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Here is a list of my major research projects conducted during the past 10 years. I provide information regarding the principle investigators, project sponsor, CIDE graduate student research assistants, and the publications that have come out of these projects. In many cases, we are co-publishing with our students.

Research Projects (1998 – Present)

- **Beyond Immediate Impact: Study Abroad for Global Engagement (SAGE) (2006-2009)**

This landmark study is the first ever to examine the long term impact of study abroad on global engagement. A three-year study SAGE examines the impact of study abroad on five specific dimensions of global engagement (civic engagement, knowledge production, philanthropy, social entrepreneurship, and voluntary simplicity) as well as on subsequent educational and career choices. Using the new Global Engagement Survey designed for this project, data were gathered from 6,395 respondents who had studied abroad between 1960 and 2005. 61 interviews also were conducted to provide more detailed life stories about the role of study abroad on global engagement, education, and career paths. The project employed a retrospective tracer study and mixed methods research design that included quantitative and qualitative data.

Sponsor: U.S. Department of Education, Title VI International Research and Studies Program.

Principal Investigators: R. Michael Paige and Gerald W. Fry.

CIDE research assistants: Elizabeth Stallman, Jasmina Josić, and Jae-Eun Jon

Paige, R. M., Fry, G. W., Stallman, E., Jon, J., & Josić, J. (in press). Study abroad for global engagement: The long-term impact of mobility experiences. *Intercultural Education*.

- **Study Abroad and Its Transformative Power (2007-2008)**

This research project examines quantitatively and qualitatively the long-range impact of study abroad on the participants in terms of (1) career development, (2) educational attainment, (3) knowledge and skills acquired, and (4) their basic values and world view. Using a *mixed-methods* research design, this study provides rich data on 669 study abroad alumni from six diverse universities located across the country. These individuals completed a detailed electronic survey. 53 respondents, plus subjects from an additional institution which did not participate in

the survey, were interviewed intensively to probe deeper into the nature of their study abroad experiences and their impact on their subsequent lives.

Sponsor: Council on International Educational Exchange.

Principal Investigators: R. Michael Paige and Gerald W. Fry.

CIDE research assistants: Jae-Eun Jon, Kyoung-Ah Nam, Jon Dillow

Fry, G. W., Paige, R. M., Jon, J., Nam, K., Dillow, J. (2008). *Study abroad and its transformative: Final report to the Council on International Educational Exchange*. Minneapolis, MN. University of Minnesota

- **Georgetown Consortium Project – Intervening in Student Learning Abroad: (2004-2007)**

This landmark study is one of the largest ever to be conducted about the impact of study abroad on second language learning and intercultural development. The research sample included 830 students (language data) and 1,159 students (intercultural data) from 61 universities and 830 controls from Georgetown University, the University of Minnesota-Twin Cities, and Dickinson College. Pre and post test data for the outcome measures were gathered using the Intercultural Development Inventory and a simulated oral proficiency interview. The study examined the impact of 14 predictor variables (programmatic and individual) on the two outcomes.

Sponsor: U.S. Department of Education, Title VI International Research and Studies Program.

Principal investigators: Michael Vande Berg and Jeff Connor-Linton.

Research consultants: R. Michael Paige, Mitchell Hammer, and Meg Malone.

CIDE research assistants: Jae-Eun Jon and Raya Hegeman.

Vande Berg, M., Connor-Linton, J., & Paige, R. M. (in press). The Georgetown Consortium Project: Intervening in student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*.

Vande Berg, M., & Paige, R. M. (in press). The evolution of intercultural competence in U.S. study abroad. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Paige, R. M., & Goode, M. L. (in press). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Paige, R. M., Hegeman, R., & Jon, J. (2006). *Georgetown University research report*. Minneapolis, MN: University of Minnesota.

- **Maximizing Study Abroad – Facilitating Language and Culture Learning: (1999 - 2001) (2002 – 2005)**

This major multiphase six-year project is the first ever to produce a language and culture learning textbook for study abroad students (1999 – 2001) and then assess the impact of this specialized curriculum on the second language learning and intercultural development of study

abroad students (2002 – 2005). A course was developed for students while they were in-country that utilized the newly published volume *Maximizing Study Abroad: A Students' Guide to Language and Culture Strategies and Use* as the core curriculum. The study utilized a rigorous experimental design in which the sample of undergraduate university students ($N = 86$) was randomly assigned to the treatment/experimental (E) group ($N = 42$) or the control (C) group ($n = 44$). A set of research instruments was administered to the students before and at the conclusion of their overseas sojourn. Three new instruments - *Strategies Inventory for Learning Culture, Language Strategy Survey*, and the *Speech Act Measure of Language Gain* – were developed for this study.

Sponsor (1999 – 2005): U.S. Department of Education, Title VI International Research and Studies Program.

Principal investigators - curriculum project (1999 – 2001): R. Michael Paige and Andrew D. Cohen. CIDE research assistant: James Lassegard.

Principal investigators - research project (2002 – 2005): R. Michael Paige and Andrew D. Cohen. CIDE research assistants: Joe Hoff and Holly Emert.

Hoff, J. G., & Paige, R. M. (in press). Operationalizing culture and language learning in education abroad programming. *Frontiers: The Interdisciplinary Journal of Study Abroad*.

Paige, R. M., and Kippa, S. (2006). Curriculum transformation in study abroad: The Maximizing Study Abroad Guides. In H. Teekens (Ed.), *Internationalization at home: A global perspective*, (pp. 79-89). The Hague, Netherlands: NUFFIC.

Cohen, A. D., Paige, R. M., Shively, R., Emert, H., & Hoff, J. (2005). Integrating culture and language learning strategies into the classroom at home and abroad. In L. Anderson (Ed.), *Internationalizing undergraduate education: Integrating study abroad into the curriculum*. Minneapolis, MN: The Learning Abroad Center, University of Minnesota.

Cohen, A. D., Paige, R. M., Shively, R. L., Emert, H. A. & Hoff, J. G. (2005). Maximizing study abroad through language and culture strategies: Research on students, study abroad program professionals, and language instructors. Minneapolis, MN: Center for Advanced Research on Language Acquisition, Office of International Programs, University of Minnesota.

Paige, R. M., Cohen, A. D., & Shively, R. (2004). Assessing the impact of a strategies based curriculum on language and culture learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, X, 253-276.

- **Global Concerns Study – Citizenship Education Project (2000 – 2001)**

This major citizenship education research project is a comparative study of Guangdong (China), Hong Kong (China) and Minnesota in-service teachers' perspectives on key citizenship characteristics and environmental concerns relevant to education in the 21st century. The teachers ($n = 405$) were surveyed regarding the top five citizenship and environmental issues, from a list of 20 generated in Cogan and Derricott's (2000) Citizenship Education Project, that would need to be addressed in the next 25 years by their students.

Sponsor: U.S. Information Agency

Principal investigators: R. Michael Paige and J. J. Cogan.

Paige, R. M., & Cogan, J. C. (2002). Teachers' perceptions of citizen characteristics and environmental concerns in Minnesota, Hong Kong, and Guangdong: A comparative study. *Pacific-Asian Education*, 14 (2), 17-35.

- **Intercultural Development Inventory Validation Study (1998 – 2000)**

This research project was the first psychometric analysis of the then newly published Intercultural Development Inventory (IDI) (Hammer & Bennett, 1998). The IDI is considered to be one of the most important intercultural instruments because it has been created to measure the levels of intercultural sensitivity presented in Bennett's (1986, 1993) well-known developmental model of intercultural sensitivity. Using standard psychometric procedures including factor analysis, reliability and validity testing, and an assessment of social desirability, this study (n = 353 respondents) concluded that the IDI "is a reliable measure that has little of no social desirability bias and reasonably, though not exactly, approximates the developmental model of intercultural sensitivity (Paige et al, 2003). The findings of this study led to a revision of the IDI from a 60 to a 50-item instrument. Principal investigator: R. Michael Paige. CIDE research assistants: Yelena Yershova and Joan DeJaeghere.

Paige, R.M., Jacobs-Cassuto, M., Yershova, Y. A. & DeJaeghere, J. (2003). Assessing intercultural sensitivity: A psychometric analysis of the Hammer and Bennett Intercultural Development Inventory. *International Journal of Intercultural Relations*, 27, 467-486.