

# B More Global Evidence Portfolio: A Literature Review on Foundational Research

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## Introduction

This evidence portfolio summarizes the foundational research literature that serves as the empirical basis for the B More Global program (BMG). BMG is a nonprofit organization based in Baltimore, Maryland that supports travel abroad experiences for middle and high school students. The BMG program consists of a year-long curriculum that culminates in a one- to two-week study abroad trip. The curriculum is designed to develop students' skills in areas to prepare them to be responsible global citizens before, during, and after their travel – and contains elements related to entrepreneurship and experiential learning, among others. Spread across four multi-lesson units, the program's curriculum aims to develop skills and mindsets related to celebrating diversity and advocating for oneself and aims to equip students with the critical thinking skills, cultural literacy, and entrepreneurial mindsets necessary for students to become “changemakers” in their communities and beyond. The program culminates with a fully subsidized study abroad trip where students experience a foreign culture and engage in a host of enrichment activities aimed at building global citizenship.

This brief summarizes the research that forms the foundation of BMG's theory of action and documents the research support for the primary components embedded within this program. This research was conducted by Johns Hopkins University's Center for Research and Reform in Education after consulting with BMG program developers and reviewing the program's instructional materials.

This document is organized as follows. First, we provide an overview of BMG's central features and underlying instructional principles and outline a logic model that depicts the relationships between BMG program components and its intended instructional outcomes. To accompany this section, we provide an appendix outlining commonly used survey instruments and methods that may be applicable for evaluating BMG's effectiveness at influencing these outcomes in the future. In the following section, we then summarize the contemporary research literature related to the instructional components within BMG. Here, we discuss the literature concerning the impacts of study abroad programs and long-distance travel for young adults. We also dissect the literature evaluating the impact of similar types of enrichment curricula for adolescents – particularly those centered on developing skills related to entrepreneurship and social change agency. Conclusions and recommendations for future research directions are then provided at the close of this document.

## Program Overview and Theory of Action

B More Global, as an educational intervention for young adults, is centered on the idea that experiential learning, entrepreneurship, and most importantly, international travel can serve as a driving influence for helping middle and high school students become more globally aware citizens and more engaged social changemakers. Broadly, education research on study abroad programs, as well as similar types of “entrepreneurship” focused enrichment curricula, are supportive of the overall BMG design.

Research on study abroad programs for young adults has demonstrated, at least qualitatively, a variety of key impacts – including those related to improvements in students’ civics knowledge (Chieffo, 2007; Paul & Mukhopadhyay, 2003; Stone & Petrick, 2013; Student and Youth Travel Association – SYTA, 2008), overall cultural literacy (Slotkin et al., 2012; Lewis & Niesenbaum, 2005; Pence & Macgillivray, 2008; Sachau et al., 2010; Zamastil-Vondrova, 2005), and curiosity and engagement with learning about the world around them (Byrnes, 2001; Casella, 1997; Dwyer, 2004; LaTorre, 2011; Paige et al., 2009; Steves, 2009; Stone & Petrick, 2013). Improvements related to “broadening students’ horizons” and deepening students’ engagement and understanding of the world around them are regularly found to result from these initiatives as well (Byrnes, 2001; Casella, 1997; Dwyer, 2004; LaTorre, 2011; Paige et al., 2009; Steves, 2009; Stone & Petrick, 2013). In terms of the BMG curriculum that is implemented in the lead-up to these study abroad trips, evaluation research has pointed to the positive impact of a variety of similar types of enrichment programs for young adults. Most notably, research on several analogous forms of “entrepreneurship” focused programs has demonstrated the impact this type of instruction can have on students’ development of entrepreneurial mindsets, as well as their agency to foster social change (Master et al., 2017; Nakkula et al., 2003; Nakkula et al., 2004; Reilly & Laurenzano, 2017; Laurenzano et al., 2021; 2022).

### *Instructional Principles and Key Components*

It is within this overall context that B More Global aims to improve outcomes for students. The program’s leadership team summarizes its development and overarching mission as follows:

B More Global was founded on the principle that travel abroad can be a life-changing experience for young people. This shared vision that every student deserves access to high-quality programming that emphasizes global competence became the cornerstone of BMG’s mission and vision.... BMG participants are provided advocacy mentoring and an inclusive curriculum that embraces cultural diversity. Through our unique scholarship programming, Baltimore City youth learn and apply crucial life skills to earn a full or partial scholarship to travel abroad while simultaneously engaging in BMG's global citizenship curriculum to prepare them for the program's

culminating trip abroad. This trip allows participants to immerse themselves in a new culture, to make connections and comparisons across cultures, and to subsequently develop a broader and more informed view on another part of the world. (BMG, 2022)

As part of the program's overall structure, B More Global partners with school-based staff at participating Baltimore area middle and high schools in delivering the curriculum each year. BMG selects and then trains this "lead teacher" to act as the program's facilitator in delivering the curriculum and leading students on the study abroad trip. Students at the participating school complete an application to participate in the program and are required to meet certain academic and behavioral standards to maintain travel eligibility. The program is then delivered to students through weekly lessons over the course of 4-5 months.<sup>1</sup> Each week, students complete a different lesson and activity aimed at building their capabilities as global citizens and change agents. These units are summarized as follows:

- ***Unit 1: Respecting Differences, Appreciating Overlaps.*** In this five-lesson unit, instruction and activities are built around preparing students to analyze "cultural differences and similarities they may find when they leave their home community." Lessons consist of activities where students explore ideas related to identity and intersectionality, use storytelling as a means to examine stereotypes, and engage in activities where they explore cultural norms through making comparisons and connections.
- ***Unit 2: I Am My Own Advocate.*** In this four-lesson unit, instruction and activities are built around equipping students with the entrepreneurial and public speaking skills to advocate for themselves in all arenas, but most tangibly in outreach to potential sponsors to solicit donations that ultimately fund student travel. As part of lessons in this unit, students learn to strategically identify potential donors and craft tailored talking points that identify areas in which partnership is mutually beneficial, learn to interpret budgets and distinguish between expenses, income, and profits, and learn to tailor compelling pitches for strategically identified donor prospects across a variety of industries. As part of this unit, students also engage in experiential learning activities, including a walking field trip to local businesses where they practice their donation pitches and engage in follow-up correspondence with local industries and donors.
- ***Unit 3: Adventure and Flexibility.*** In this four-lesson unit, instruction and activities are built around pushing students to step outside their comfort zones as they prepare to engage with cultures and communities outside of home. Lessons consist of activities where students explore the benefits of expanding their horizons

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<sup>1</sup> Though the program is typically delivered to students in-person at their local high school, BMG program developers also updated these instructional materials in response to the COVID-19 pandemic so that they could be delivered virtually.

outside of their comfort zones and activities where they learn about the history and social context of the destination country they will be visiting. *Following this unit, students embark on the 7-10 day study abroad trip.*

- **Unit 4: Becoming a Changemaker:** In this final, four-lesson unit, instruction and activities are built around reflection and tying lessons learned from the trip to future plans for being a “changemaker” in their home and community. Conducted after the spring study abroad trip, during this unit, students engage in reflection activities where they consolidate their learning and engage in design-thinking-type exercises where they more closely examine local and global issues and social problems discussed in earlier units. The unit culminates with students completing a “reflective project” where they work to internalize lessons on global citizenship.

### Logic Model

Through this sequence of units and lessons, B More Global intends for each of these program components to work cohesively as a means of enhancing students’ mindsets, cultural competencies, and skills in a variety of areas. Figure 1, below, presents a logic model for how B More Global theoretically facilitates these intended impacts:

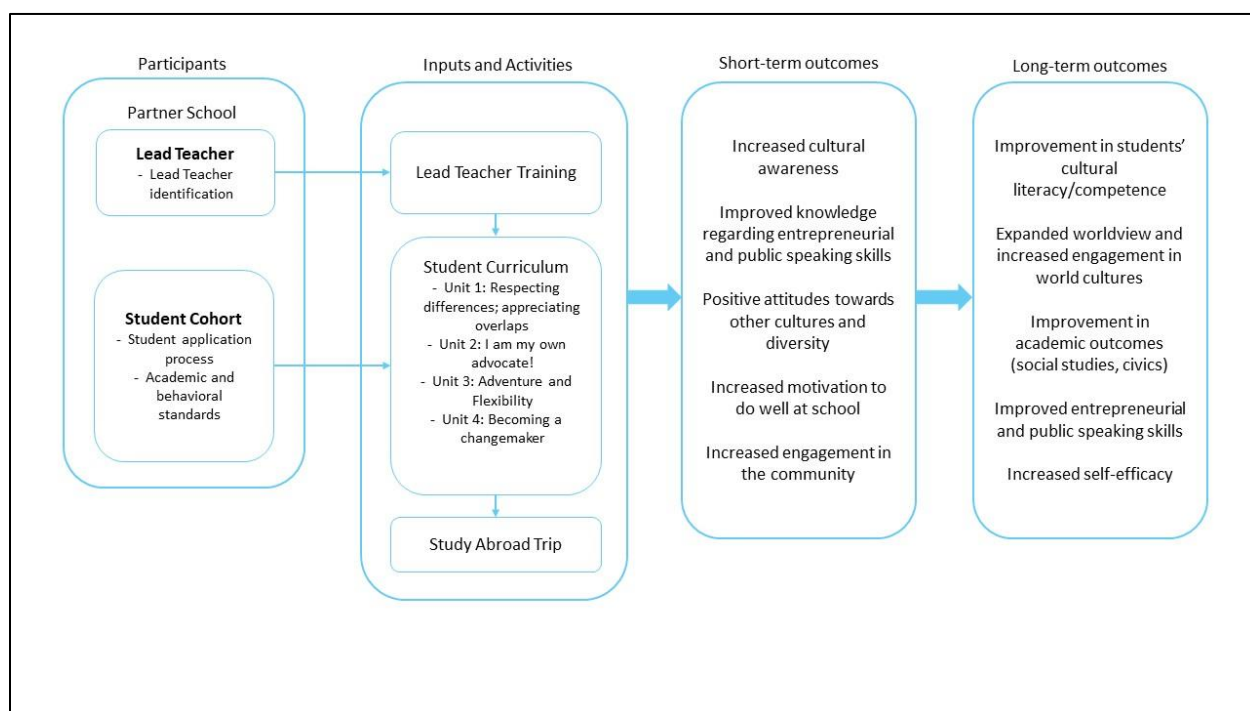


Figure 1. B More Global Logic Model

In reviewing the intended outcomes and instructional objectives within BMG’s programming and situating these facets within the broader research literature on programs of this type, the JHU CRRE research team created the logic model above. This model serves as an illustration of the relationships between BMG’s program components

and these intended outcomes and can be thought of as a form of conceptual roadmap outlining how the program may function to enhance student learning. The program's primary inputs and activities, including its teacher training, student curriculum, and study abroad trip, are meant to facilitate proximal outcomes for students. These short-term outcomes are those that students can likely derive as they participate in the program and include improvements in cultural awareness, enhanced knowledge regarding entrepreneurial skills, and evolving attitudes and beliefs about other cultures. As students consolidate these skills and beliefs as they complete the program in its entirety, longer-term impacts may result. These include improvements in students' overall cultural literacy, increased engagement/interest in world cultures, and improved academic outcomes, among others.

As BMG continues its development and engages in more summative forms of evaluation exploring its efficacy, this model can serve as a guide for examining proximal, intermediate, and long-term outcomes. To accompany this section, we therefore also include an appendix at the end of this evidence portfolio to assist with this process. In this appendix, we highlight and describe a variety of commonly used data collection tools and surveys that can be used to measure these outcomes and which may be efficacious options for BMG to consider in future evaluations.

## Literature Review: Foundational Research Underlying BMG

Building on this theory of action, the following section summarizes the foundational research that serves as the empirical basis for the B More Global program. Broadly, this section seeks to provide an overview of the research germane to the two primary instructional components of BMG: study abroad activities and instructional programming related to entrepreneurship and social change agency. Conclusions and recommendations for future research directions are provided at the close of these sections.

### *Study Abroad Programs and Long Distance Student Travel*

To begin, the JHU CRRE research team reviewed the contemporary research literature on student travel, long-distance field trips, and study abroad programs aimed at young adults and adolescents. Arguably the central component of B More Global, after all, is the short-term study abroad experience that the program culminates with each spring. Understanding the research on programs of this type, including the mechanisms in which they influence student learning, is highly applicable to B More Global's ongoing development and application. The rationale behind the instructional value of travel is relatively straightforward. Put simply; travel is viewed as an inherently educational endeavor by educators and parents alike (Angwenyi, 2014; Casella, 1997; Salisbury, 2011; Stone & Petrick, 2013; Sutton et al., 2007). In fact, study abroad types of educational experiences have been gaining notable popularity in recent years for this very reason – particularly at the post-secondary level (Angwenyi, 2014; Salisbury, 2011). As noted by Angwenyi (2014):

Since the beginning of the 21st century, higher education organizations and educational policymakers have substantially increased efforts to incentivize study abroad participation. These efforts are grounded in the long-standing belief that study abroad participation improves intercultural competence—an educational outcome considered critical in a globalized 21st century economy. (Angwenyi, 2014)

Though the research base examining the effectiveness of study abroad programs is still in a relatively early stage (Stone & Petrick, 2013), the research conducted to date has pointed to a wide array of positive impacts. Improvements in cultural literacy (Lewis & Niesenbaum, 2005; Pence & Macgillivray, 2008; Sachau et al., 2010; Slotkin et al., 2012; Zamastil-Vondrova, 2005), overall engagement with learning (Stone & Petrick, 2013; Byrnes, 2001; Paige et al., 2009; Casella, 1997; LaTorre, 2011; Steves, 2009; Dwyer, 2004), academic achievement (Chieffo, 2007; Stone & Petrick, 2013; Paul & Mukhopadhyay, 2003; Student and Youth Travel Association – SYTA, 2008), and overall social-emotional “life skills” (Bachner & Zeutschel, 2009; Chieffo, 2007; Chieffo & Griffiths, 2004; International Education and Resource Network, 2006; Stitsworth, 1994; Sutton et al., 2007) have all been found to be educational byproducts of student travel



and study abroad. Stone and Petrick (2013) discuss the variety of ways travel serves to influence outcomes such as these:

While some state that these benefits require a formal study abroad program...many have found that learning is not limited to *educational* travel. Both serendipitous and independent travel have resulted in personal growth, life skills development, general knowledge, and social and cultural awareness. However, researchers have primarily investigated international and long-term travel, especially among students and young adults. The literature shows that travelers gather knowledge as they 'understand, learn, discover, explore, and make sense of other places.' (Stone & Petrick, 2013, p. 741; Casella, 1997, p. 52; Vande Berg, 2007).

Broadly, several distinct but largely overlapping types of educational activities fall under the umbrella of student travel. These range from rather straightforward class field trips to museums, cultural sites, and other locations where they engage in experiential learning – to highly involved study abroad programs in which students will live and attend school in a foreign country for a semester or more. The short-term study abroad program produced by B More Global, like many others centered on utilizing travel to build students' cultural literacy, exists in a sort of in-between stage between these two extremes. While significantly more substantive than a class field trip, these types of study abroad ventures require far fewer financial resources and are far less disruptive to other forms of coursework than semester or year-long study abroad. In these ways, these types of travel would appear to have notable advantages in that they are able to offer many similar learning benefits as long-term travel without the logistical and financial barriers that make such trips impractical for many students and their families.

Regardless of structure or duration, most study abroad programs adhere to a relatively similar set of pedagogical principles. In many (if not most) cases, these programs are rooted in experiential learning methodologies. On a foundational level, this instructional approach involves providing students with a concrete "real world" type of experience to derive learning. Following this experience, students engage in structured reflection to conceptualize what they have learned and then are provided specific opportunities to apply their learning in a new setting (Kolb, 1984; Stone & Petrick, 2013). As displayed in Figure 2, Kolb (1984) developed among the most prevalent frameworks articulating this approach.

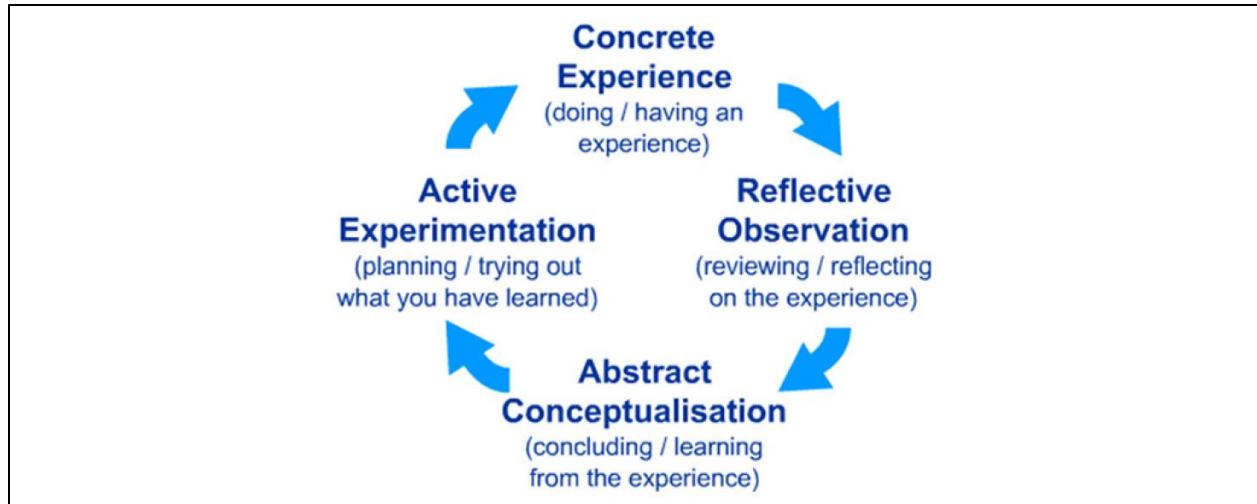


Figure 2. Kolb's (1984) Experiential Learning Framework<sup>2</sup>

Either explicitly or implicitly, many study abroad programs, as well as others that incorporate some form of long-distance field trip, adhere to this framework to a large degree. In an applied sense, this means that many incorporate similar types of activities. Most involve some degree of antecedent activities in which students prepare for and develop the foundational knowledge necessary for the trip to be enriching. This often includes coursework specific to the trip itself (e.g., students participate in a unit on US Government in the lead up to a class trip to Washington DC) as well as other necessary "skill building" activities related to navigating a foreign city (e.g., introducing students to language or cultural conventions that may be applicable). During the trip, almost uniformly, students engage in touristic forms of activities, visit cultural sites and museums, and participate in activities explicitly designed to engage them socially with native communities and peoples. Students may also participate in community service-type activities or others designed to provide "hands-on" or experiential types of learning. To accompany these activities, most programs also incorporate brief lessons, often in the form of pre-learning activities students complete to start each day. Perhaps most importantly, students also engage in structured "reflection" activities at the close of the trip to consolidate lessons learned.

In theory, these features each work in progressive unison to build student learning. As shown in Figure 3, the accumulation of these learning experiences then serves as the driving force behind the benefits of study abroad – including those related to improved cultural literacy, knowledge in civics, engagement in learning, and social-emotional life skills for students.

<sup>2</sup> Figure is pulled from Stone and Petrick (2013) and was originally developed by Davis and Lowe (n.d.)

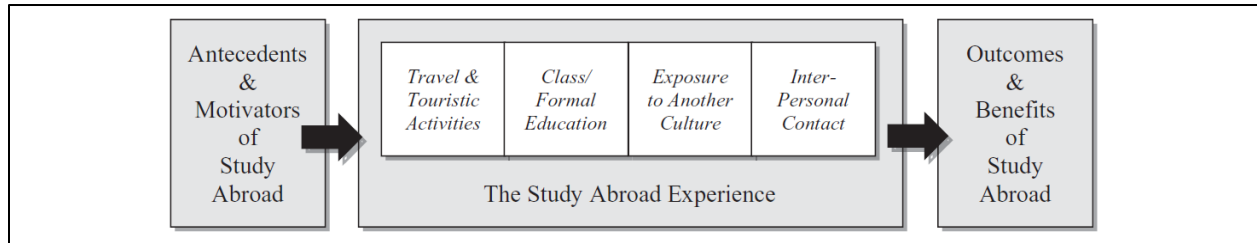


Figure 3. Stone and Petrick (2013) Logic Model for Study Abroad Experiences

Research on these types of programs appears to reinforce the importance of these features and supports the logic of this impact progression (Stone & Petrick, 2013). Experiential learning methodologies of this type, particularly those that offer hands-on activities, real-world applications, and provide students with mentorship, have been shown to be particularly useful for developing cognitive and social-emotional skills (Davis, 1993; NFTE, 2018; Slavin, 2009; Stone & Petrick, 2013). Moreover, research on this topic has shown, rather consistently, that the *travel experience itself* is largely the driving benefit of studying abroad. Put differently, it appears that the informal, incidental, serendipitous experiences and interactions with others that students naturally engage with as a byproduct of traveling are arguably the biggest driving factor influencing learning and enjoyment (Breese, 2005; Laubscher, 1994; Stone & Petrick, 2013). These out-of-class learning experiences, including those that are somewhat unstructured and may involve some simple form of exploration or interaction with others, appear to be sufficient to generate benefits, including expanding students' worldviews and developing skills related to maturity, self-efficacy, and self-confidence (Laubscher, 1994; Stone & Petrick, 2013). This being said, other research points to the value of the more structured activities that are incorporated as part of study abroad (Holeck et al., 2008). Activities including guided tours, visiting historic sites and national parks, visiting history, art, or science museums, and even engaging in structured lessons and lectures have all been shown to contribute to impactful study abroad experiences (Holeck et al., 2008; Roggenbuck et al., 1990). In all cases, instructional activities, often in the form of journaling and discussion that provide students an opportunity to reflect on their experiences and consolidate their learning, appear to be of particular importance as well (Davis, 1993; Stone & Petrick, 2013; Zimmerman et al., 1990;). Throughout the experience, emphasizing the social aspects of travel, and providing students with ample opportunities to speak and interact with those from the local culture, also appear to be of particular importance (Angwenyi, 2014; Stitsworth, 1994).

Beyond these characteristics, perhaps the most notable other consideration stressed in the research literature on study abroad is the issue of *access*. Put simply, study abroad programs, whether short- or long-term, have historically been an option limited mostly to socio-economically affluent students (Mills et al., 2010; Slotkin et al., 2012). Given the financial resources needed for travel of this type, along with the often significant logistical nuances of coordinating these experiences, it is not surprising that study abroad programs can be demanding on families and schools. A recent body of literature has begun to stress the importance of making these opportunities more

widespread for students of all backgrounds (Mills et al., 2010; Slotkin et al., 2012). To this end, it appears that shorter, as opposed to longer duration programs, are particularly advantageous as these address some of the logistical barriers associated with long-distance travel. Indeed, a host of research points to the benefit that programs of *this type* can have on learning outcomes for disadvantaged and underserved populations of students (Lareau & Weininger, 2003; Mills et al., 2010; Roscigno & Ainsworth-Darnell, 1999; Slotkin et al., 2012; Wasley, 2006). Slotkin et al. (2012) summarize this research as follows:

Engaging non-traditional, minority and low-income students in collaborative learning and educational activities outside the classroom has shown to increase the likelihood that these students will stay in school, and ultimately, have a better collegiate experience. So while all students benefit from school engagement, for underserved minority populations and low-achieving students, these practices can assist in overcoming previous educational disadvantages... Furthermore, these students may not have the opportunity to gain international experience without higher educational institutions offering study abroad programs. These opportunities, once reserved for those from middle-to-high socioeconomic backgrounds, are now attainable for students of various socioeconomic backgrounds, and in return, provide them with the cultural and academic skills they will need to compete in a global workforce. (p. 165)

### **Research and Outcomes**

Overall, research on these types of study abroad programs is encouraging with regard to the impacts they appear to have on student learning. Though much of the research on this topic utilizes qualitative as opposed to quantitative methods, findings do suggest that these programs, rather consistently, have a substantial influence on improving students' civics knowledge (Chieffo, 2007; Paul & Mukhopadhyay, 2003; Stone & Petrick, 2013; Student and Youth Travel Association – SYTA, 2008), overall cultural literacy (Lewis & Niesenbaum, 2005; Pence & Macgillivray, 2008; Sachau et al., 2010; Slotkin et al., 2012; Zamastil-Vondrova, 2005), and curiosity and engagement with learning about the world around them (Byrnes, 2001; Casella, 1997; Dwyer, 2004; LaTorre, 2011; Paige et al., 2009; Steves, 2009; Stone & Petrick, 2013).

Most commonly, research on study abroad frequently assesses the impact these programs have on “broadening students’ horizons,” and improving their sense of “cultural literacy” and “worldliness.” Given the emphasis on global education that many study abroad programs adhere to, these evaluation aims are clearly understandable. Most research in this area suggests that study abroad can be quite effective in accomplishing these objectives.

Improvements in cultural literacy, including increases in students' knowledge about the place they visit (e.g., its history, people, culture, and social norms) as well as an overall deepening of the sophistication in students' understanding of the world around them – are arguably the most prevalent impacts associated with activities of this type (Lewis & Niesenbaum, 2005; Pence & Macgillivray, 2008; Sachau et al., 2010; Slotkin et al., 2012; Zamastil-Vondrova, 2005). These improvements appear to be driven by the exposure to the new place itself and by reflection activities that are embedded as part of these programs' daily structure. The immersive elements of visiting a new place and spending a substantive amount of time exploring seem to "lead" most of the learning – while certain types of reflection activities that these programs include (often structured journaling) help students make sense of what they have experienced. Students becoming more "worldly" is then seen as a byproduct of this "immersion + reflection" process.

Similarly, a variety of other research has pointed to the influence that these programs often have on "broadening horizons," or increasing students' engagement with and curiosity in learning about the world and its cultures (Stone & Petrick, 2013; Byrnes, 2001; Paige et al., 2009; Casella, 1997; LaTorre, 2011; Steves, 2009; Dwyer, 2004). Though similar to improvements in cultural literacy, these outcomes have less to do with what students *know* and more to do with their overall mindsets toward learning about the world. The mechanisms behind these improvements are also based on the "immersion + reflection" paradigm discussed above, but also appear to be driven by the more fun or engaging aspects of travel. When students are provided the opportunity to see interesting things, try new foods, or meet new people, the logic is that they come to better appreciate the unfamiliar, and their sense of curiosity concerning the world will expand. Research further points to the particular importance that these features can take on for students who may lack access to opportunities to travel regularly. As Slotkin et al. (2012) highlight:

It appears that for students who have never traveled internationally or lack travel experience in general, which is likely the case for first generation college students and/or minority and economically disadvantaged students, a well-structured faculty-led program gives students the exposure and cultural capital needed to further their interests in the global community. (p. 165)

Other research points to the role that study abroad can play in expanding students' mindsets related to global engagement and/or global advocacy. Beyond simply "broadening" a student's horizons and sense of global awareness, this research points to the role that certain study abroad experiences can play in helping students develop feelings of purpose and a desire to "make a difference" (Braskamp et al., 2009; Dwyer, 2004; Freestone & Geldons, 2008; Kitsantas, 2004; Paige et al., 2009; Sutton & Rubin, 2004; 2010). For programs that have a global outreach mission, many center their travel activities to instill these mindsets and include extensive community service-type work and "voluntourism" activities (e.g., Church youth group mission trips, Habitat for Humanity initiatives, etc.). Improvements in these areas appear to be driven by a combination of

curricula that accompanies the travel itself, the selection of travel activities that expose students to the hardships faced by marginalized groups, and reflection activities that students complete following the trip. By building awareness of global issues and having students engage in behaviors (such as community service) that seek to play a role in addressing these problems, the belief is that students may build empathy and adopt mindsets centered on global advocacy.

More explicit forms of academic learning have also been shown to result from participation in study abroad. Broad improvements in academic achievement, and more prominently, learning outcomes directly tied to the study abroad experience at hand, have been found to result from these experiences (Chieffo, 2007; Kitsantas, 2004; Novelli & Burns, 2010; Paul & Mukhopadhyay, 2003; Stone & Petrick, 2013; Student and Youth Travel Association – SYTA, 2008). Though much of this research comes with limitations and at times, struggles to disentangle the influence of study abroad from other factors related to prior achievement and affluence – this research is suggestive of the quantitative impact these types of programs can have.

Overall, the mechanisms driving academic achievement impacts appear to be largely twofold. For broader “achievement” outcomes, it’s thought that these types of trips can build engagement with *learning* in a broad sense, which can carry over to engagement in *school*. This enhanced engagement in school then leads to greater effort with schoolwork, which leads to greater achievement. As for the more “topic-specific” forms of achievement, these are often tied to participation in the structured activities and lessons associated with these trips where these concepts are explicitly taught. These can include curricula and lessons taught in school that lead up to the trip, or certain guided tours or presentations that happen during the trip itself.

Correlational and quasi-experimental studies conducted by Miller, Perrin, and Thompson (2010), Sutton and Rubin (2004), Ingraham and Peterson (2004), and Holecek, Nicholls, and Collison (2008) each point to improvements in achievement of these types. Importantly, these studies have found that study abroad is correlated with greater improvements in achievement measured through standardized test scores (Miller, et al., 2010), grades (Holecek et al., 2008), and knowledge in civics, world geography, and cultural relativism (Sutton & Rubin, 2004). Beyond these achievement effects, perhaps as importantly, study abroad experiences have also been linked with improvements in a variety of “soft skills” related to independence, responsibility, communication, self-confidence, self-efficacy, and overall maturity (Bachner & Zeuschel, 2009; Chieffo, 2007; Chieffo & Griffiths, 2004; International Education and Resource Network, 2006; Stitsworth, 1994). These skills, as well as similar ones related to social-emotional learning (e.g., self-efficacy, social awareness, etc.), have been found to be particularly prevalent outcomes of study abroad. The thinking is that the development of these skills is often a byproduct of having to navigate the practical challenges that come with independent travel. As students successfully navigate these logistical challenges,

they develop problem-solving skills, as well as a greater sense of independence and self-confidence.

Other research points to the longer-term impacts of study abroad (Explorica, 2011; Stone & Petrick, 2013). Retrospective research examining differences in outcomes between adults who traveled outside the US as teenagers, and those who did not, is informative in this area. This research has found that individuals who have the opportunity to travel internationally when they are teenagers are almost twice as likely to attain a college degree, are more likely to be employed full-time as adults, and have higher annual incomes, on average, than those who do not have these experiences in adolescence (Explorica, 2011; Stone & Petrick, 2013).

### *Enrichment Programs Focused on Social Change and Entrepreneurship*

In addition to the above research on study abroad programs aimed at young adults, the JHU CRRE research team also reviewed the contemporary literature on analogous forms of enrichment curricula that bear similarities to the school-based programming utilized by BMG. As part of this literature review, the research team reviewed BMG's unit-by-unit curriculum and associated instructional materials, as well as the applicable research literature providing the foundation for BMG's approach. Based on this research, the closest analog to BMG's curriculum appears to be that provided through enrichment programs centered on developing students' leadership, design thinking, and entrepreneurial skills. These curricula, which are often loosely referred to as either "leadership programs" or "entrepreneurship programs", often leverage forms of project-based learning where students design a product, service, or intervention to help address a societal need. Through these programs, students are often taught mindsets related to celebrating diversity, identifying and addressing social issues, and building skills related to communication and collaboration. Students are then taught to leverage specific skills related to design thinking, problem-solving, and entrepreneurship to create a business or implementation plan around the intervention they developed.

Based on the research team's review of the literature in this area, enrichment programs falling within this category appear to be of growing prevalence in the US (The Network for Teaching Entrepreneurship, 2017). Generally aimed at adolescents, as well as students in the later years of high school, these programs typically aim to introduce students to concepts related to business, leadership, design thinking, and creative thinking, among others, and many include elements of project-based and experiential learning (Laurenzano et al., 2022; Master et al., 2017; Reilly & Laurenzano, 2017; Silander, Chavez-Reilly, & Weinstein, 2015; The Network for Teaching Entrepreneurship, 2017). Though a few prominent examples of these programs provide extended coursework during the course of a full school year -- The Network for Teaching Entrepreneurship's High School Curriculum and Dent Education's High School Internship Program come to mind -- the majority of programs examined in the literature on this topic focus on *summer-specific coursework*. In Maryland, Dent Education's Bet on

Baltimore Summer Program has been evaluated extensively by Johns Hopkins University (Laurenzano et al., 2021; 2020), and on a national level, program's such as KidsWay (Rasheed & Rasheed, 2003), as well as those produced by organizations including The Network for Teaching Entrepreneurship (NFTE) including Make Your Job, BizCamp, and Summer Startup, have been evaluated by RAND (Master, Schulker, Grimm, & Xenakis, 2017), New York University (Silander et al., 2015) and Harvard (Nakkula et al., 2003; Nakkula et al., 2004). On an international level, research on programs in Portugal (Rodrigues et al., 2012), the Netherlands (Rosendahl et al., 2012), and Hong Kong (Man & Yu, 2007) serve as further examples. For each of these summer programs, students participate in coursework centered on entrepreneurship as well as adjacent topics and often complete "business startup" activities of their own, where they learn to design, develop, and execute a novel business idea (see Laurenzano et al., 2022; Master et al., 2017; Reilly & Laurenzano, 2017; Silander et al., 2015; The Network for Teaching Entrepreneurship, 2017).

Dent Education's *Bet on Baltimore* program, for instance, seeks to introduce students to "design thinking" and aims to help them build entrepreneurial skills related to specific vocations in areas such as graphic design, music production, social innovation, and physical fabrication using industrial tools and 3D printers. Among other features, the six-week summer program consists of daily lessons on design thinking and guest speakers from area businesses and non-profits. The program's central component involves students working each day to develop a product or service to bring to market and culminates with a live showcase event (Laurenzano et al., 2022).

Another example, The Network for Teaching Entrepreneurship *High School Entrepreneurship Pathway* takes students through stages of creating and refining an original business idea, competing for seed money, and culminates in the development of a start-up business. This year-round program includes entrepreneurship instruction and guest lecturers from the broader business community. The program's two summer components – BizCamp and Startup Summer – build on these instructional experiences (NFTE, 2017). As part of the two-week BizCamp program, students participate in classroom instruction, listen to guest speakers, and attend field trips to local businesses. They complete these instructional activities while simultaneously designing a business plan of their own, a task that culminates with a competition for seed money (Silander et al., 2015). Similarly, NFTE's *Startup Summer* combines many of these elements and seeks to build on the experiences of students who complete the yearlong Entrepreneurship Pathway. Here, students refine the business plans they develop during the year, while receiving expert mentorship (Silander et al., 2015). Other programs produced by NFTE have similar structures and aim to utilize project-based learning to help students develop entrepreneurial mindsets, problem-solving skills, and design thinking skills (Master et al., 2017).

Across programs such as these, developers posit that entrepreneurial skills and mindsets can, and should, be explicitly taught to young adults. What does this



“entrepreneurial mindset” refer to? As outlined by NFTE (2017), this consists of “a collection of non-cognitive skills that includes initiative, flexibility, communication, critical thinking and problem-solving skills that reach beyond the traditional academic sphere” (Laurenzano et al., 2017). The belief is that through teaching these types of skills to students explicitly and through providing experiential and project-based learning opportunities to accompany these teachings, students can benefit whether they ever actually get to apply the skills in a business setting (NFTE, 2017; Reilly & Laurenzano, 2017).

While considering these instructional approaches, it is worth noting that research evaluating the impact of these types of programs, in many instances, is somewhat lacking. Of the studies that have been conducted, the vast majority rely on qualitative methods and point to conclusions that, while quite promising, are mostly suggestive in nature (Reilly & Laurenzano, 2017). This being said, research on the most prominent iterations of these programs, such as those produced by NFTE and Dent Education, along with adjacent research exploring topics related to out-of-school time enrichment programs for young adults, point to several positive impacts.

Perhaps most consistently, many of these studies point to these programs positively influencing students’ development of entrepreneurial mindsets, as well as their agency to foster social change (Laurenzano et al., 2021; 2022; Master et al., 2017; Nakkula et al., 2003; Nakkula et al., 2004; Reilly & Laurenzano, 2017). Other common outcomes include improved engagement with learning and school (Nakkula et al., 2003; Rasheed & Rasheed, 2003; Silander et al., 2015), enhanced and/or more specific college and career aspirations (Laurenzano et al., 2021; 2022; Master et al., 2017; Nakkula et al., 2003) and enhanced skills associated with social-emotional development, particularly those related to self-efficacy (Laurenzano et al., 2021; 2022; Rasheed & Rasheed, 2003; Silander et al., 2015) and “growth mindset” (Laurenzano et al., 2021; 2022; Nakkula et al., 2004; Rasheed & Rasheed, 2003). Occasionally, though less commonly, research has even pointed to the indirect impacts these programs may have on more tangible learning outcomes, including academic achievement, in the form of grades and attendance (Nakkula et al., 2003) as well as the development of cognitive skills related to critical thinking, problem-solving, and communication (Laurenzano et al., 2021; 2022; Silander et al., 2015).

The studies on this subject yielding these results span a range of methodologies but predominantly utilize qualitative measures in the form of surveys and interviews. Thus, though many of these results are quite promising in nature, they are suggestive rather than definitive in their conclusions. Several examples of these studies are summarized below.

In one study of BizCamp conducted by researchers from NYU, findings revealed that students had deep engagement with learning entrepreneurial skills. Findings from focus groups and pre-and post-program surveys with participating students and teachers

suggested that the program enhanced students' critical thinking skills, problem-solving skills, and communication skills. Other perceived impacts included improvements in students' self-efficacy, confidence in goal-directed behavior, and engagement in learning "real-world" type skills (Silander et al., 2015).

Quasi-experimental research conducted on NFTE programming by RAND Education found additional impacts. Findings here suggested that the program influenced students' college and career planning and increased their interest in pursuing business as a career path (Master et al., 2017). Other research on this programming conducted by researchers from Harvard University demonstrated similar findings, as well as others (Nakkula et al., 2003; Nakkula et al., 2004). In one study, these researchers found that in comparison to a control group, NFTE students developed more interest in attending college, developed comparatively higher occupational aspirations, and had higher engagement and learning "connectedness" scores. NFTE students were also found to increase the amount of time they spent reading independently, as well as the amount of enjoyment they gathered from this activity. Other positive outcomes included improvements in school attendance and grades (Nakkula et al., 2003). In another study, researchers found that participating NFTE students increased their scores on entrepreneurial behavioral metrics and improved social-emotional skills related to "locus of control" (Nakkula et al., 2004).

Research on Dent Education's Bet on Baltimore program has revealed similar findings (Laurenzano et al., 2021; 2022). Interviews, as well as pre- and post-program surveys with students and parents, revealed a variety of key impacts – particularly as it relates to students' attitudes and behaviors. Perceived improvements in students' sense of self-efficacy, "Growth Mindset", and college and career aspirations were found, as were improvements in behaviors related to curiosity, collaboration, communication, self-awareness, and self-management. Moreover, analysis of Likert scores between students' pre- to post-program surveys revealed the following:

By the end of the program, students were significantly more likely than they were at the beginning to report that they view problems as opportunities to make a difference, believe in their ability to shape the world around them, and believe that working with others can help them reach goals in creative, new ways. In terms of behavioral changes, students were more likely at the close of the program than they were at the beginning to indicate that they pay attention, even when there are distractions, are focused when they work independently, consistently remember and follow directions, and are consistently respectful of other people's views when they disagree. (Laurenzano et al., 2022, p. v)

Beyond these evaluations, studies conducted outside of the United States have also shed light on the potential benefits of entrepreneurial-focused instructional programs. Studies conducted in Portugal (Rodrigues et al., 2012) the Netherlands

(Rosendahl et al., 2012), and Hong Kong (Man & Yu, 2007) have found similar benefits as those discussed above. Man and Yu (2007) found evidence pointing to the particular importance of the social aspects of these programs. In specific, these researchers found that the degree to which students in these programs interact with their instructors and classmates predicted their engagement with the program, as well as their perceptions of learning. Quasi-experimental research conducted by Rasheed and Rasheed (2003) on the KidsWay curriculum further reinforced these findings – particularly as it relates to changing students’ beliefs and attitudes. As concluded by these authors:

Entrepreneurship education and enterprise experience can affect characteristics commonly associated with entrepreneurs among intermediate level students. Specifically, students with training in entrepreneurship have greater overall entrepreneurial characteristics, higher achievement motivation, more personal control, and greater self-esteem than a comparable cohort. (p. 4)

In its totality, this overarching research base suggests that well-designed and executed “entrepreneurial” programs can play a unique role in helping high school students develop a host of key attitudes, skills, and behaviors. These enhanced aptitudes can then contribute to student success in school, as well as potentially in business-oriented pursuits later in life. Examining this research closely, it appears that several key attributes consistently appear in those programs with successful track records. Well-designed curricula that a) explicitly teach skills and mindsets germane to entrepreneurship, and b) are of sufficient intensity and duration, appear to be particularly important. In other words, having a substantive instructional component that is sustained over the course of a month or more appears to be advantageous compared to a more “discovery” oriented approach where students are expected to learn solely through business and design challenges. This being said, the heart of these programs does appear to be the experiential and project-based aspects of learning. Having students engage in creating an entrepreneurship project of their own and providing ample opportunities that connect these activities to their real-world applications (e.g., guest speakers who lead business and/or non-profits) appear to be of particularly keen importance as well.

Beyond these two core features (direct instruction + an entrepreneurship project), research on the topic of co-curricular enrichment programs for young adults points to several other findings that merit consideration. Here, the National Institute on Out-of-School Time (NIOST) has conducted research investigating the key features of successful after-school and summer school enrichment programs for teenagers. This research examined outcomes for programs spanning a host of categories, including student government, debate, youth philanthropy and volunteer work, and vocational job training, among others.

Buttressing the conclusions above, this research found that regardless of program type or its specific aims, “Innovative teaching methods – including offering experiential,

hands-on activities, using real-world examples, and exposing students to mentors – appear to be particularly effective for teaching non-cognitive skills” with teenage populations (NFTE, 2017, p. 4). As importantly, these authors found that enrichment programs for high school students are typically most impactful when:

- Students feel listened to and are incorporated in decision-making
- Students have the opportunity to interact with community and business leaders
- Students feel a sense of independence, and have an appropriate degree of autonomy within the program
- Students are taught employable skills, which include preparation for or direct connection to job training and employment
- Schools and principals are active partners
- Participation includes receiving assistance in navigating the post-high-school experience
- Students are introduced to the world outside their local community

## Conclusion

In light of these findings, B More Global appears to be a program with distinct potential to enhance outcomes related to cultural literacy and global engagement for Baltimore area high school students. The design of the program's overarching structure, including the ways it partners with local high schools and quite importantly, its unique scholarship programming, facilitates a wider level of access to study abroad experiences than many similar programs have been able to offer historically. By structurally addressing several of the financial and logistical barriers that many students face in participating in study abroad, the program is able to reach a wide and diverse array of young adults.

As discussed throughout this evidence portfolio, the contemporary research related to the program's two core components -- a study abroad event and instructional programming related to entrepreneurship and social change agency -- is quite supportive and is suggestive of the potential benefits this combined approach may yield for students. Importantly, B More Global programming appears to incorporate many of the key features and instructional practices that have been shown to enhance the impact of study abroad programs, as well as programs seeking to develop student mindsets related to global citizenship and entrepreneurial thinking. The program consists of four substantive instructional units that incorporate a variety of research-based pedagogical techniques related to student discussion, reflection, and hands-on, applied forms of learning -- all of which build sequentially to the study abroad experience. Adhering to Kolb's (1984) Experiential Learning Framework, the program provides ample opportunities for concrete "real world" learning experiences and follows these with opportunities for structured reflection where students conceptualize what they have learned and identify ways they can leverage their learning to foster social change.

Through these methods, the program appears well-positioned to influence proximal outcomes such as enhancing students' cultural awareness and improving students' knowledge of other places and peoples. As students complete the program over time, proximal outcomes such as these may lead to long-term impacts such as improved cultural literacy, the development of mindsets related to entrepreneurial thinking and social change-making, and increased engagement as global citizens. As B More Global continues its ongoing development, evaluation research that examines students' experiences and the program's impact on explicitly fostering these outcomes is warranted. Given the breadth of foundational research supporting the program's objectives and methods, B More Global indeed represents a potentially efficacious enrichment program for Baltimore youth, as well as a distinctly promising research target for future investigation.

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## Appendix: Survey and Data Collection Instruments

As BMG continues its development and engages in more summative forms of evaluation exploring its efficacy, the theory of action outlined by JHU CRRE (see page five of this document) can serve as a guide for examining proximal, intermediate, and long-term outcomes. To accompany this, the JHU CRRE research team has also identified a variety of psychometrically validated data collection instruments that have been used to evaluate similar programs. These span those that assess outcomes specific to study abroad as it relates to improved cultural literacy and global awareness, as well as those that assess the development of entrepreneurial thinking skills, and skills related to social-emotional learning and enhanced maturity. As BMG considers future evaluation directions, items from these instruments may be applicable to helping assess student experiences and outcomes. These instruments are discussed below. As applicable, references for psychometric properties and sample items are provided.

### **Across Time Orientation Measure (ATOM)**

Used in the Nakkula, Pineda, Dray, and Lutyens (2003) evaluation of NFTE, this measure seeks to describe how students' present interests and future goals may change over time – including their college and career aspirations. Using a questioning technique that has students not only list interests but also rank them in terms of intensity, this measure may have particular salience in helping capture how adolescent interests change, develop, or strengthen over time. The authors describe this instrument as follows:

In our measurement of interests with the ATOM, we ask students to list their strongest interests without directing them toward particular categories, such as hobbies or education, or career pursuits, for example. Then, after the listing is completed, we ask them to rank order their top three choices and to provide a justification for that ordering. Accordingly, we are able to capture what comes to mind for the students as they reflect on their interests rather than asking them to rate our predetermined categories of what should be important to them. This makes the ATOM a unique tool, as it allows us to explore the wide range of interests potentially held by a person or group of people. The *Future Hopes and Worries* section of the ATOM is organized similarly to the *Present Interests* section. The difference is that it explicitly asks students to project into the future and list their most important future hopes and worries, and then to rank order the importance of their top three hopes and/or worries. (pp. 5-6)

### **California Healthy Kids Survey**

The California Healthy Kids Survey (CHKS) is a norm-referenced self-report survey for students in fifth through twelfth grade designed to measure social-emotional skill

development. The survey measures nine SEL competencies: Behavioral Self-Control, Emotional Self-Regulation, Empathy, Gratitude, Optimism, Persistence, Self-Awareness, Self-Efficacy, and Zest. Though typically administered to students through a module-based survey system, items and full subscales are publicly available for download. Subscales within this survey, including its Self-awareness subscale, Self-efficacy subscale, Problem-solving subscale, as well as the survey's Resilience and Youth Development Module, appear to have particular value in assessing the social-emotional behaviors of adolescents. The psychometric properties of this survey have been rigorously evaluated by Hanson and Kim (2007). More information concerning this survey, as well as its full battery of items, can be found at <http://measuringSEL.caseli.org/product/california-healthy-kids-survey-chks/>

### **CORE Districts Social Emotional Learning Survey**

This self-report student survey assesses four social-emotional learning competencies for students in fourth through twelfth grades. Competencies addressed include: Growth Mindset, Self-Efficacy, Self-Management, and Social-Awareness. This survey is used throughout "CORE Districts" in California, including Oakland, San Francisco, and Los Angeles Unified, and is administered annually to over one-million students across nearly 2,000 schools (<https://coredistricts.org/>). The psychometric properties of this instrument have been rigorously evaluated by Meyer, Wang, and Rice (2018) as well as West, Buckley, Bartolino-Krachman, and Bookman (2018). More information concerning this survey, as well as its full battery of items, can be found at <http://measuringSEL.caseli.org/product/core-districts-sel-survey/>

### **Cross-Cultural World-Mindedness Scale**

Developed by Der-Karabetian and Metzger (1993), The Cross-Cultural World-Mindedness Scale seeks to measure respondents' attitudes and values toward a variety of topics, including immigration, patriotism, world government, and global economic justice. The key concept being assessed through this instrument is "worldmindedness," which is defined by its developers as positive attitudes toward these global issues. The psychometric properties of this instrument have been rigorously evaluated by Der-Karabetian and Metzger (1993). The survey itself consists of 26 statements in which respondents indicate their level of agreement using a six-point Likert scale.

Sample items include:

- It would be better to be a citizen of the world than of any particular country.
- Rich nations should share their wealth with the less fortunate people of the world.

(Paige & Stallman, 2017, p. 149; Der-Karabetian & Metzger, 1993)

### **Entrepreneurial Activities Checklist (EAC)**

Used in the Nakkula, Lutyens, Pineda, Dray, Gaytan, and Huguley (2004) evaluation of NFTE, this 49-item instrument has been found to have high reliability and is designed to measure the prevalence of specific skills and attitudes related to entrepreneurial-type mindsets. The instrument was created by the authors through research conducted in previous studies of NFTE in Boston public high schools and orients these skills and attitudes within three domains: *Starter*, *Leader*, and *Joiner*. These domains are viewed as particularly salient with regard to developing entrepreneurial mindsets in adolescents and may be relevant to the proposed project's investigation of the B More Global initiative. As described by the survey's developers:

The EAC is a list of 49 different activities organized around different domains and dimensions of potential entrepreneurship. Domains refer to the specific areas of engagement, such as arts and media, sports, trades, science, business, or religion. Dimensions refer to the ways in which students engaged in the different activities: *Starter* refers to activities whereby students build or improve structure or flow of an activity.... *Leader* refers to activities within an existing structure, but those which students can improve or direct, or through which they influence others.... Finally, *Joiner* refers to activities in which students stay within an existing structure, but contribute through their performance....For each domain, the EAC asks questions that establish whether the student engaged as a starter, leader, or joiner. (p. 7)

### **Entrepreneurial Mindset Index (EMI)**

Used in Silander, Chavez-Reilly, and Weinstein's (2015) evaluation of NFTE, this instrument seeks to measure students' attitudes and behaviors as they relate to entrepreneurial-oriented mindsets and perspectives. Given the B More Global program's focus (in part) on developing entrepreneurial types of skills in students, the measurement of entrepreneurial mindset could be particularly salient in the context of potential evaluations. As described by the authors, this instrument: "Is designed to measure students' knowledge, confidence, values, behavior and attitudes related to problem-solving, comfort with risk, orientation towards the future, communication, collaboration, opportunity recognition, self-efficacy and initiative, and flexibility and adaptability." (p. 7)

### **General Self-Efficacy Scale**

Developed by Chen, Gully, and Eden (2001) and used as part of Master, Schulker, Grimm, and Xenakis' (2017) research on NFTE, this eight-item scale has been shown to be a reliable and well-validated predictor of student's self-efficacy. Items from this survey include:

- "I will be able to achieve most of the goals that I have set for myself"
- "I believe I can succeed at most any endeavor to which I set my mind", and

- “I will be able to successfully overcome many challenges” (Chen, Gully, & Eden, 2001, p. 79).

Given the central role self-efficacy has been shown to play as a mediating factor with regard to a variety of school outcomes, this domain of social-emotional development appears to have particular relevance as it relates to potential evaluations of B More Global. As outlined by the survey’s developers: “GSE captures differences among individuals in their tendency to view themselves as capable of meeting task demands in a broad array of contexts” (Chen, Gully, & Eden, 2001, p. 63 as cited by Master, Schulker, Grimm, & Xenakis, 2017, p. 9).

### **Global Awareness Profile**

Initially developed by Corbitt (1998), The Global Awareness Profile (GAP) is a civics assessment designed to measure respondents’ awareness of and knowledge of global issues and geography. The assessment itself consists of 115 multiple choice items that assess respondents’ knowledge across three categories: *geographic knowledge* of the different regions of the world (e.g., Asia, Africa, and the Middle East), *subject matter knowledge* (e.g., environment, politics, geography), and *knowledge of broad global issues*. Sample items include:

- Which of these European countries has the largest oil reserves in the region?  
England (b) Germany (c) Russia (d) Italy
- A common farming technique in South America that leads directly to deforestation is:  
(a) irrigation (b) cooperative farming (c) commercial farming (d) slash and burn

(Paige & Stallman, 2017, p. 150; Corbitt, 1998)

### **Hemingway Measure of Adolescent Connectedness**

Used in the Nakkula, Pineda, Dray, and Lutyens (2003) evaluation of NFTE, this measure is designed to explore the degree to which students feel emotionally and intellectually connected to school and their overall schooling experience. Measuring connectedness across 13 different domains, items from this measure may be relevant to prospective evaluations of B More Global. The survey consists of roughly 70 items and attempts to measure a student’s sense of connectedness with family, friends, school, and themselves (Karcher & Lee, 2002). For each item, students respond to statements using a 5-point Likert scale ranging from “not at all” to “very true” (Karcher & Lee, 2002, p. 112). Sample items include:

- “I care what my teachers think of me”
- “I like pretty much all of the other kids in my grade”
- “I enjoy spending time by myself reading” (Karcher & Lee, 2002, p. 112).



In a study conducted by Karcher and Lee (2002), the instrument was found to have a high degree of reliability and validity. Nakkula and colleagues (2003) further discuss this instrument as follows:

The Hemingway Measure of Adolescent Connectedness allowed us to assess connectedness in the educational areas of school engagement, teacher and peer relationships, and independent reading. The Hemingway also allows us to compare connectedness in these areas with the students' experiences of connection in such social arenas as friendships, family relationships, and community or neighborhood support. (p. 10)

### **Intercultural Development Inventory**

Developed by Hammer and Bennett (2002), The Intercultural Development Inventory (IDI) is a 50-item measure that seeks to assess intercultural sensitivity. Broadly, scores on this measure "level" respondents at one of six developmental tiers related to this area. These range on a continuum from three ethnocentric worldviews (denial, defense, and minimization) through three "ethnorelative" levels of acceptance, adaptation, and integration. In addition to these tiers, the instrument generates scores for subcategories within these domains, including denial/defense, reversal, minimization, acceptance/adaptation, and encapsulated marginality. All items on the survey utilize the same five-point Likert scale (ranging from agree to disagree). The psychometric properties of this survey have been rigorously evaluated by Paige, Jacobs-Cassuto, Yershova, and DeJaeghere (2003).

Sample items include:

- People from other cultures like it when you are just yourself
- I try to understand the values of people from different cultures

(Paige & Stallman, 2017, p. 144; Paige et al., 2003; Hammer & Bennett, 2002)

### **The International Awareness and Activities Survey**

Developed by Chieffo and Griffiths (2004), the International Awareness and Activities Survey is designed to assess whether students participating in study abroad acquire "global awareness" to a greater extent than those who engage in similar coursework while not travelling. The instrument assesses global awareness across four categories: intercultural awareness, personal growth and development, awareness of global interdependence, and functional knowledge of world geography and language.

Items assessing intercultural awareness attempt to capture the degree to which students are conscious of similarities and differences between their culture and host cultures. Items assessing personal growth and development look to address student

maturity, as well as attitudes and actions related to being open to new experiences. Functional knowledge is assessed through items related to learning or expressing a desire to learn information or skills relevant to travel – while the items dealing with global interdependence look to address students' awareness of the interconnectedness of national, international, and supra-national systems.

On about half the items on the survey, students are asked to indicate their level of agreement or disagreement with certain statements using a five-point Likert scale. On the other items, students are asked to reflect over the last 30 days and report the frequency with which they engaged in different activities. Open-ended items that ask students to share examples of things they have learned from study abroad are also included.

Sample survey items include the following:

- During this semester, I have become more interested in attaining fluency in another language
- I can explain some aspect of U.S. foreign policy to someone from another country
- I am comfortable in my ability to communicate with members of at least one foreign culture in their native language
- I am interested in learning more about world geography
- During the past 30 days... I read an article, watched a TV show, or spoke to someone about how Americans are viewed by people from other countries
- During the past 30 days... I looked up a non-English word in a dictionary
- During the past 30 days... I thought about a current issue that's important to the people of a developing country

(Cheiffo & Griffiths, 2004, pp. 167-168)

### **Nowicki-Strickland Measure of Locus of Control**

Used in Nakkula, Lutyens, Pineda, Dray, Gaytan, and Huguley's (2004) evaluation of NFTE, this instrument is designed to explore student beliefs with regard to locus of control a particularly important aspect of social-emotional fitness. As outlined by these authors:

Locus of control reflects the extent to which people view the events and outcomes in their lives as being either within or beyond their control. While it is unrealistic to believe that everything we do and want is within our control (*internal locus of control*), prior research has consistently shown that people who generally are inclined to believe that their fate is largely in their own hands are happier and more productive than those who feel the opposite (*external locus of control*)....The *Nowicki-Strickland Measure of Locus of Control* has been developed for use with a range of ages and

populations....it is widely used and provides readily interpretable data that ultimately can be compared to national norms. (p. 11)

Initially developed in the early 1970s, this instrument has been found to be a reliable and valid measure of locus of control and consists of roughly 20 'yes or no' items (Nowicki & Strickland, 1971). Sample items include:

- "Do you believe that most problems will solve themselves if you just don't fool with them?"
- "Do you believe that if somebody studies hard enough he or she can pass any subject?"
- "Are some kids just born lucky?"

(Nowicki & Strickland, 1971, p. 11).

### **RAND College and Career Aspirations Items**

Developed by Master, Schulker, Grimm, and Xenakis' in their 2017 evaluation of NFTE programming, this five-item survey seeks to identify student aspirations with regard to careers and post-secondary learning. It is described by the authors as follows:

Three of the items ask about planned terminal degrees, planned career fields, and length of interest in those career fields. Items were pulled from existing surveys and mirror commonly asked college and career planning questions administered to high school students around the country by states and national education organizations....An additional item asks about students' own confidence in their college and career plans to gauge how students' responses may vary by how sure they are of their plans... (Items are also included that) ask students whether they discuss their plans with peers, parents, or school staff. (p.9)

### **Strategies Inventory for Learning Culture**

Developed by Paige and Colleagues (2002), The Strategies Inventory for Learning Culture (SILC) is a 52-item self-assessment tool designed to measure an individual's tendency to use particular cultural learning skills when living in another place. Designed to be employed as a pre-post survey to assess participant learning during study abroad experiences, this instrument assesses cultural learning across nine categories. These include: adapting to culturally different surroundings; culture shock/coping strategies; interpreting culture; communicating across cultures; communication styles; nonverbal communication; interacting with culturally different people; homestay strategies; and reentry strategies. The psychometric properties of this survey have been rigorously evaluated by Paige, Cohen, and Shively (2002).

For each of the items on the instrument, participants use a 4-point Likert scale to rate the frequency in which they engage in certain behaviors. Sample items include:

- I examine how my own nonverbal communication is influenced by my culture
- I keep connected with friends that I made in the other culture

(Paige & Stallman, 2017, p. 145; Paige, Rong, Zhang, Kappler, Hoff, & Emert, 2003)

### **Values in Action Scales**

Used in Nakkula, Lutyens, Pineda, Dray, Gaytan, and Huguley's (2004) evaluation of NFTE, this measure focuses on ascertaining students' beliefs and values, as well as their proclivity to use these to drive their behavior. Values assessed through this measure include originality, curiosity, industriousness, and hopefulness. As described by these researchers:

The Values in Action (VIA) scales are designed by a group of leading researchers in the newly emerging field of positive psychology. This field is focused on studying the positive indicators of psychological growth and well-being. A core aspect of such growth is the ability to act on what one believes or values. Therefore, the VIA scales not only assess beliefs and values; they also assess the extent to which students report acting on such beliefs and values. Prior research on the VIA scales suggests that students' self-reports are reliable indicators of actual behavior. (p. 15)