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- 26% acceptance rate
- 23 weeks average response time



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In order to be published in *Frontiers* a manuscript should:

- Present fresh research or thoughts;
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- Be of interest to educators and researchers in related disciplines.

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5 minutes

STEP 3: A member of the editorial staff reads your manuscript and determines whether or not to send it on for further peer review.

Reasons for rejection at this phase include:

- The manuscript topic is not appropriate for the journal.
- Submission guidelines not followed.
- The manuscript presents common knowledge in the field.

TIMELINE:
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At Frontiers, these include both scholars and practitioners in the field of education abroad.

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STEP 5: 1-3 peer reviewers read your document and provide feedback.

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TIMELINE:
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weeks.

STEP 6: Editorial staff reads the reviewer reports and make a final decisions regarding publication, and sends the decision to the author that submitted the manuscript.

- Manuscript is **accepted**, generally pending minor revisions;
- Authors are invited to **revise the manuscript significantly** to address concerns raised; revisions will be sent to peer reviewer(s) for further assessment before a final decision is reached;
- Manuscript is **rejected**, but authors are advised on changes to pursue to justify a future resubmission;
- Manuscript is **rejected outright**.

TIMELINE:
About 2 weeks



Tips for Getting Published

Follow the instructions!

We turn away manuscripts that don't follow our submission guidelines.

Engage with the literature.

In education abroad *and* in related disciplines.

Keep your opinions to yourself.

If you are presenting research, do so objectively as possible. If you are writing an opinion piece, this may not be the venue.

Be open to constructive criticism.

If at first you don't succeed, try, try again...
and listen to the peer reviewers.

Scholarly publishing has all the iterations of review and critique to keep quality high and make content useful. Peer reviewers take their jobs seriously.



Other ways to get involved:

- Serve as a peer reviewer
- Write a book review

Toward an Understanding of Peer Influence on Undergraduate Study Abroad Participation



Institute of Higher Education
UNIVERSITY OF GEORGIA



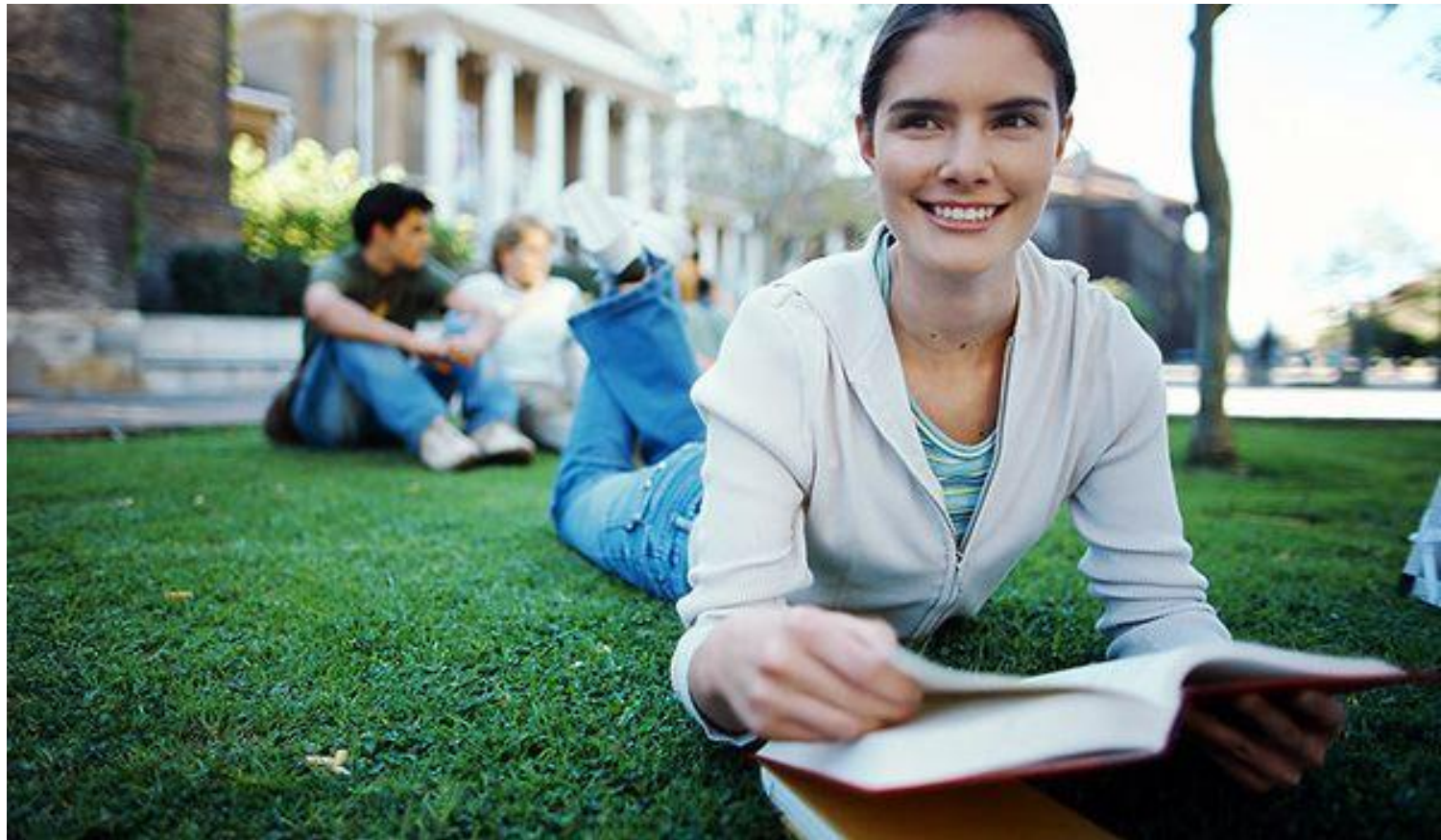
Belk Center
for Community College
Leadership and Research

Melissa Whatley, Ph.D.

The Forum on Education Abroad 2019

Frontiers Panel

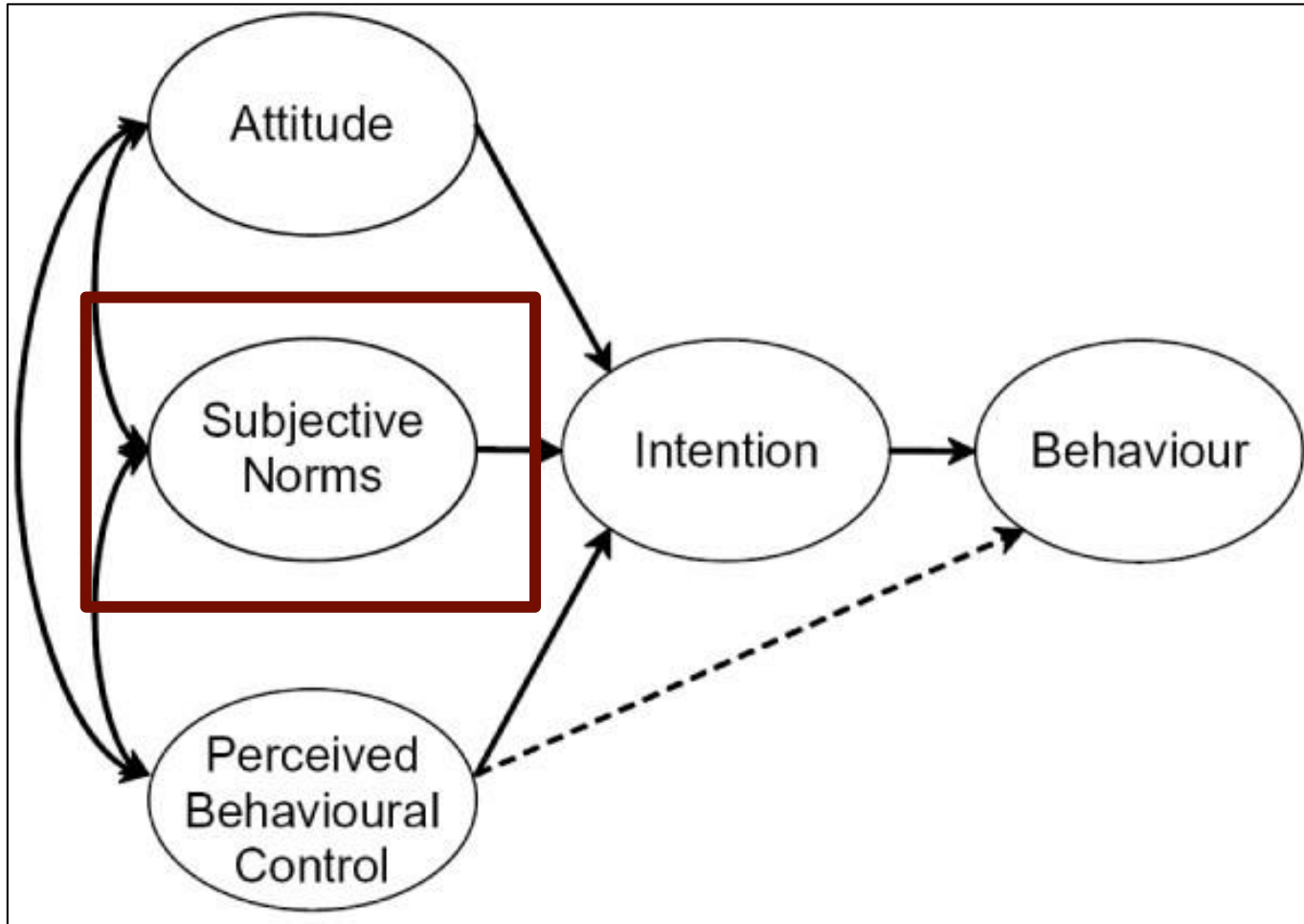
A Typical Study Abroad Student



Social Networks

- Peer influence and higher education
 - Whether and where to attend college (Arbona & Nora, 2007)
 - Drinking alcohol (Borsari & Carey, 2001)
 - Academic cheating (McCabe, Treviño, & Butterfield, 2001)
 - Credit hour enrollment (González Canché & Rios-Aguilar, 2015)
- Peer influence and study abroad
 - Students perceive peer influence (self-reported data) (Kasravi, 2009; Zhai & Scheer, 2002)
 - Fraternities, sororities, and other student groups (Luo & Jamieson-Drake, 2015)
 - Co-curricular involvement (Salisbury et al., 2009)

Theoretical Framework



Research Questions

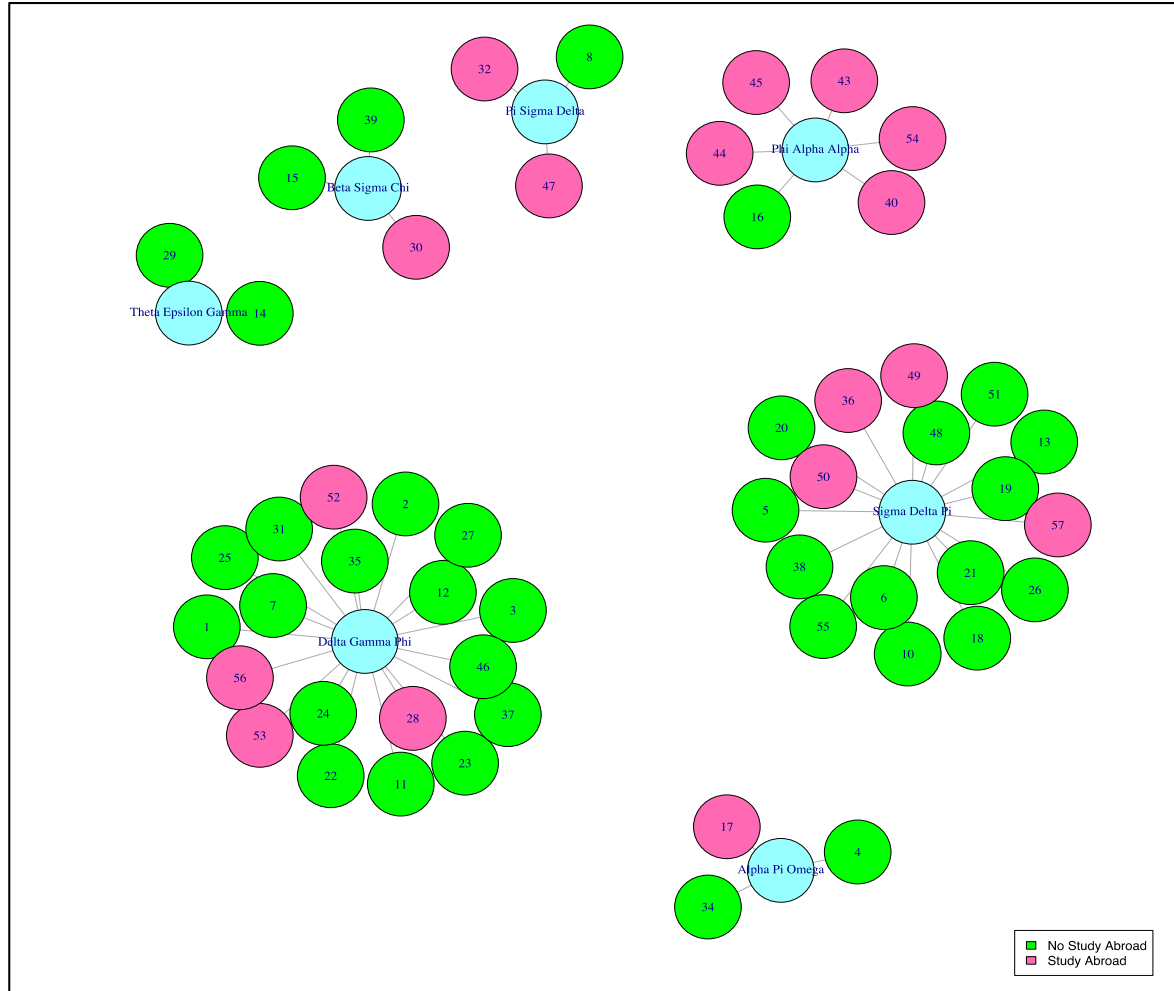
1. Is there evidence suggestive of peer influence on students' **participation in study abroad**?
2. Is there evidence of peer influence on students' **intent to participate in study abroad**?
3. Is there evidence of peer influence on students' **positive disposition toward study abroad**, defined as either actual participation or intent to participate in study abroad?

Method: Data

- Peer group: Greek organizations at a large, public research university
 - *Advantage*: Clear lines on who is/isn't a peer
 - *Disadvantage*: Students in contact with others outside their Greek organization
- Electronic survey
 - Study abroad experiences and planned
 - Demographic and academic characteristics
- 7 Greek organizations, 53 students
- Peer Effect: *The percentage of a student's peers who had studied abroad*

Data Distribution

Variable	Percent or Average
Study Abroad Participation	32%
Study Abroad Intent	61%
Study Abroad Disposition	74%
Peer Effect	46%
GPA	3.59
Female	47%
Previous Abroad Experience	70%
Major: STEM	26%
Major: Social Science	21%
Major: Business	40%
Major: Other	13%



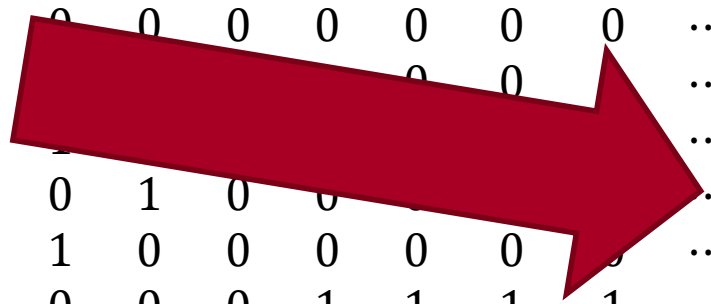
$$\left(\frac{\text{Number of Peers Who Studied Abroad}}{\text{Number of Peers}} \right) * 100$$

What do the data look like?

<i>Student</i>	<i>Alpha Pi Omega</i>	<i>Beta Sigma Chi</i>	<i>Delta Gamma Phi</i>	<i>N</i>
1	1	0	0	...
2	1	0	0	...
3	1	0	0	...
4	0	1	0	...
5	0	1	0	...
6	0	1	0	...
7	0	0	1	...
8	0	0	1	...
9	0	0	1	...
10	0	0	1	...
11	0	0	1	...
<i>N</i>	...	...	...	...

Greek Organization Peers

<i>Student</i>	1	2	3	4	5	6	7	8	9	10	11	<i>N</i>
1	0	1	1	0	0	0	0	0	0	0	0	...
2	1	0	1	0	0	0	0	0	0	0	0	...
3	1	1	0	0	0	0	0	0	0	0	0	...
4	0	0	0	0	0	0	0	0	0	0	0	...
5	0	0	0	1	0	1	0	0	0	0	0	...
6	0	0	0	1	1	0	0	0	0	0	0	...
7	0	0	0	0	0	0	0	1	1	1	1	...
8	0	0	0	0	0	0	1	0	1	1	1	...
9	0	0	0	0	0	0	1	1	0	1	1	...
10	0	0	0	0	0	0	0	0	0	0	1	...
11	0	0	0	0	0	0	0	0	0	1	0	...
<i>N</i>	...	...	...	...	...	...	...	...	...	...	...	...



The sum of each row is how many within-organization peers a student had.

<i>Student</i>	<i>Peer</i>	<i>peerSA</i>
1	2	1
1	3	0
2	1	0
2	3	0
3	1	0
3	2	1
4	5	1
4	6	0
5	4	0
5	6	0
6	4	0
6	5	1
<i>N</i>	...	...

Greek Organization Peers Who Studied Abroad

<i>Student</i>	1	2	3	4	5	6	7	8	9	10	11	<i>N</i>
1	0	1	0	0	0	0	0	0	0	0	0	...
2	0	0	0	0	0	0	0	0	0	0	0	...
3	0	1	0	0	0	0	0	0	0	0	0	...
4	0	0	0	0	1	0	0	0	0	0	0	...
5	0	0	0	0	0	0	0	0	0	0	0	...
6	0	0	0	0	1	0	0	0	0	0	0	...
7	0	0	0	0	0	0	0	0	0	0	0	...
8	0	0	0	0	0	0	0	0	0	0	0	...
9	0	0	0	0	0	0	0	0	0	0	0	...
10	0	0	0	0	0	0	0	0	0	0	0	...
11	0	0	0	0	0	0	0	0	0	0	0	...
<i>N</i>	...	...	...	...	...	...	...	...	...	...	...	...

The sum of each row is how many within-organization peers a student had who participated in study abroad.

Method: Analysis

- Logistic Regression Model
 - Study Abroad Participation
 - Study Abroad Intent
 - Positive Disposition Toward Study Abroad (Participation *or* Intent)

$$\textit{Outcome} = \textit{Peer Effect} + \textit{Other Information}$$

- What is “other information”?
 - GPA
 - Gender
 - Previous abroad experience
 - Major field of study (STEM, Social Science, Business, Other)

Results

	One More Percent Point of Peer Effect
Study Abroad Participation	Likelihood of study abroad increases >1% (*)
Study Abroad Intent	(not significant)
Study Abroad Disposition	Likelihood of study abroad increases >1% (+)

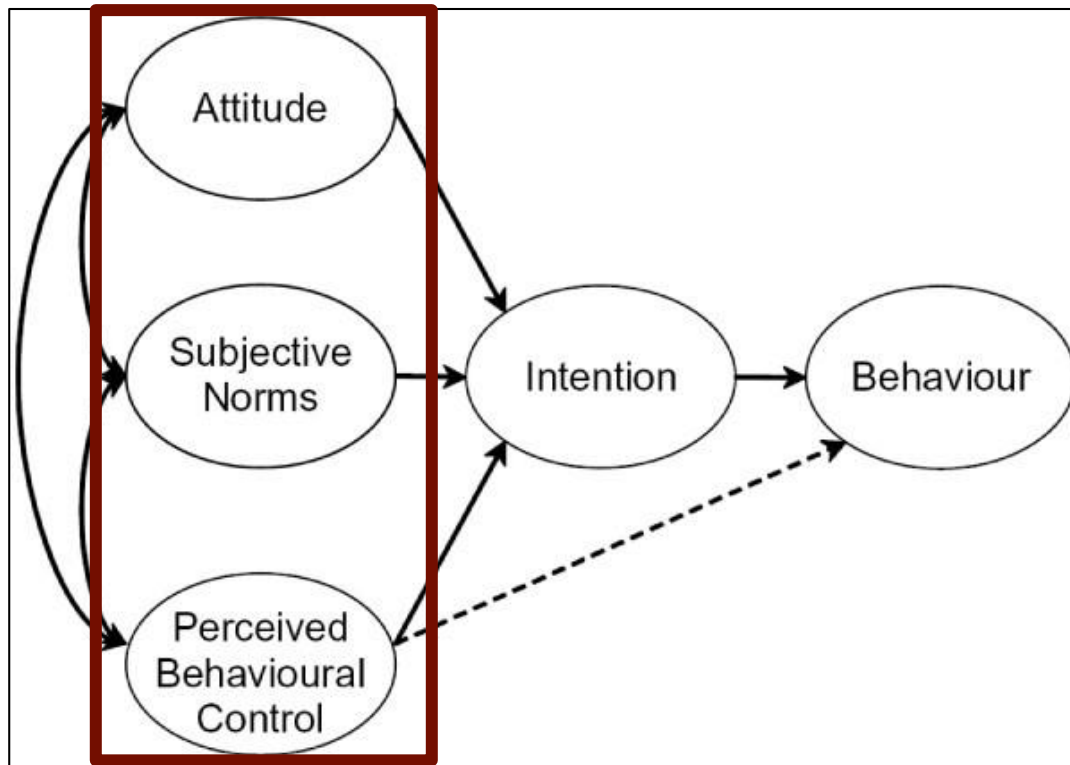
+ $p < .10$, * $p < .05$

Implications

- Results suggest that students whose peers participated in study abroad are also more likely to study abroad themselves.
 - *One explanation:* Students are influenced by their peers' behaviors when it comes to study abroad – at least a little.
 - *An alternative explanation:* Are students more likely to choose Greek organizations whose members exhibit study abroad participation patterns similar to their own?
- Are peers the best way to reach students?
- Do peers have more influence later in the study abroad process?
 - And in this case, is it good for students to study abroad in a group of friends from home?

Future Research

- Social groups beyond Greek organizations
- Better recruitment efforts (survey was voluntary)



Thank you!

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Full Regression Models

Table 2. Regression Models for Study Abroad Participation (1), Study Abroad Intent (2), & Study Abroad Disposition (3)

	(1) Study Abroad Participation	(2) Study Abroad Intent	(3) Study Abroad Disposition
Peer Effect	0.009* (0.004)	0.015 (0.010)	0.006+ (0.003)
GPA	-0.089 (0.231)	0.166 (0.325)	0.050 (0.129)
Female (d)	0.013 (0.135)	-0.183 (0.244)	-0.069 (0.104)
Previous Abroad Experience (d)	0.218+ (0.121)	0.305 (0.254)	0.147 (0.163)
STEM (d)	0.040 (0.329)	-0.448 (0.337)	-0.247 (0.271)
Business (d)	0.141 (0.322)	-0.586+ (0.282)	-0.289+ (0.252)
Social Science (d)	0.159 (0.463)	-0.607+ (0.274)	-0.421+ (0.328)
Sample Size	53	36	53
Log Likelihood: Null	-33.25	-24.06	-30.60
Log Likelihood: Model	-9.26	-19.71	-19.85
Chi-Square	47.99	8.69	21.50
Pseudo R ²	0.72	0.18	0.35

Marginal effects; Standard errors in parentheses

Reference categories are male (for gender) and Other (for major).

(d) for discrete change of dummy variable from 0 to 1

+ p<.10, * p<.05, ** p<.01, *** p<.001

Support for a Multidimensional Model of Study Abroad Immersion Preference

SUSAN B. GOLDSTEIN

UNIVERSITY OF REDLANDS

Introduction

- The relationship between level of immersion and intercultural learning outcomes is currently unclear.
- Growth in study abroad has resulted in more program options with varying levels of immersion.
- Students are able to select programs based on their preferred level of immersion across several dimensions.
- Little is known about students' decision making regarding level of immersion.

Classification of Study Abroad Program Types (Engle & Engle, 2003)

- Program duration
- Context of academic work -- similarity of classmate nationality
- Language requirements for admission
- Language of instruction
- Housing options
- Experiential learning opportunities
- Availability of guided intercultural orientation

Research Questions

- Can we predict preference for level of immersion on each dimension using demographic, social, personality, and/or intercultural variables?
- Is there a unique set of predictors for each dimension, supporting a multidimensional model of immersion preference?

Participants

- 264 undergraduate students (66% female)
- Primarily first-year (76%)
- 49.6% White, 25% Latino/a, 10.7% Asian, 7.9% Multiethnic, 3.6% Black, 2% Native American, and 1.2 % Middle Eastern/North African
- 29.8% reported speaking a language other than English at home
- None had studied abroad
- 75% had traveled outside of the United States

Measures

- Demographic items
- Campus involvement
- Study abroad exposure
- Adventurousness
- Language interest/value
- Cultural intelligence (CQ)
- Study abroad immersion preferences (based on Engle & Engle, 2003)

Sample Immersion Item: Language of Instruction

I would prefer a program in which courses were taught:

- a) In English only
- b) In English at times and in the host country language at times
- c) In the host country language only

Results

- This study predicted preference for level of immersion on each dimension using demographic, social, personality, and/or intercultural variables.
- The unique set of predictors for each dimension, supported a multidimensional model of immersion preference.

Predictors by Study Abroad Dimension

	Duration	Classmate Nationality	Language Required	Language of Instruct.	Housing	Internship	Volunteer Work
Gender (female)							+
Student of Color							+
First Gen	-	-					
Family Income		-					
Working	-						
Previous travel							+
Heritage Language			+				
Language Interest			+	+			
SA Exposure	+		+				
Family favorable	+						
Campus Involve			+			+	
Adventurous	+	+			+		
Cultural IQ		+		+			

Implications

- Research design and interpretation:
 - Need for multiple baselines and attention to pre-existing differences
 - Deconstructing the relationship between immersion and culture learning
- Advising and recruitment
- Home campus programming
- Pre-departure training
- In-country program design

Directions for Future Research

- Investigate students' actual immersion choices in selecting study abroad programs rather than preferences.
- Investigate homestay-related attitudes.
- Include intersectional identity.
- Identify variables that mediate the effect of student characteristics on preference for level of immersion.

Reference

Engle, L., & Engle, J. (2003). Study abroad levels: Toward a classification of program types. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 9, 1-20.



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