

## 60-Second SoTL

Episode 22 – Alternatives to Studying Abroad During the COVID-19 Pandemic

(Piano Music)

0:03

### **Jessie L. Moore:**

Welcome to 60-Second SoTL! This week's episode is part of a short series by students in Elon University's Masters of Higher Education program. The students are exploring study away as a meaningful learning experience. Look for their blog posts at [www.CenterForEngagedLearning.org](http://www.CenterForEngagedLearning.org) and listen for the other podcast episodes in their series wherever you subscribe to 60-Second SoTL.

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(Piano Music)

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### **Elana Gutmann:**

What were some alternative options to study abroad that international institutions of higher education embraced during the COVID-19 pandemic? That's the focus of this week's 60-second SoTL from Elon University's Center for Engaged Learning. I am Elana Gutmann.

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(Piano Music)

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In 2021, SoTL scholars Curtis Chu and Yusuke Torii from Setsunan University in Japan presented their work at the JACET International Convention Proceedings. In their work, titled "Communicating Across Cultures Online: Introducing and Comparing the Implementation of Three Virtual Study Abroad Programs," Chu and Torri discussed a few of the virtual options available for Setsunan university students who wanted to study abroad during the COVID-19 pandemic. Those programs included the Taiwan Sustainable Development Goals and Sustainable Tourism program, a five-week collaborative learning program; the Diversity Voyage in Philippines, a six-day virtual field study program; and the Philippines English Language program, which featured one-on-one intensive lessons with tutors. Chu and Torii wanted to know how these virtual study abroad experiences affected students' intercultural competency scores.

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Students participating in the study completed two surveys: a pre-test before their programs started and a post-test once they completed their virtual study abroad experience. Chu and Torii asked students to answer the degree to which they agreed with the survey's statements from 0-5, with 0 being the lowest and 5 being the highest. They also asked the students for additional feedback.

2:04

Generally, students' intercultural competency scores improved after the virtual programs concluded. The students believed they learned how to be a better global citizen and how to better communicate their thoughts. Students did say they wished they were able to communicate with their classmates abroad in real-time versus in an asynchronous format, and Internet issues made their experience more difficult.

To learn more, see the full citation in our show notes.

2:29

(Piano Music)

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Join us next week for another snapshot of recent scholarship of teaching and learning on **60-second SoTL from Elon University's Center for Engaged Learning**. Learn more about the Center at [www.CenterForEngagedLearning.org](http://www.CenterForEngagedLearning.org).

2:47

(Piano Music)