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Type: In-person interactive poster session

Student Feedback on Pre-departure Learning Through Hybrid Sessions for Study Abroad Programs After Completing Their Study Abroad Program

Saturday 17 May 2025 11:30 (1 minute)

TITLE

Student Feedback on Pre-departure Learning Through Hybrid Sessions

RELEVANT SIG

Study Abroad

FORMAT

In-person interactive poster session

Short English description

KEYWORDS

Anxiety
Insights
Relevant
Satisfaction

First-time presenter?

ABSTRACT

Pre-departure learnings have been highlighted as an important part of a study abroad program to enhance intercultural competence of students and to motivate students to be engaged (Kosman et al., 2023; Lemmons, 2023). Based on practices before study abroad programs, the authors discussed the hybrid approach integrating face-to-face and on-demand format and elucidated that it benefits students, teachers, and administrative staff in terms of time management and student support (Chochol & Yamamoto, printing). This current study analyses data after the programs to reveal how undergraduate students in a Japanese local national university

perceived the pre-departure learning and what needs improvement based on student feedback. The participants are 44 students who participated in study abroad programs in both spring and summer 2024. Online surveys were conducted before and after onsite programs. The data are analyzed on correlation of contents, timing, amount, and delivery platform of the pre-departure learning. Difference in anxiety towards going overseas before the programs and satisfaction after the programs between students who underwent the pre-departure learning and students who did not are examined. Results support that students feel ready and engaged through pre-departure learning but it needs modification to be more relevant what they encounter in a program.

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