The study revealed the nature, content and context of student thinking about study abroad. The student thinking process involved emerging multicultural perspectives and new self-understanding.

Study abroad positively affects student’s:
- Personal Development
- Career Focus
- Global Perspective
- Academic Commitment

After their study abroad experience students reported:
- Positive effects on self concept;
- New understanding of career possibilities;
- Approaching cultural difference more thoughtfully, looking at their own cultural background differently and feeling greater comfort in diverse settings.
- Wanting to learn and know more generally.

How does study abroad affect students?
- By confronting issues of identity and beliefs
- By recognizing the value, boundaries, and significance of their knowledge
- By understanding the value and significance of shared knowledge
- By integrating the deeper meaning and personal significance of learning.

How do students process and think about study abroad?

Findings: At the beginning of the semester students were able to consider the details and events of their study abroad experience and were generally aware that they had changed but had difficulty identifying how they had changed or the meaning of that change. At the end of the semester:

1. Students reported that course activities resulted in thinking more deeply about their beliefs and experiences;
2. They began to recognize the value and limits of their new knowledge and define the significance of that knowledge, which further facilitated development of self confidence;
3. Students reported appreciating the opportunity to discuss their experiences and teach others about study abroad. Students believed that knowledge sharing helped them identify personal impacts and lasting value of their experiences;
4. Students began to redefine themselves in terms of their new knowledge and looked for ways to understand, organize, and integrate that knowledge into their self-concept.

Method: A 1-credit hour experimental course (ANSC 199WH) was developed to explore the interface between study abroad, individual learning, and education as a communal activity.*

Participants: 11 undergraduates who had studied abroad during the previous year.

Procedures: During the semester students recalled, relived, and reinterpreted their international experiences through course activities, class discussion, and development of teaching modules about study abroad. Data consisted of student-generated journal entries on course activities.

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W. Hurley: whurley@illinois.edu