USING IPADS FOR STUDY ABROAD

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OVERVIEW

1. Rationale & Background
2. Use of Ipads in study abroad
3. Language development in short-term study abroad
4. Development of Global Competence in short-term study abroad
5. Apps used for study abroad
6. Students’ perceptions of Ipads for study abroad
BACKGROUND

In 2012/13

289,408

U.S. students studied abroad for academic credit

The number of U.S. students studying abroad grew by 2% over the prior year and now is at record high.

SHORT-TERM STUDY ABROAD

Duration of Study Abroad

- **60%**
  - Short-term (summer or eight weeks or less)

- **37%**
  - Mid-length (one or two quarters or one semester)

- **3%**
  - Long-term (academic or calendar year)

Short-term (summer or eight weeks or less)
RATIONALE

• Short-term study abroad gaining popularity
• Mixed results on learning outcomes of short-term study abroad
  – Effects on language skills?
  – Effects on intercultural competence?
• Longer study abroad programs have more positive effects (Dwyer, 2004)
• Impact of proficiency levels on language gains in study abroad (Cubillos et al., 2009)

→ How can we maximize students’ learning in short-term study abroad?
PROJECT

• Ipad for study abroad
• Increased speaking & writing practice outside of class to maximize student learning
• Reflective tasks with cultural exploration
• Individual reflective blogs kept in L2
**SHORT-TERM STUDY ABROAD**

- Second-year German in 8 weeks
- 4 weeks New Haven & 4 weeks in Berlin

<table>
<thead>
<tr>
<th>New Haven</th>
<th>Berlin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: 9-12; 5 days a week</td>
<td>Class: 10-1; 5 days a week</td>
</tr>
<tr>
<td>No afternoon activities</td>
<td>2 weekend excursions (Hamburg, Leipzig, Dresden)</td>
</tr>
<tr>
<td>Students live on-campus or off-campus</td>
<td>Afternoon activities</td>
</tr>
<tr>
<td></td>
<td>Students live with host families</td>
</tr>
</tbody>
</table>
USE OF IPADS IN STUDY ABROAD

1. Individual daily reflective blog
   – 5 posts per week
   – Alternate between written and spoken entry
     • Written: minimum of 10 sentences
     • Spoken: minimum of 10 sentences, must speak freely and not read notes
   – 4 weeks Berlin: 20 written, 20 spoken posts
   – Examples 1, 2, 3, 4, 5

• Encouraged to use tumblr because of its easy-to-use Ipad app
• Encouraged to include images of trip
USE OF IPADS IN STUDY ABROAD

Blog topics:

• 1 topic per day to encourage students to think more about German culture and life in Germany
  – Example: What have you learned about public transportation in Berlin? How do people get around? How reliable is it? How does it compare to public transportation in the US?

• + Reflection on one of the three:
  a) What communication success or miscommunication did you have today? (Reflect on language use)
  b) What did you learn/notice about German culture today, that you were not aware of before? (Reflect on culture)
  c) Did you have any intercultural interaction today which was particularly successful or unsuccessful and why do you think that was? (Reflect on intercultural encounters)
## USE OF IPADS IN STUDY ABROAD

### 2. Two cultural exploration projects

<table>
<thead>
<tr>
<th>Berlin Observation</th>
<th>Exploring Berlin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual project</td>
<td>Group project <em>(Mode)</em></td>
</tr>
<tr>
<td>Students choose a setting and conduct two 30-minute</td>
<td>Students choose a topic: *Literary Berlin, Dining in Berlin, Green Berlin, History</td>
</tr>
<tr>
<td>observations [observation guidelines provided]</td>
<td>of Berlin, Music in Berlin...</td>
</tr>
<tr>
<td>Students prepare <a href="#">a class presentation</a> on the</td>
<td>Students explore Berlin, take pictures,</td>
</tr>
<tr>
<td>setting and compare it to the same setting at home</td>
<td>conduct interviews, collect information, film videoclips</td>
</tr>
<tr>
<td>Students write a 3-page observation report</td>
<td>Students prepare an I-movie about their topic and present it in class</td>
</tr>
</tbody>
</table>
3. In-class use of iPads

- Ebook (instead of textbook)
- Note-taking
- Vocabulary activities
- Presentation tools
- Research tool
LANGUAGE DEVELOPMENT IN STUDY ABROAD

1. Do students increase their language skills by participating in an intensive short-term study abroad program in the areas of
   – Writing, structures, listening, vocabulary, reading

2. Do students reach similar language levels through a short-term study abroad program as students in the regular semester sequence? (to be analyzed)
• Pre- and post-language assessment with DIALANG
• DIALANG assesses skill level on CEFR in
  – Vocabulary
  – Reading
  – Writing
  – Listening
  – Structures
• Available languages:
  – Danish, Dutch, English, Finnish, French, German, Greek, Icelandic, Irish-gaelic, Italian, Norwegian, Portuguese, Spanish and Swedish
DIALANG RESULTS: WRITING

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Dialang Writing Results

- A1
- A2 (highest)
- B1
- B2 (lowest)

- Writing1
- Writing2
DIALANG RESULTS: READING

Dialang Reading Results

- A1: Reading1: 2, Reading2: 1
- A2: Reading1: 13, Reading2: 9
- B1: Reading1: 2, Reading2: 5
- B2: Reading1: 2, Reading2: 4

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DIALANG RESULTS: LISTENING

Dialang Listening Results

A1  A2  B1  B2

Listening1  Listening2

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DIALANG RESULTS: VOCABULARY

Dialang Vocabulary Results

- A1
- A2
- B1
- B2

Vocab1
Vocab2

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DIALANG RESULTS: STRUCTURES

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## PRE- AND POST-ASSESSMENT DIALANG

<table>
<thead>
<tr>
<th>N=18</th>
<th>Writing</th>
<th>Reading</th>
<th>Listening</th>
<th>Vocab</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre</strong></td>
<td>2.06 (SD: .539)</td>
<td>1.94 (SD: .539)</td>
<td>1.83 (SD: .707)</td>
<td>2.50 (SD: .514)</td>
<td>2.00 (SD: .594)</td>
</tr>
<tr>
<td><strong>Post</strong></td>
<td>2.39 (SD: .608)</td>
<td>2.44 (SD: .784)</td>
<td>2.61 (SD: .850)</td>
<td>2.89 (SD: .676)</td>
<td>2.56 (SD: .616)</td>
</tr>
<tr>
<td>P-value</td>
<td>p=.055</td>
<td>p=.015</td>
<td>p=.001</td>
<td>p=.049</td>
<td>p=.004</td>
</tr>
<tr>
<td>Effect size</td>
<td>d=-0.483</td>
<td>d=-0.658</td>
<td>d=-0.976</td>
<td>d=-0.508</td>
<td>d=-0.795</td>
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</tbody>
</table>

A1=1  B1=3  
A2=2  B2=4
LANGUAGE DEVELOPMENT – WHAT DOES IT MEAN?

• Students improved in all areas
  – Vocab, structures, writing, reading, listening
• How does it compare to regular semester classes?
  – Research ongoing!
• Preliminary thoughts:
  – Students expressed that “listening skill” is most difficult
  – Develop tasks to target development of listening skill in study abroad
DEVELOPMENT OF GLOBAL COMPETENCE

• Pre- and post-summer assessment with GCAA
• Test is not language/culture specific
• 8 dimensions of Global Competence

• **Internal Readiness:**
  – Self-Awareness
  – Risk Taking
  – Open-Mindedness
  – Attentiveness to Diversity

• **External Readiness**
  – Historical Perspective
  – Global Awareness
  – Intercultural Capability
  – Collaboration Across Cultures
GLOBAL COMPETENCE DEVELOPMENT

GCAA: Internal Readiness

<table>
<thead>
<tr>
<th>Competence</th>
<th>GCAA 1</th>
<th>GCAA 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Readiness</td>
<td>74</td>
<td>78</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>Risk Taking</td>
<td>74</td>
<td>78</td>
</tr>
<tr>
<td>Open-Mindedness</td>
<td>76</td>
<td>80</td>
</tr>
<tr>
<td>Attentiveness to Diversity</td>
<td>71</td>
<td>76</td>
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</table>

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GLOBAL COMPETENCE DEVELOPMENT

GCAA: External Readiness

<table>
<thead>
<tr>
<th>Category</th>
<th>GCAA 1</th>
<th>GCAA 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Readiness</td>
<td>76</td>
<td>81</td>
</tr>
<tr>
<td>Historical Perspective</td>
<td>67</td>
<td>82</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Intercultural Capability</td>
<td>78</td>
<td>83</td>
</tr>
<tr>
<td>Collaboration Across Cultures</td>
<td>81</td>
<td>84</td>
</tr>
</tbody>
</table>

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### GLOBAL COMPETENCE DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>Internal Readiness (out of 100)</th>
<th>External Readiness (out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>74.47 (SD: 5.316)</td>
<td>75.65 (SD: 5.442)</td>
</tr>
<tr>
<td>Post</td>
<td>78.29 (SD: 6.536)</td>
<td>80.82 (SD: 5.780)</td>
</tr>
<tr>
<td>T-value</td>
<td>-3.046</td>
<td>-3.556</td>
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<tr>
<td>P-value</td>
<td>p=.008</td>
<td>p=.003</td>
</tr>
<tr>
<td>Effect size</td>
<td>d=-0.756</td>
<td>d=-0.862</td>
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</table>
IPAD APPS USED FOR TEACHING ABROAD

• TUMBLR Ipad app
  – Voice Recordings for Journals:
  – Or: Ipad Video function
IPAD APPS USED FOR TEACHING ABROAD

- Imovie for final video presentations
- Keynote/Google Slides: for student in-class project work / presentations
- Pages / Google Drive: for student note-taking, essays, reports
- QUIZLET: for vocab learning
- Poll Everywhere: for interactive trivia in class
IPAD APPS USED FOR TEACHING ABROAD

• Easy Attendance (for instructor)
• Notability: for annotating PDFs
• BaiBoard: for brainstorming collaboratively
What did students like about using Ipads for language learning?

• being able to incorporate technology into the classroom since everyone had a guaranteed way of accessing it
• I liked that our teacher could actually hear us speak German outside of class because I feel like my nerves over speaking in class make my spoken German worse than it actually is
• It was convenient due to its size.
• The Ipad came in handy when I wanted to write notes, access the ebook, do homework and projects, take pictures, read, relax and so forth.
• It made speaking tasks easier.
• It served as a tool which allowed me to complete the relevant assignments wherever I was at the time.
• It's lighter than a laptop, so it could very easily replace it
• Not having to buy the textbook, voice blogging
STUDENT PREFERRED APPS

- Adobe Voice
- Quizlet
- Google Drive
- Safari / Chrome
- Skype
STUDENT FEEDBACK: ADOBE VOICE

• Very easy to record.
• It made the process of uploading daily video journals easier.
• To do projects, it was an easy tool to create simple, informative videos.
• I used Adobe Voice for virtually every Tagebuch I had to do (the spoken ones, of course). I also used it to prepare my entire final projects for both GMAN 130 and GMAN 140.
• It allowed me to quickly make clean audio/visual presentations.
• To make recordings/projects incorporating ourselves speaking.
• I did my daily journal via Adobe Voice, which had its own templates for presentations. It helped me a lot.
• easy to use, perfect for making videos.
STUDENT SUGGESTIONS FOR IMPROVEMENT

• If Ipads are to be incorporated into a class it should be as a primary resource which relates to all of the relevant assignments.

• I voted for the iPad minis, since they're smaller and lighter.

• Make it necessary for all assignments.

• Help with set up and navigation of new programs and apps / choose apps that are relevant to several classes.
SOME QUESTIONS TO CONSIDER...

• How can Ipads be used in study abroad to increase students’ development of listening skills?
• Are Ipad Minis a better option for study abroad?  
  – What about a keyboard?
• What does the qualitative data (blog entries, projects...) say about students’ development of language skills and IC?
• How do students’ speaking skills develop in short-term study abroad and how can Ipads support this?