

## Elon's Center for Research on Global Engagement Bibliography of Related Readings

The Center for Research on Global Engagement has put together a selection of readings relevant to High-Impact Practices (HIPs) and Global Contexts in the following forms: Mentoring Undergraduate Research; Internships; Service Learning; and Study Abroad/Away. This bibliography is a non-exhaustive work in progress, but we hope that the listed readings provide valuable information regarding HIPs in global contexts.

**Key:** Business Public Health/Nursing Engineering International Research Language studies  
STEM

### **Brief Readings:**

- **Mentoring Undergraduate Research:**

Anderson, C., Lorenz, K., & White, M. (2016). Instructor influence on student intercultural gains and learning during instructor-led, short-term study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 28, 1-23.

Brew, A. (2010). Enhancing undergraduate engagement through research and inquiry. *National Teaching Fellowship Report*. Strawberry Hills, NSW: Australian Learning & Teaching Council. Retrieved from [https://www.mq.edu.au/ltc/altc/ug\\_research/files/Queensland\\_ABrew.pdf](https://www.mq.edu.au/ltc/altc/ug_research/files/Queensland_ABrew.pdf)

Goeltz, J.C., & Duran, R.S. (2018). Best Practices in Mentoring Undergraduate Researchers for Placement in an International Setting. *ACS Symposium Series*, 1275, 291-300.  
<https://pubs.acs.org/doi/pdf/10.1021/bk-2018-1275.ch017#>

Jenkins, A., & Healey, M. (2010). Undergraduate research and international initiatives to link teaching and research. *Council on Undergraduate Research Quarterly*, 30(3), 36-42.

Kobulnicky, H.A., & Dale, D.A. (2016). A Community Mentoring Model for STEM Undergraduate Research Experiences. *Journal of College Science Teaching*, 45(6), 17-23.  
<https://ezproxy.elon.edu/login?url=https://www.proquest.com/docview/1801399833?accountid=10730>

Lescano, A. G., Cohen, C. R., Raj, T., Rispel, L., Garcia, P. J., Zunt, J. R., Hamer, D. H., Heimburger, D. C., Chi, B. H., Ko, A.I., & Bukusi, E. A. (2019). Strengthening Mentoring in Low- and Middle-Income Countries to Advance Global Health Research: An Overview. *The American Journal of Tropical Medicine and Hygiene*, 100(1), 3-8.  
<https://doi.org/10.4269/ajtmh.18-0556>

McElmurry, B.J., Misner, S.J., & Buseh, A.G. (2003). Minority international research training program: Global collaboration in nursing research. *Journal of Professional Nursing, 19*(1), 22-31. <https://doi.org/10.1053/jpnu.2003.10>

Redden, E. (2010). The faculty role in study abroad. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2010/06/03/nafsa>.

Wagner, S.M., & Sullivan, M. (2017). Supporting Students' Intercultural Literacy Through Mentoring Undergraduate Research Projects. *Performance + Proficiency = Possibilities*, 87-108. <https://files.eric.ed.gov/fulltext/ED598262.pdf#page=97>

Walkington, H., & Jenkins, A. (2008). Embedding undergraduate research publication in the student learning experience. *Brookes EJournal of Learning and Teaching, 2*(3). Retrieved from [http://bejlt.brookes.ac.uk/article/embedding\\_undergraduate\\_research\\_publication\\_in\\_the\\_student\\_learning\\_experi/](http://bejlt.brookes.ac.uk/article/embedding_undergraduate_research_publication_in_the_student_learning_experi/)

- **Mentoring Undergraduate Research Case Studies:**

Goode, M. (2008). The role of faculty study abroad directors: A case study. *Frontiers: The Interdisciplinary Journal of Study Abroad, 15*, 149-172.

Hawthorne, T. L., Atchison, C., & LangBruttig, A. (2014). Community geography as a model for international research experiences in study abroad programs. *Journal of Geography in Higher Education, 38*(2), 219–237. <https://doi.org/10.1080/03098265.2014.908351>

Mussa Idris & Leena Dahal (2021): International faculty mentoring partnership with international undergraduate student and community organizations in a local and a global context: lessons learned, *Mentoring & Tutoring: Partnership in Learning*, DOI: 10.1080/13611267.2021.1954455

Taylor, P., & Wilding, D. (2009). Rethinking the values of higher education-the student as collaborator and producer? Undergraduate research as a case study. Retrieved from <http://dera.ioe.ac.uk/433/2/Undergraduate.pdf>

- **Internships:**

Canzaini, B. F. (2014). Values-based internships: Combining TEFI values, career internships, and community engagement. *Journal of Teaching in Travel & Tourism, 14*:2, 129-148.

Coker, J. S., Heiser, E., Taylor, L., & Book, C. (2017). Impacts of experiential learning depth and breadth on student outcomes. *Journal of Experiential Education*, 40(1), 5–23. <https://doi.org/10.1177/1053825916678265>

Dharamsi, S., Drynan, D., Quilty, J., & Shields, M. (2016). International fieldwork placements in low income countries: Exploring community perspectives. *Australian Occupational Therapy Journal*, 63, 321-328.

Gates, L. (2014). The impact of international internships and short-term immersion programs. *New Directions for Student Services*, 2014(146), 33–40. <https://doi.org/10.1002/ss.20088>

- **Internship Case Studies:**

Aggarwal, R., & Zahn, F. (2016). Student characteristics and pedagogies in developing global mindsets: Introduction to this issue. *Journal of Teaching in International Business*, 27:4, 143-146.

Cai, L. A., Day, J. J., Lu, Y., & Wei, W. (2015). College students' decision-making for study abroad: Anecdotes from a U.S. hospitality and tourism internship program in China. *Journal of Teaching in Travel & Tourism*, 15:1, 48-73.

Gleeson, J., Candace, K., Underwood, M., Valerio, B., & Wong, K. (2016). **Global Host Partner Perspectives:** Utilizing a conceptual model to strengthen collaboration with host partners for international nursing student placements. *Public Health Nursing*. 33:4. 351-359.

Lough, B. J., Moore-McBride, A., & Sherraden, M. S. (2012). Measuring international service outcomes: Implications for international social work field placements. *Journal of Social Work Education*, 48(3), 479–499. <https://doi.org/10.5175/JSWE.2012.201000047>

Pampel, I. (2013). Job swapping: A professional internship and exchange abroad in research music libraries. *Fontes Artis Musicae*, 60(3), 227–232.

Saviz, C. M., Fernandez, A. A., & Basha, E. A. (2012). Formal service learning opportunities: Engineering internships in social entrepreneurship organizations. *International Journal for Service Learning in Engineering*, 7(1), 40–52.

- **Service Learning:**

Aslam, A., Hassett, M., Navarro, I., Swap, R. J., & Wen, A. (2014). Stuck in cement: Breaking from conventional mindsets in student-led service learning partnerships. *International Journal for Service Learning in Engineering*, 9(2), 135–149.

Estrella, J., & McKay, V. C. (2008). First-generation student success: The role of faculty interaction in service learning courses. *Communication Education*, 57(3), 356–372.  
<https://doi.org/10.1080/03634520801966123>

Ezell-Sheets, J., Kilgo, C., & Pascarella, E. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education (00181560)*, 69(4), 509–525.  
<https://doi.org/10.1007/s10734-014-9788-z>

Fry, G., & Horn, A. (2013). Promoting global citizenship through study abroad: The influence of program destination, type, and duration on the propensity for development volunteerism. *Voluntas: International Journal of Voluntary & Nonprofit Organizations*, 24(4), 1159–1179.  
<https://doi.org/10.1007/s11266-012-9304-y>

Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Serving and Learning*, 1, 1-6.

Halbert, K., & Salter, P. (2017) Constructing the [parochial] global citizen. *Globalization, Societies and Education*, 15:5, 694-705.

Hayward, L. M., & Li, L. (2017) Sustaining and improving an international service-learning partnership: Evaluation of an evidence-based service delivery model. *Physiotherapy Theory and Practice*, 33:6, 475-489.

Hof, D. D., Jones, S. W., & Tillman, D. R. (2016). Assessing global service-learning: A mixed-methods approach to evaluating students' intercultural development. *Pasauliniu Kooperutouju Studiju Vertinimas: Mišriu Metodu Būdas Vertinant Studentu Tarpkultūrinę Raidą.*, (18), 29–50.  
<https://doi.org/10.7220/2345-024X.18.2>

Lawley, M., & Matthews, J. (2011). Student satisfaction, teacher internships, and the case for a critical approach to international education. *Discourse: Studies in the Cultural Politics of Education*, 32(5), 687–698. <https://doi.org/10.1080/01596306.2011.620752>

Morris, L. (2007, September). Invigoration from within. *Innovative Higher Education*, pp. 69–70. <https://doi.org/10.1007/s10755-007-9044-x>

- **Service Learning Case Studies:**

Breitkreuz, K. R., & Songer, A. D. (2014). Interdisciplinary, collaborative international service learning: Developing engineering students as global citizens. *International Journal for Service Learning in Engineering*, 9(2), 157–170.

Chen, S., Le, Q. V., & Raven, P. V. (2013). International service learning and short-term business study abroad programs: A case study. *Journal of Education for Business*, 88(5), 301–306. <https://doi.org/10.1080/08832323.2012.697927>

Engberg, M. (2013). The influence of study away experiences on global perspective-taking. *Journal of College Student Development*, 54 (5), 466-480.

Harrop-Allin, S. (2017). Higher education student learning beyond the classroom: Findings from a community music service learning project in rural South Africa. *Music Education Research*, 19(3), 231–251. <https://doi.org/10.1080/14613808.2016.1214695>

Keller-Dupree, E. A., & van der Hagen, R. (2015). Reflective journaling during a service learning study abroad experience: Impact and implications. *Wisconsin Counseling Journal*, 28, 3–11.

Krishnan, L. A., Richards, K. A. R., & Simpson, J. M. (2016). Outcomes of an international audiology service-learning study-abroad program. *American Journal of Audiology*, 25(1), 1–13. [https://doi.org/10.1044/2015\\_AJA-15-0054](https://doi.org/10.1044/2015_AJA-15-0054)

Le, Q. V., & Raven, P. V. (2015) An assessment of experiential learning of global poverty issues through international service projects. *Journal of Teaching in International Business*, 26:2, 136-158.

- **Study Abroad/Away:**

Anderson, K.H., Friedemann, M.L., Buscher, A., & Hodnicki, D. (2012). Immersion research education: students as catalysts in international collaboration research. *International Nursing Review*, 59(4), 502-510. <https://doi.org/10.1111/j.1466-7657.2012.01014.x>

Brennan, L., & Sison, M. D. (2012) Students as global citizens: Strategies for mobilizing studies abroad. *Journal of Marketing for Higher Education*, 22:2, 167-181.

Kutner, L. (2010). Study-abroad programs as information producers: An expanding role for support of our students studying abroad. *Journal of Library Administration*, 50(7/8), 767–778. <https://doi.org/10.1080/01930826.2010.488962>

Miller-Perrin, C., & Thompson, D. (2014). Outcomes of global education: External and internal change associated with study abroad. *New Directions for Student Services*, 2014(146), 77–89. <https://doi.org/10.1002/ss.20093>

Murphy, D., Sahakyan, N., Yong-Yi, D., & Magnan, S. S. (2014). The impact of study abroad on the global engagement of university graduates. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 24, 1–24.

Fry, G., Jon, J., Josic, J., Paige, M., & Stallman, E. (2009). Study abroad for global engagement: The long-term effect of mobility experience. *Intercultural Education*, 20 (Supplemental 1-2), 29-44.

Rowan-Kenyon, H., & Niehaus, E. (2011). One year later: The influence of short-term study abroad on students. *Journal of Student Affairs Research and Practice*, 48 (2), 213-228.

Stebleton, M., Soria, K., & Cherney, B. (2013). The high impact of education abroad: College students' engagement in international experiences and the development of intercultural competencies. Retrieved from <http://conservancy.umn.edu/handle/11299/150028>

Vandermaas-Peeler, M., Ruelle, J., & Peeples, T. (2020) Mapping understandings of global engagement. In N. Namaste & A. Sturgill (Eds.). *Mind the gap: Global learning at home and abroad* (pp. 13-26). Stylus.

Zilvinskis, J. (2015). Using authentic assessment to reinforce student learning in high-impact practices. *Assessment Update*, 27(6), 7–12.

- **Study Abroad/Away Case Studies:**

Carignan, M.C. & Vandermaas-Peeler, M. (2021). Early impact: Assessing global mindedness and intercultural competence in a first-year honors abroad course. *Internationalizing Honors monograph*. In M.K. Mulvaney & K. Klein (Eds.). *Internationalizing honors*. National Collegiate Honors Council.

Carrilio, T., & Mathiesen, S. (2006). Developing a cross border, multidisciplinary educational collaboration. *Social Work Education*, 25(6), 633–644. <https://doi.org/10.1080/02615470600833584>

Córdova-Claudio, M., Fernández-Morales, L. M., Hernández-Díaz, A., & Vega-Vilca, J. C. (2016) Exploring individual factors affecting business students' willingness to study abroad: A case study from the Caribbean. *Journal of Teaching in International Business*, 27:4, 158-178

Cotten, C., & Thompson, C. (2017) High-impact practices in social work education: A short-term study abroad service-learning trip to Guatemala. *Journal of Social Work Education*, 53:4, 622-636.

Folds-Bennett, T., & Twomey, M. (2013). Honors in Honduras: Engaged learning in action. *Honors in Practice -- Online Archive*. Retrieved from <https://digitalcommons.unl.edu/nchchip/228>

Rana, G. K. (2014). Information empowerment: predeparture resource training for students in global health. *Journal of the Medical Library Association*, 102(2), 101–104. <https://doi.org/10.3163/1536-5050.102.2.008>

Thackrah, R. D., Hall, M., Fitzgerald, K., & Thompson, S. C. (2017). Up close and real: living and learning in a remote community builds students' cultural capabilities and understanding of health disparities. *International Journal for Equity in Health*, 16, 1–10. <https://doi.org/10.1186/s12939-017-0615-x>

### **Longer Readings:**

Brewer, E., & Cunningham, K. (Eds.). (2009). *Integrating study abroad into the curriculum*. Sterling: Stylus.

Feldman, A., Kent, D.A., & Rogan-Klyve, A. (2013). Becoming Researchers: The Participation of Undergraduates and Graduate Students in Scientific Research Groups. *Science Education*, 97(2), 218-243. <https://doi.org/10.1002/sce.21051>

Healey, M., & Jenkins, A. (2009). *Developing undergraduate research and inquiry*. Higher Education Academy York. Retrieved from [http://www-new1.heacademy.ac.uk/assets/documents/rc\\_import/developingundergraduate\\_final.pdf](http://www-new1.heacademy.ac.uk/assets/documents/rc_import/developingundergraduate_final.pdf)

Kochan, F. K., & Pascarelli, J. T. (2003). *Global perspectives on mentoring: Transforming contexts, communities, and cultures*. Charlotte, North Carolina: Information Age Publishing.

Wenger, E. (1999). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge, UK: Cambridge University Press.

