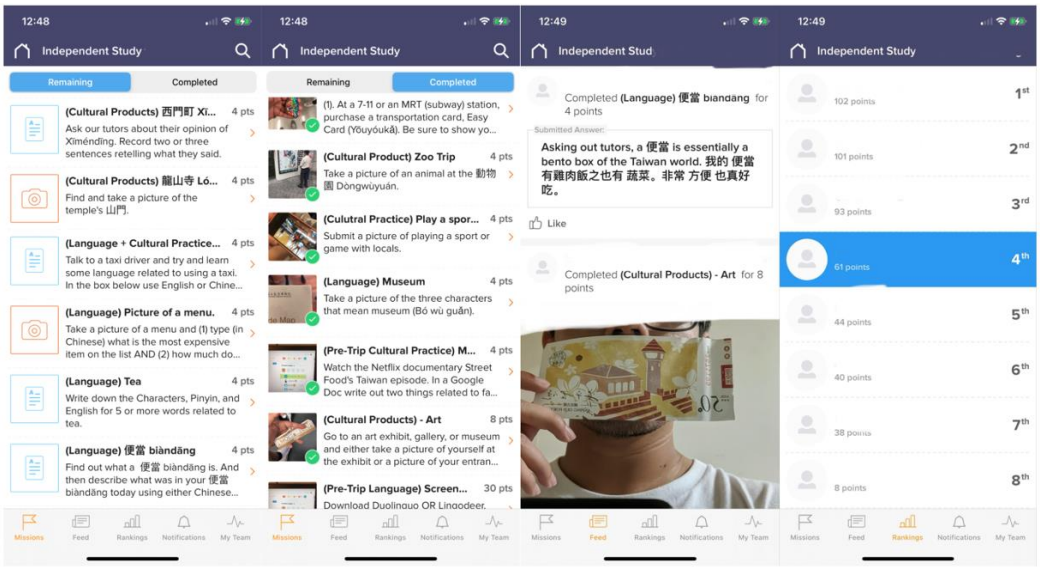

FIGURE (1): GOOSECHASE'S USER INTERFACE: FROM LEFT TO RIGHT, REMAINING MISSIONS, COMPLETED MISSIONS, SUBMISSION FEED, RANKING

Although I created the majority of missions, students were encouraged to suggest additional missions. Once added, a mission was immediately viewable by all of the participants and appeared in the "Remaining Missions" list. Given students' limited Mandarin language skills, mission prompts were written in English, and aimed at encouraging students to have concrete experiences, reflect and observe, conceptualize, and experiment as found in Kolb's Experiential Learning Theory. To this end, tasks were designed to encourage engagement with the people, places, and language of Taipei. Further, what might appear to be a simple task, for example taking a photo riding the gondola to Maokong, in fact required a relatively involved process to complete, especially for first-time international travelers. In this example, students first had to identify Maokong on a map, learn and successfully navigate the bus route, find their way to the gondola entrance, purchase a ticket, get on the gondola, and then navigate their way back to campus from Maokong after finishing the ride. Other site-based missions, like visits to the zoo, an art exhibit, restaurants, and so on, required a similar level of engagement. There was, therefore, both more challenge and more opportunity for language development, cultural engagement, and personal growth than might initially meet the eye when reading a mission's title and description.

Procedures

Focus Group Interviews

All eight education abroad participants took part in both the first and second focus group interviews. The first interview took place on June 1st in the early evening, a full day after all students had arrived in Taipei, in a student lounge in the international student residence hall at the host university. As it was summer break for the host university, the student lounge was quiet, and no outside visitors entered the room for the entire 44-minute interview. Students sat in a circle, with the researcher's laptop facing the group. The interview was recorded using Audacity. As is shown in Table (3) below, the first focus group interview was conducted after the participants had had three months to complete pre-program missions in the mobile app. This follows best practices, as it ensured that there was some common experience for the participants to discuss (Winke, 2017). After introducing the purpose of the interview and general rules, I began asking six pre-prepared questions (Table 2 below), which moved from more general questions about how the participants prepared for the education abroad program to more specific questions such as what types of missions were the most interesting and suggestions for additional missions. Moving from general to more specific questions is suggested by focus group researchers (Ho, 2012; Stewart & Shamdasani, 2015). Table (2) below provides the questions used to guide the discussion in each focus group interview. Students were each given a number based on where they were sitting for the first interview and were instructed to say their number prior to answering questions. The students used the same number in the second interview.

Semi-structured Focus Group Interview #1 Questions
1. How did you prepare for the education abroad program?
2. Do you feel prepared?
3. Without the mobile app missions, how would you have prepared?
4. How do you feel about having the mobile app missions as a part of your education abroad?
5. How do you feel about having mobile app missions while in Taipei?
6. Are there any missions that you would like added in?
Semi-structured Focus Group Interview #2 Questions
1. How do you feel about the last two weeks?
2. What do you think of the reflection paper(s)? Did the mobile app missions help with reflection?
3. Which mobile app missions worked out well?
4. Which ones did not work out?
5. What could have made the mobile app missions better?
6. What could have made this education abroad experience better?

TABLE (2): FOCUS GROUP INTERVIEW QUESTIONS

The second focus group interview took place the day before the end of the two-week program and after the students had twelve days to complete the in-country missions in Taipei. The interview took place on couches located in a breakfast room of a downtown hotel in Taipei in the early evening of July 12. The room was quiet during the 40-minute interview as it was only used for breakfast meals, with only an occasional hotel employee passing by. Students sat on couches in a rectangle facing each other. Again, Audacity was used to record the interview. As in the first interview, general questions preceded more specific ones (see Table 2 on the previous page).

Mobile App Missions, Reflection Papers, and Post Program Evaluation Survey

All eight participants submitted evidence of completed assignments in the mobile app, for a total of 68 submissions. Table (3) below shows the number and type of mission that each student submitted as well as whether the mission was submitted prior to the program or while in Taipei. Additionally, seven of the eight wrote both reflection papers for a total of 14. Finally, five of the eight participants completed the post-program evaluation survey (see Appendix C).

Number of Missions Completed and Points Earned									
Context	Goal	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8
Pre-Program	Culture	2 (7 pts)	0 (0 pts)	0 (0 pts)	0 (0 pts)	5 (26 pts)	1 (4 pts)	2 (14 pts)	4 (29 pts)
	Language	1 (30 pts)	2 (45 pts)	0 (0 pts)	0 (0 pts)	1 (15 pts)	1 (30 pts)	1 (30 pts)	2 (45 pts)
In-Program	Culture	4 (20 pts)	8 (36 pts)	6 (28 pts)	2 (8 pts)	9 (48 pts)	1 (4 pts)	0 (0 pts)	5 (24 pts)
	Language	1 (4 pts)	3 (12 pts)	3 (12 pts)	0 (0 pts)	3 (12 pts)	0 (0 pts)	0 (0 pts)	1 (4 pts)
Total number of completed missions		8	13	9	2	18	3	3	12
Total number of points earned		61 pts	93 pts	40 pts	8 pts	101 pts	38 pts	44 pts	102 pts

TABLE (3): NUMBER OF COMPLETED MISSIONS AND EARNED POINTS BY STUDENT AND PROGRAM STAG

Data Collection and Analysis

Data collection and analysis followed methods outlined in Duff (2019) for case studies. Mission submissions were downloaded from GooseChase and saved along with reflection papers, audio recordings and transcripts of interviews, and survey responses in a password protected Google Drive folder. Names were substituted with numbers. Interviews were transcribed via Kaltura's machine transcription and checked for accuracy. Then, transcripts of interviews, reflection papers, and submitted mission evidence were uploaded into ATLAS.ti, a qualitative analysis software. Within ATLAS.ti, I applied codes to the data following coding procedures described in Baralt (2012), namely: open coding, theme development, and coding for relationships and patterns. My initial coding identified statements in the reflective papers related to the study's first research question, which led to three categories: language, culture, and personal. It also identified three categories with regard to the second research question: interactions, reflections, and classroom/coursework engagement. Within these categories, I identified relevant themes, paying special attention to (1) comparisons in data sources from the same student and (2) comparisons across the participants. This allowed triangulation within and across each students' work and responses. Similar themes and categories were collapsed resulting in a final list of categories relevant to answering our research questions. They are presented in the following section.

Month	Description
February	• Researcher received email approval from *GooseChase* to use the perceptions of the app as the focus of research • Researcher started creating pre-program missions and in-program missions
March	• Students first logged into *GooseChase* mobile app
May	• Received IRB approvals, consent forms
June	• Students began to submit pre-program missions • June 30, students arrive in Taipei, program began
July	• July 1, first focus group interview conducted • July 7, first reflection papers collected • July 12, second focus group interview conducted • July 13, program ended, students stopped submitting in-program missions • July 31, second reflection papers collected
August	• August 1, post program evaluation survey collected

TABLE (4): TIMELINE OF DATA COLLECTION

Findings and Discussion

Overview of Findings

The first research question concerned students' perceptions of their learning. Satisfaction with the program was reported in the second focus group by all of the students. According to self-reports in the second reflection paper and post-program evaluation, students also felt they had improved to a small extent their Mandarin abilities, acquired some cultural knowledge, and had experienced personal growth. Within Mandarin language abilities, the themes of conversational skills and strategies emerged; within cultural knowledge the themes of growth and perspective emerged; and within personal growth (in the form of risk-taking, self-confidence, career direction, and motivation.) The level and extent of learning varied for each participant. In answer to the second research question regarding factors perceived to impact learning, students noted interaction (with place and people), reflection (on experiences and learning), and classroom/coursework engagement impacted their learning.

Mini-Case Studies

In the following section, I draw on data collected from the students' focus group interviews, ChooseChase mission submissions, reflection papers, and end-of-program survey to present mini-case studies of three students' learning experiences, (Students 2, 5, and 4). Each mini-case study relates to one of the goals of the course: language acquisition, cultural learning, or personal growth related to living and learning abroad. Although all students reported learning gains in relation to these goals in their reflections and interviews, students 2, 5, and 4 were chosen based on the agency they demonstrated. Agency here refers to their "ability to make purposeful choices and then pursue a course of action based on these choices" (Covert, 2014, p. 168). These three students demonstrated agency in the two-week program in pursuit of the course goals as well as in their responses in the interviews and in their reflection papers. First, I will present and analyze Student 2's growth related to the program's language learning goals. Second, I move to Student 5's growth related to cultural learning goals. And finally, I present Student 4's personal growth.

Language Learning

Student 2, a fourth-year student in Computer Engineering, showed considerable interest in learning Mandarin. Three months prior to the program he had completed the first term of Mandarin, where he learned how to give basic self-introductions, ask and answer basic questions about work and family,

ask and answer questions related to cost and time, make simple purchases (such as train tickets) and give basic information about places such as population. He was also able to read and write around 100 frequently used characters. Besides Mandarin, he had learned Spanish and Vietnamese at home and had spent time in Mexico.

In the predeparture phase, Student 2 was primarily interested in practical communicative competence, saying that, "I want to learn the actual Chinese that I can use." Therefore, he completed the Duolingo and Coursera missions, both of which he found helpful and fun. He also took time to get familiar with other language tech tools, such as Google Translate and its camera feature. In the first focus group interview, after the first day of classes and an excursion to Xiangshan, he said that completing the GooseChase predeparture missions "confirmed what I knew from the class that I had for Chinese 101. It just made me more sure about what I knew going into the first session of the Chinese class today. I felt very sure with that."

Despite admitting that he wanted to treat the time in Taipei as a vacation, Student 2's interest in language learning continued throughout the two weeks. He showed a dedication to learning and shared that the experience impacted his beliefs about language learning, particularly in the area of communication and language learning strategies. Developing strategies helped him to take charge of his own learning. He reported developing multiple strategies to learn language in the classroom, on excursions, and while exploring by himself. For example, while in the classroom, Student 2 would think about expressions or phrases and how he could put them to use after class. After the first week in Taipei, he wrote in his first reflection paper:

> I immediately think of the ways they (vocabulary and sentence structures) can be applied in a conversation I may have later. It makes the learning a very active experience where even outside of the classroom, I can pick up cultural and societal lessons. Practice just came with going out and about.

During excursions, Student 2 used language learned in the classroom and prompts from the mobile app missions to talk with the local undergraduate student and graduate student serving as guides and tutors. During free time he enjoyed getting lost in the city and at the end of the first week, travelled to Tainan by high-speed rail. These explorations led to interactions with locals, which often resulted in confusion. But, miscommunication or "saying the wrong

things" in conversations motivated him to learn more because (1) he wanted to "to prevent it from happening in the future" and because (2) he felt that people were gracious and would gladly help him. In his second reflection paper, he expressed gratitude for the way he was treated and noted its effect on his language learning. In his second reflection paper, he wrote:

> Saying that I spoke very little Chinese (对不起, 我只會說一點中文) or that I did not understand (对不起, 听不懂) would immediately have the person trying to help out in English or help with universal hand gestures. I would continue using the Chinese I had learned, and they understood that I was trying to learn the language. Every exchange I had was very supportive where they would go out of their way to teach me new words when I asked them how to say something in Chinese. Vocab picked up in this manner stuck with me best as they had an experience associated with them.

When it came to writing and reading, Student 2 focused on the practical. He noticed a disconnect between what was taught in the morning classes and what was needed for daily life outside the classroom. While the classroom focused on the characters that they were using for oral communication, he noted that "the text that we would most commonly be seeing would be the Chinese characters that existed on restaurant's menus or the transit maps for buses and MRT system." However, he also admitted that, because of the daily need to get around using public transportation, "the ability to read a map and handling transfers along the MRT became something of ease" especially when making use of resources like his phone. Finally, he noted the impact of being introduced to Chinese Characters prior to the program, "I felt that if I did not have the prior experience that I did have from taking CHN101, writing and deciphering characters would be seemingly impossible."

Student 2's experience shows that he was actively learning language and attributed what he learned to completing mobile app missions and engaging in the classroom. He developed strategies to take charge of his own learning, put new language forms into use, and learn language by conversing with locals and tutors. This shows that even in short-term education abroad, proactive students, like Student 2, may be willing to take responsibility for their own learning and become more independent learners, as has been found in longer education abroad experiences (Amuzie & Winke, 2009). Interaction encouraged Student 2 to both learn more and seek further interaction. Exploring places by himself also led to confidence in reading transit maps and routes.

Cultural Learning

Student 5, a third-year student in Industrial Engineering, stood out from the other students in expressing his interest in cultural learning and openness to it. He did not have previous experiences learning Mandarin or traveling to a country outside the US and Canada. He admitted that, despite wanting to go abroad, he had not expected that his first experience abroad would be in Asia. Student 5 was also scheduled to take part in a term-length education abroad program in Europe at the start of the next academic year. Student 5 was an active member of and leader in student organizations on campus, was a student worker in the Welcome Center, and had volunteered to help host international students enrolled in short-term programs on campus.

Prior to the program, Student 5 completed the two GooseChase language missions (Duolingo and Coursera). He also submitted five short reflection papers on three documentaries (two Netflix documentaries, which focused on food and family, and one BBC documentary on urban and rural culture, religion, and history) and two readings (on history, politics, and economy). Commenting on the documentary about he wrote that, "the video showed the power communication and open dialogue can have that allows both sides to grow and mature while all the while keeping what is important to them intact." This is consistent with his openness toward differing perspectives.

In addition, the readings helped Student 5 prepare himself for interactions in Taipei by introducing him to possible perspectives with which to understand and initiate future conversations. In a response a pre-departure GooseChase mission, which required a short summary of a book chapter, he wrote that the reading:

> gave insight to the mindset of the citizens and how past experiences might shape the way they react to things. It is a great introduction for me as a visitor… it also gives me a frame of reference for when I talk to people and what to be aware of.

Having completed these missions, he felt comfortable with his level of preparedness on the first day of the program. During the program, Student 5 was actively engaged in class, on excursions, and during his free time. He continued to use missions as a way to prepare and push himself to have conversations in English and in Chinese despite just starting to learn the basics. The night before an excursion, he would check mission prompts because he felt:

> it kinda puts in your mind some question to maybe ask or some conversation to bring up, I think I like the one about the political opinion about asking someone about that political opinions and just throughout the day, if that happens to come up, it might remind you to just kinda interact with people more.

While on excursions he was often the first to volunteer and in so doing, encouraged other program participants to become more active. For example, when a museum tour guide at the Atayal Museum in Wulai asked for a volunteer to participate in a traditional courtship dance, Student 5 volunteered after a slight pause. Others in the group then followed suit, after this the museum guides and tutors all interacted more freely with the students for the remainder of the visit. The improved dynamic did not go unnoticed. In fact, Student 6 identified the interactions of that excursion to be the most influential interaction of the education abroad program for him.

Student 5 attributed his cultural and language learning to positive interactions gained while seeking out opportunities to meet people in his free time, exploring the city, and playing basketball with a group of local students on several evenings. He understood that while such interactions required active effort on his part, they were also needed to get beyond surface level, tourist-like experiences. He also acknowledged and expressed gratitude for how he was received and treated, writing in his second reflection paper:

> It is also reassuring and heartwarming when the people recognize your effort and take the time to help and guide you through your interaction. Also, creating friendships whether they become longtime relationships or are temporary… open a door to you beyond the typical tourist type destinations or watered-down cultural experience that are presented to you as an outsider.

Student 5 also found that his language and cultural learning in the classroom and interactions with others allowed for a far deeper and perhaps contradictory understanding of life and culture in Taipei than he might have acquired in the U.S. He explained that these interactions led to learning that "just goes to expanding my world view outside of what the United States feeds us." Other students also noted that their experiences caused them to look back and make comparisons with typical U.S. world views and perspectives. Contrary to Medina-Lopez-Portilla's (2004) finding that students in a short education abroad experience returned home generally feeling more nationalistic, students in this

study openly questioned whether the kindness and respect that they received from locals and the host university would be reciprocated by most people in the U.S. if roles were reversed.

Student 5 did not share (nor did any other student) if he had engaged in the type of disorienting dialogue that led to perspective transformation as described in Chiocca (2021). However, Student 5 did find that through engagement with readings and through interactions with the tutors and the people he met on and off campus, his knowledge of culture (politics, religion, and way of life) grew, and his perspective broadened beyond that which would have been possible in the U.S. Every student reflection paper addressed the respectful, patient, or helpful manner in which they had been treated throughout the program by locals and staff and, as a result, how comfortable the experience was. The lack of disruptive and disorienting experiences may also be due to the relatively high level of maturity and cultural sensitivity of Student 5 and the group. Additional explanations might be that students were living amongst each other and that never left the honeymoon phase of culture shock. Regardless, Student 5 (and Student 8) believed that this short-term program served as a motivating "warm-up" and practice prior to their future three-month education abroad programs.

Student 5 also served a role model for the other program students; his proactive engagement and explorations encouraged them to also take responsible risks. In turn, they gain confidence and became more motivated to connect and stay connected with the people, culture(s), and places encountered in Taipei.

Personal Growth

Student 4 had graduated from university with a Bachelor of Science in Computer Science the week prior to the start of the program. Initially interested Japanese and Kanjie, her enthusiasm extended to Mandarin; she studied it for three terms (a year and a half) before beginning the program.

Student 4's motivations for preparing for the education abroad program differed from the other students' as she was not taking the course for credit. She felt well prepared and prior to the program used her Chinese language textbooks to help her review vocabulary, grammar, and characters. She, along with Student 7, who was also not earning credit for the course, admitted that as a result, she often neglected to put much effort into documenting her preparation.

Heat, jetlag, and food caused discomfort for Student 4 during the first week of the program, but she powered through and after a couple days of having little appetite for local dishes, found it helped when she ate at familiar chain restaurants. Shocked and disappointed with herself for not taking to the local food immediately, she joked, "Perhaps the universe is just exacting some karmanic [sic] revenge on me for teasing someone I knew for not eating more local food while traveling." This discomfort did not prevent her from building her confidence in using Mandarin. She impressed herself by meeting her own goal of "being able to have natural interactions with other people in my daily life and managing to get the most out of the fact that my classes are abroad" in the first week.

The weekend led to even more confidence in using Mandarin and in navigating public transportation. Despite feeling uncomfortable and anxious about being alone, Student 4 challenged herself to spend a day by herself exploring Yingge, a district outside of Taipei. She wrote:

> I've been a bit impressed with how well I handled being on my own nearly all of Saturday. From the moment I got up at 7 am until about 9 pm, I didn't meet up with anyone from our squad (sans randomly running into [Student 2] at the TMS). I'm normally a pretty anxious, lonely person, and struggle with being away from someone I feel comfortable with for more than an hour or two. However, I felt completely relaxed while navigating from International Residence Hall to the Main Station, then from there to Yingge and around, then finally back here. Everything was fine... but I'm pretty genuinely amazed that I went as long as I did totally independent of everyone else.

The following week as the final excursion, I had arranged for the group to meet with three local high school robotics teams at the Fulbright Center in downtown Taipei. This meeting was serendipitous: I had met one team earlier that year in the US, and the team members and education abroad students expressed an interest in meeting up while in Taipei because the majority of students in the education abroad program had also been on their high schools' robotics teams. Meeting the teams, particularly one student named Connie (pseudonym), helped Student 4 make sense of why she had studied Computer Science, what she wanted to do with her career, and how she could keep connected with the people she met in Taipei after the two-week program. She wrote:

> I was so inspired by seeing these teenagers... I found myself toying with the idea of setting up a sort of introduction to programming or intro to Labview and being available to answer questions when they run into bugs or don't know how to approach a scenario. In truth, if things go well with the communications [Connie] and I are currently having and once I've planned more, I'd like to offer to be a mentor in person for the beginning of the 2020 build season. And that's how I realized that I didn't just choose computer science because I wanted an easy career that let me travel, but because I genuinely love the subject and want to help others entering into it.

Student 4 showed that short-term education abroad can have a positive impact on self-confidence, allow responsible risk-taking, provide career direction, and motivate participants to stay connected in meaningful ways. In the post-program evaluation, she indicated that she had continued to be in contact with the robotics team and many other people whom she had met during the program. In the final Focus Group Interview, Student 4 shared that she valued writing the reflections papers and found them helpful in thinking about and through her concrete experiences. The experiences of Student 4, along with Students 2 and 5, also displayed agency, making purposeful choices to be actively engaged in the classroom, their coursework, and excursions during their two-weeks in Taipei.

Implications

As this was a preliminary study, the findings and discussion above have implications for refining interventions and program design for future iterations of this program. The study also indicates the need for further research on short-term programs: such work could help to determine the possibility of transformative learning in short-term programs. Future research should respond to calls for "work which discusses the alignment of learning goals, pedagogy, feedback, and outcome" in education abroad programs (Acheson et al., 2021, p. 3), 1) uses a variety of learning methods and assessment measures, including but also extending beyond self-reports as used in this study; 2) adopts methods that capture student narratives which then could be used to refine future iterations of the program; and 3) carefully considers ways to encourage student agency. The study also aligns with other research that suggests that education abroad programs outcomes are highly individualistic as the unique experiences of Students 2, 5, and 4 suggest. Based on the evaluation of the

program, I have provided possible interventions for program administrators and/or instructors to consider below.

In the predeparture stage (1) provide introductions to theoretical frameworks for language learning and intercultural competency. Experiential Learning Theory's effective learning cycle consists of four modes of learning: experiencing, reflecting, thinking, and acting (Passarelli, & Kolb, 2012). The mobile app assignments proved useful for piquing interest, raising awareness, and building confidence by supplying a variety of relevant cultural information (through readings and documentaries) at different levels for most students. During the program, mobile app assignments also encouraged putting knowledge to use in concrete experiences (such as navigating restaurants, transportation systems, or engaging in meaningful conversations with tutors while on excursions) and reflection. However, based on student submissions and reflection papers, most assignments within the app did not stimulate analysis at a more abstract level, nor did they appear to encourage active experimentation (with the notable exceptions of Student 2 in trying out various learning strategies and Student 5 using readings to guide and prompt interactions). This may have been the result of mobile apps not appealing to some students, such as Student 3, or a lack of clear instruction and guidance by me, the mentor on the program. Additionally, providing abstract theoretical conceptualization of how we learn in general, as well as theories of language learning and intercultural competence, might have provided a common language for observing, analyzing, and synthesizing experiences.

Also, in the predeparture stage (2) provide explicit guidance and practice of language learning and cultural competency strategies. Despite overall satisfaction with the pre-program and in program language and culture assignments, when it came to language, only Students 2 and 4 gave concrete accounts about their language use and learning strategies. Students without previous Mandarin language learning experience, despite indicating that their language abilities improved, emphasized the difficulty of the language and reflection papers notably lacked concrete examples of how they went about learning language. Practice with phrases and expressions that could be used to negotiate meaning should be well practiced prior to the program, even for students without prior learning experience. This may allow for more successful interactions and raise confidence and interest in learning.

Then, in the program, (3) plan regular discussions that address language and cultural learning experiences and connect them to theories, strategies, and experiences. Student 3 indicated during Focus Group Interview 2 that the focus group interviews and casual conversations about the experiences and assignments were more helpful than the assignments themselves. This aligns with Engle & Engle (2012) findings that regular reflective discussions (which first focus on general thoughts, feelings, and memories, then identify questions or concepts, and then describe and unpack the specific experience, and finally discuss implications for future experiences) can promote intercultural competence, be helpful for navigating cultural differences, can be places to reflect on real-life experiences and explore theoretical frameworks.

Finally, as seen in Students 5, and expressed by all 8 students in this study, short-term education abroad has the potential to motivate students to take deeper interest in other languages and cultures and want to take advantage of future opportunities; a finding which aligns with results from Kato and Suzuki (2019). As such, language programs may consider offering short-term programs as a way to spur interest in language classes and longer education abroad offerings.

Limitations

The lack of documentation of language in use is a major limitation in this study. Originally, I had hoped that students would take videos of their interactions and upload them as submissions to GooseChase in order to analyze language. However, students raised thoughtful concerns during the first focus group interview that recording interactions might (1) withdraw them from the interaction itself and (2) cause others to have a negative impression of them. In the second interview, students reported that despite having completed a mission, they often forgot to document it in the moment. Finally, a technical issue also caused issues for students uploading photos and videos: GooseChase only allowed uploads in real time via the app which required an internet connection. Most students lacked data plans on their phones so they were limited to submitting missions when they had access to wifi; the app, however, would not allow them to submit a saved photo or video taken from earlier in the day. Future iterations could address these issues by (1) putting students in teams so that their teammates could document the interaction and (2) having students upload videos via another app (for example, a group Google folder).

This study is also limited by its small sample size, my own multiple roles, and the lack of multiple iterations. First, this study had a small number of participants, which limits generalizability of the findings. Secondly, my multiple roles led to micro-ethic concerns (De Costa et al., 2021) because the power dynamics may have led students to behave or respond in ways which they believed were expected or to avoid revealing their true opinions for fear of retaliation. Additionally, as emphasized in Winke (2017) and Ho (2012), a robust focus group should use a professional moderator because this can help to avoid or to navigate participants feeling the need to present their best selves. Due to the lack of funding and feasibility, a professional moderator was not possible for this study.

Additionally, including more data sources could have strengthened findings. Although data were adequate to support the preliminary claims made in this study, further research could include pretests and posttests of language knowledge and intercultural competency, classroom observations, video recorded interactions (if these recordings could be collected by learners, and if the learners could receive prior training on how to ask for consent as well as when might be appropriate times to record interactions), and delayed follow-up interviews, all of which could strengthen the conclusions drawn and allow for more in-depth analysis of language and cultural learning (see recommendations for study abroad assessment in Acheson et al.'s, 2021, introduction to Frontiers' special issue on assessment as pedagogy as well as the Purdue University resources for assessment that are provided there.) Finally, additional attention to student agency in influencing learning outcomes and personal development should be given as well as factors that encourage such agency.

Conclusion

The findings above show that a two-week short-term education abroad program in Taipei led to student perception of language learning, cultural knowledge, and personal growth. Students in this program attributed learning to self-initiated and program facilitated interactions, reflections, and classroom engagement. Although there was subjective evidence of language learning (such as with Student 2 and 4), future rounds of research should collect evidence of language use in and outside of the classroom in order to provide insight into language learning beyond student perception. In regard to cultural learning, data suggests that students' knowledge of the host culture grew, but there was no evidence of the type of perspective transformation such as was found in

Chiocca (2021). Evidence for learning around both language and culture were limited to self-reports, but nonetheless suggest that students' experiences can lead to personal growth such as increased self-confidence, curiosity, and motivation to learn language, work abroad, or study abroad again. As such, language programs may consider offering short-term programs as a way to spur interest in language classes and longer education abroad offerings. Finally, holistic evaluation of this two-week education abroad program to Taipei is applicable to program development and has direct benefits for (1) refining interventions, (2) creating honest recruiting and marketing materials, and (3) setting realistic learning outcomes. In more general terms, this case study highlights the need for the use of multiple sources and measures (reflection papers, interviews, and assignments) when evaluating self-reported learning outcomes, calls for more attention to student agency and how it can be encouraged, and suggests honing in on specific learning outcomes and their contributing factors.

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Author Biography

Kevin Daniel Fedewa is a PhD candidate in Second Language Studies at Michigan State University and an instructor and coordinator of Foundations Writing courses at a University of Arizona micro-campus in China. His research interests include second language writing, language for specific purposes, task-based language teaching, as well as program development and evaluation.

Appendix A: Course Goals and Objectives from the syllabus

Course Goals

Learning the Language You will acquire solid fundamentals in Chinese listening, speaking, reading and writing.

Learning the Culture You will acquire factual knowledge of China and Taiwan's history and cultural products, observe cultural practices, and reflect on Chinese and Taiwanese perspectives as well as your own. We will also strive to not only learn to speak Chinese, but speak Chinese in ways that are culturally appropriate and make sense to Chinese speaking people.

Learning to Live and Learn Abroad You will reflect on what skills you need to live and learn while studying in a new place. For ***culture***, you will record things (through a mobile app, see below) that you do and how you learned to do them. For example,

- How do you order food in a restaurant in Taipei? (cultural practices)
- How do you learn what dishes are called? (cultural products)
- Does it matter how you split a bill with a Taiwanese friend? Why? Is it different from what you expected? Why? (cultural perspectives)
- For language, you will keep track of phrases that you learn inside and outside of class, and record how you learn them, when you use them, and what goes right or wrong when communicating. Learning a language is learning a skill. It requires time and reflection to develop both language skills and language learning skills - so that is what we'll do. Learning Chinese requires a lot of hard work and there are no shortcuts. However, hard work pays off, I know from experience.

Course Objectives

By the end of the course, you should be able to:

1) understand simple conversations about a variety of basic topics (based on the placement level you receive at the host University); listen for specific information in natural conversations dealing with those topics. (**Listening**)
2) have control over the basics of Chinese pronunciation and tones; use simple Chinese comfortably in situations studied in class. (**Speaking**)

3) recognize high-frequency characters; read simple sentences and compositions using those characters; find specific information in authentic Chinese samples (e.g. ads, business cards, etc.). (**Reading**)

4) write and type from memory the characters we learn; write simple sentences using those characters. (**Writing**)

5) understand basic cultural products, practices, and perspectives that are learned or experienced in the classroom, on excursions, or on your own. (**Culture**)

Appendix B: GooseChase Missions Created for This Study Abroad Program

Mission Name	Mission Description	Points
(Pre-Program Cultural Products) - Taiwanese Tech & Trade War	Read the Economist article linked below and answer the question: How are Taiwanese tech giants being affected by the US's trade war with China?	3
(Cultural Practice) Purchase and use an Easy Card (Yōuyóukǎ)	(1). At a 7-11 or an MRT (subway) station, purchase a transportation card, Easy Card (Yōuyóukǎ). Be sure to show your student ID for a discount. (2). Take a picture of yourself using it on the MRT or on a bus.	4
(Cultural Practice) Ride the Maokong Gondola	After purchasing an Easy Card (Yōuyóukǎ), use it to ride the Maokong Gondola. Take a picture of yourself (and friends) on the Maokong Gondola.	4
(Cultural Practice) Tea Video	Upload a video of either tea being made, or of the tea drinking ceremony.	4
(Cultural Practices) Family life	Talk to one of the tutors about their life and family. Make a mental note of three things that you found interesting and write them below.	4
(Cultural Practices) 龍山寺 Lóngshānsī	Ask our tutors about the temple. Write two sentences summarizing what you learned. (For example, you could ask questions like, (1) do young people or old people go to the temple? (2) How do people worship here? (3) What do they think of the temple and Buddhism? (4) How has it impacted the culture?)	4
(Cultural Product) National Palace Museum #1	Pick out an artifact from the National Palace Museum that you found particularly interesting and write three things about it here. Also, see if you can find a link to more information about that artifact online and post a link to it as well.	4
(Cultural Product) National Palace Museum #2	Pick out an artifact from the National Palace Museum that you found particularly interesting and write three things about it here. Also, see if you can find a link to more information about that artifact online and post a link to it as well.	4
(Cultural Product) National Palace Museum #3	Pick out an artifact from the National Palace Museum that you found particularly interesting and write three things about it here. Also, see if you can find a link to more information about that artifact online and post a link to it as well.	4
(Cultural Product) Photo Competition	Look at the email dated May 13, 2019 RE: Photo Competition. Follow the directions and attach a screen	4

	shot of your submitted photo in an email to studyabroad@kettering.edu. See Josie's email for other rules and categories.	
(Cultural Product) Zoo Trip	Take a picture of an animal at the 動物園 Dòngwùyuán.	4
(Cultural Products) National Palace Museum - History	Write a brief description (3 sentences) of the history of the National Palace Museum and why it is seen as such an important and legitimizing symbol of Taiwan.	4
(Cultural Products) 西門町 Xīméndīng	Ask our tutors about their opinion of Xīméndīng. Record two or three sentences retelling what they said.	4
(Cultural Products) 龍山寺 Lóng shān sī	Find and take a picture of the temple's 山門.	4
(Cultural Practice) Play a sport (or game) with locals	Submit a picture of playing a sport or game with locals.	4
(Language + Cultural Practice) Taxis in Taiwan	Talk to a taxi driver and try and learn some language related to using a taxi. In the box below use English or Chinese to write what you learned. (For example, try and answer questions like: how do you say "please take me to PLACE" ? How should you address the taxi driver?")	4
(Language) Museum	Take a picture of the three characters that mean museum (Bó wù guǎn).	4
(Language) Picture of a menu.	Take a picture of a menu and (1) type (in Chinese) what is the most expensive item on the list AND (2) how much does it cost in USD?	4
(Language) Tea	Write down the Characters, Pinyin, and English for 5 or more words related to tea.	4
(Language) 便當 biàndāng	Find out what a 便當 biàndāng is. And then describe what was in your 便當 biàndāng today using either Chinese characters or Pinyin.	4
(Pre-Program Cultural Practice) More Street Food Culture	Watch the Netflix documentary Street Food's Taiwan episode. In a Google Doc write out two things related to family life that you learned while watching. Submit your Google Link below.	4
(Pre-program Cultural Products) Ainsley Eats the Streets	Watch the episode on Taipei in Ainsley Eats the Streets on Netflix. Record 3 of the places Ainsley visits and 3 of the street foods that he eats below.	4
(Pre-Program Cultural Products) Watch Documentary Write Summary	Before June 15, watch this BBC Documentary about Taiwan and then write a brief summary of the three most interesting things you learned while watching it. Take a picture of the summary you write and submit it here.	5

(Cultural Perspectives) Chiang Kai-shek 蒋介石	On Wednesday July 10th, we will go to the Chiang Kai-shiek Memorial Hall. Write a brief description of (1) who Chiang Kai-shek was, AND (2) ask two people of different age groups about their opinion of Chiang Kai-shek and summarize their opinion of him. Create a Google Doc and share it below.	8
(Cultural Perspectives) The One China Policy	Read the Economist Explains article below and answer the question. What is the one China policy?	8
(Cultural Practice + Language) Video of Ordering Food	Submit a video of yourself ordering food in a restaurant in Mandarin by Friday, July 5th.	8
(Cultural Practice) Meet with a local Robotics Teams	Have a friend take a video of you talking about your experiences with a local Taipei Robotics Team. (Might also be a good Photo Competition opportunity).	8
(Cultural Practices) Democracy in Taiwan	Learn about the upcoming election in Taiwan. Who is running? Who is the incumbent? What issues are voters facing? To answer these questions either ask our tutors or read this Economist article.	8
(Cultural Practices) Indigenous Cultures	Pick one of Taiwan's indigenous peoples and write three sentences on who they are and their role in Taiwanese history.	8
(Cultural Product) Reflection on the National Palace Museum	On July 2nd we'll visit the National Palace Museum in Taiwan. In a Google Doc, write a short (300-500 word) reflection on the most surprising or interesting history that you learned from the visit. Share the link to your reflection below.	8
(Cultural Products) - Art	Go to an art exhibit, gallery, or museum and either take a picture of yourself at the exhibit or a picture of your entrance ticket.	8
(Advanced Language + Cultural Practice) Mainland and Taiwan	Read the 5 questions and the answers given in this wiki page (mainland Chinese wrote this about Taiwan): http://you.ctrip.com/asks/taipeicity360/617152.html. Test out the answers and see if they are accurate. Write in English below what you found out.	10
(Cultural Products + Perspectives) Read Chapters 1 and 2	Read Chapters 1 and 2 of Manthrope, J. (2009). Forbidden nation: A history of Taiwan. New York, NY: Palgrave MacMillan. ISBN-13: 978-0-230-61424-6. Then write a short summary in the text below.	10
(Cultural Products + Perspectives) Read Chapters 3 and 4	Read Chapters 3 and 4 of Manthrope, J. (2009). Forbidden nation: A history of Taiwan. New York, NY: Palgrave MacMillan. ISBN-13: 978-0-230-61424-6. Then write a short summary in the text below.	10
(Pre-Program Language) Coursera	1. No previous Mandarin Learning experience or one term: complete this Coursera course	15

Beginning/Intermediate Chinese	https://www.coursera.org/learn/learn-chinese-mandarin 2. Three terms of previous Mandarin Learning: complete this Coursera course https://www.coursera.org/learn/learn-intermediate-chinese-mandarin Take a screen shot at the end of the course.	
(Pre-Program Language) Screen Shot of Duolingo or Lingodeer	Download Duolinguo OR Lingodeer. For Duolingo complete 30 crowns. For Lingodeer, No previous Mandarin Learning experience if you get to "Travel" Level 1 One term of previous Mandarin Learning, get to "Health" Level 1 Three terms of previous Mandarin Learning, get to "Weather 3" Level 2 Take a screen shot of your progress and upload it here by June 21st.	30

Appendix C

This survey was created by International Education Program Lead, Josie Adams. It is published here with permission.

End of Program Survey
How satisfied are you overall in regard to your study abroad program?
Why did you choose the Taipei program?
Were you satisfied with the length of time you studied abroad?
How beneficial did you find your program in regard to the following: [Your overall degree program]
How beneficial did you find your program in regard to the following: [Your personal growth and development]
How beneficial did you find your program in regard to the following: [Resume enhancer]
How beneficial did you find your program in regard to the following: [Growth in perspectives on the U.S.]
How beneficial did you find your program in regard to the following: [Growth in perspectives on other countries]
Please share your overall satisfaction with the following relating to your study abroad experience. [Office of International Programs]
Please share your overall satisfaction with the following relating to your study abroad experience. [Your contact at Taipei University]
Please share any positive or negative experiences you had while abroad that you would like us to know about.
What do you consider to be the most desirable characteristic of your program?
What do you consider to be the least desirable characteristic of your program?
How adequate was your accommodation? Did you face any issues upon check-in or check-out?
Language skills [Your proficiency before the program?]
Language skills [Language training on the program?]
Language skills [Your proficiency after the program?]
Skill and responsiveness of the instructor in Taipei [Instructor was an effective teacher]
Skill and responsiveness of the instructor in Taipei [Presentations were clear and organized]

Skill and responsiveness of the instructor in Taipei [Instructor stimulated student interest]
Skill and responsiveness of the instructor in Taipei [Instructor effectively used time during class periods]
Skill and responsiveness of the instructor in Taipei [Instructor was available and helpful]
Skill and responsiveness of the instructor in Taipei [Grading was prompt and had useful feedback]
Course content [Learning objectives were clear]
Course content [Course content was organized and well planned]
Course content [Course workload was appropriate]
Course content [Course organized to allow all students to participate fully]
What aspects of this course were most useful or valuable?
How would you improve the language component of this program?
Did you enjoy the *GooseChase* app? Do you think this is a valuable and accessible way to learn?
Did you experience "culture shock?" If yes, what helped you to regain equilibrium?
Were you satisfied with the amount of contact with people from the host region?
Did the program staff and structure facilitate interaction with the host culture?
What kinds of cultural/communication challenges did you encounter?
What planned excursions did you like the most?
What was the highlight of your time?
What was the biggest challenge for you?
Before the education abroad program, what didn't you know that you wish you had known?
Please share the level of understanding for the following: [Cultural differences between different groups of people, at the start of program abroad]
Please share the level of understanding for the following: [Cultural differences between different groups of people, at the end of program abroad]
Please share the level of understanding for the following: [Knowledge of Taiwanese culture at start of program.]
Please share the level of understanding for the following: [Knowledge of Taiwanese culture at end of program]

As a result of study abroad: [I have gained better insight into myself]

As a result of study abroad: [I have a greater sense of independence and self-confidence.]

As a result of study abroad: [I am more receptive to different ideas and ways of seeing the world.]

As a result of study abroad: [My interest in language learning has increased]

As a result of study abroad: [My career plans have changed or have become more focused]

Was this your first time visiting another country?

Was this your first time visiting a country where the people speak a language other than English?

Did this experience influence your future plans?

If yes, how so?

Were there other countries where you would have liked to have studied abroad?

If yes, where would be of interest to you?

Has this short-term program made you think about participating in a semester length program?

What is your major?

What was your class standing at time of program participation?

In about 50 words, please provide us with a quote that we could use on our website, in a brochure, or in a conversation with a potential student. The quote could summarize your study abroad experience, reflect a highlight of the program, focus on something you learned about your host country or about yourself, or provide any other relevant commentary about your study abroad program experience.