

**Evaluating Change in Undergraduate Attitudes: Capturing Impacts of Faculty Travel
Abroad Experiences Shared through RLO Implementation**

Jessica L. Gouldthorpe, University of Florida
310 Rolfs Hall, PO Box 110540
Gainesville, FL 32611-0540
352-273-2614
jlgould@ufl.edu

Amy M. Harder, University of Florida
117B Bryant Hall, PO Box 112060
Gainesville, FL 32611-2060
352-273-2569
amharder@ufl.edu

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Reusable learning objects (RLOs) are self-contained, digital learning activities ranging in length from 2 to 15 minutes. These units can either be used individually or linked together to create a larger unit to be delivered in class as part of a lecture, used as a case study or laboratory object, or hosted on either an eLearning platform or independent Web page. For this project, faculty participants each created an RLO that could be used in an undergraduate course to teach students subject-matter knowledge within the Ecuadorian context and integrated them into six undergraduate courses in the College of Agricultural and Life Sciences at the University of Florida over the course between Fall 2011 and Fall 2012. This study investigated whether undergraduate attitudes about a foreign country would be influenced by exposure to an RLO when that country was used as the context to present subject-matter knowledge. Using a one-group pretest-posttest design for each RLO implementation, the researchers sought to: (a) identify pre-existing undergraduate attitudes regarding Ecuador prior to RLO exposure; (b) identify undergraduate attitudes regarding Ecuador following RLO exposure; and (c) determine if undergraduate attitudes regarding Ecuador were significantly different before and after RLO exposure. Preliminary results of this study suggest that undergraduate attitudes about a foreign country may be influenced by exposure to an RLO when that country is used as the context to present subject-matter knowledge.

Introduction/Theoretical Framework

The discourse of internationalization continues to resound throughout the academic world – a call for graduates of higher educational institutions to be properly skilled in competencies that will allow them to live and work in a society no longer constrained within a singular custom or culture (NAFSA, 2008; NASULGC, 2007). With this increased engagement in such varied work environments, graduates should be prepared to interact within this dynamic diversity, displaying awareness of and aptitude for engaging in unfamiliar cultures, major global issues, and currents of change (American Council on Education, 2012; Brustein, 2007). This message has continued to reverberate through academia, found in a recent report from the American Council on Education (2011):

It is the obligation of colleges and universities to prepare people for a globalized world, including developing the ability to compete economically, to operate effectively in other cultures and settings, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can better meet their responsibilities as citizens. (p. 14)

The 2011-2015 National Research Agenda for the American Association for Agricultural Education (Doerfert, 2011) also echoed that message, specifically stating that agricultural programs:

must be able to better understand the models, strategies, and tactics needed to best prepare, promote, and retain new professionals who demonstrate the requisite

content knowledge, technical competence, and cultural awareness, coupled with communication and interpersonal skills. (p. 20)

Furthermore, professionals that emerge from these agricultural programs must be prepared to understand and relate within the ever-evolving global nature of agricultural enterprise (National Academy of Science, 2009). They must be equipped to address the complex international issues developing within once static practices of agriculture. These points reflect not only a dialogue among university administrators and professional societies, but also one being recognized by students themselves. In a study by the American Council of Education, over 50% of students surveyed reported believing that having knowledge of international issues would be important for their personal careers (Lumkes, Hallett, & Vallade, 2012).

In response, universities have attempted to internationalize the undergraduate curriculum by incorporating strategies such as study abroad opportunities, exchange programs, and globally-focused courses in order to provide students with the intercultural skills necessary to achieve increased undergraduate internationalization (Institute of International Education [IIE], 2009). Participation of U.S. undergraduates in study abroad opportunities has more than doubled over the past decade, but this number represents only a small percentage of the overall American student population (Institute of International Education, 2010). Research attempting to predict undergraduate participation in study abroad activities reveals not only the importance of perceived career benefits (Relyea, Cocchiara, & Studdard, 2008), but also of pre-existing intercultural attitudes (Kim & Goldstein, 2005). One example of an intercultural attitude from current research is ethnocentrism, which has been identified as “one of the central concepts in understanding outgroup attitudes and intergroup relations” (Neuliep & McCroskey, 1997, p. 385). Since it is possible for ethnocentrism to decrease intercultural communication competence while generating misperceptions about culturally different individuals (Gudykunst & Kim, 1997; Kim & Goldstein, 2005; Wiseman, Hammer, & Nishida, 1989), opportunities that assist participants in breaking down attitudinal barriers must be provided in order to elicit the greatest value from the international experiences.

The low number of students opting to include study abroad opportunities in their coursework means the university must rely on faculty members to provide the remaining students with enhanced exposure to international content (Russo & Osborne, 2004). A panel of professionals with extensive international experience concluded that undergraduates appear to greatly benefit when exposed to information presented by professionals who had worked for long periods of time in international settings and who integrated those corresponding cultural perspectives and contexts into their course material (Bruening & Shao, 2005). Within the university, teaching faculty are often best situated to present undergraduates with this information, but in order to do so faculty must be afforded opportunities to gain international experiences. Even when faculty members have international experiences, the question of whether such experiences are able to impact undergraduate intercultural attitudes remains unanswered.

One effort to increase the international experience of teaching faculty, and thus impact undergraduate intercultural attitudes, is present in the Teaching Locally, Engaging Globally [TLEG] Higher Education Challenge Grant project. Funded through a USDA Higher Education

Challenge Grant, the TLEG project provided teaching faculty from three southern U.S. land-grant universities with an opportunity to spend 10 – 12 days in Ecuador, Trinidad and Tobago, or Costa Rica observing their subject area within a different culture. This study focuses on outcomes resulting from the Ecuador trip.

One of the project's objectives focused on improving undergraduate attitudes regarding the Ecuadorian culture and global aspects of the respective discipline. Eight project faculty participants collected data, pictures, and videos while in Ecuador in order to create a reusable learning object (RLO) or case studies. RLOs are self-contained, digital learning activities ranging in length from 2 to 15 minutes that can either be used individually to supplement lecture materials or linked together to create a larger unit (Grunwald & Reddy, 2007; Neven & Duval, 2002). RLOs can be utilized in various ways such as delivered in class as part of a lecture, used as a case study or laboratory object, or hosted on either an eLearning platform or independent Web page (Grunwald & Reddy, 2007). For this project, faculty participants each created an RLO that could be used in an undergraduate course to teach students subject-matter knowledge within the Ecuadorian context. RLOs for the project were integrated into six undergraduate courses in the College of Agricultural and Life Sciences at the University of Florida over the course of the 2011-2012 academic year, and in Fall 2012. The manner that faculty participants chose to integrate the RLO into the classroom varied: several faculty members chose to simply present the RLO content as part of a PowerPoint presentation; another utilized an RLO on nutrition in Ecuador to present case study information to the students for testing critical thinking about previously-learned materials; still another professor used an RLO on precision agriculture concepts to provide insights for completing a lab activity.

As with other teaching tools, students who are exposed to an RLO can be given assessments in order to identify changes in content knowledge or attitude. According to Eagly and Chaiken (1993), attitudes can be seen as the predispositions of individuals to judge objects based on some predetermined evaluative scale. Often this scale tends to be bipolar: good vs. bad, favorable vs. unfavorable (Albarracín, Wang, Li, & Noguchi, 2008). An attitude object can be “a concrete target, a behavior, an abstract entity, a person, or an event” (Albarracín et al., 2008, p. 19), which, in the case of this study is the abstract entity captured by “Ecuadorian culture.”

Additionally, attitudes have two components: memory and judgment (Albarracín et al., 2008):

The memory component involves representations of the attitude in permanent memory; the judgment component involves on-line evaluative thoughts generated about an object at a particular place and time. (p. 19)

Based on these components, Albarracín, Glasman, and Wallace (2004) conceptualized the role of memory and on-line information in creating evaluative judgments in their Activation and Comparison Model. According to this model, attitude change depends on three distinct processes: activation of prior attitudes through memory retrieval, activation of information related to the prior attitude, and a comparison of the prior attitude with the related information (Albarracín et al., 2008). Thus, when faced with information, a person may determine that the

information presented is a basis for the pre-existing attitude and thus deem the information as redundant, or, if the information is new, the person may attempt to integrate that information into the current beliefs. Using comparative processes, integration may result in viewing the new information as valid (thus creating a shift in attitude), or as invalid (resulting in dismissal of the information and retention of prior attitude) (Albarracín et al., 2008).

Previous research can be found that has examined the effect of RLO use on attitudes, though it has often focused on the attitudes that students hold towards the RLO as a presentation tool (e.g. Bloomfield, 2008; Chyung, Moll, Marx, Frary, & Callahan, 2010) rather than shifts in attitude toward the content being presented (e.g. Keefe & Wharrad, 2012). Furthermore, there is the potential for the RLO to impact attitudes towards both content and culture when the presented content includes a strong cultural component. It is understood that students enter an RLO presentation with a set of pre-existing attitudes. However, additional research is needed to better understand how undergraduate exposure to RLOs may impact these student attitudes and beliefs.

Purpose/Objectives

This study investigated whether undergraduate attitudes' about a foreign country would be influenced by exposure to an RLO when that country was used as the context to present subject-matter knowledge. Research objectives for this paper were to: (a) identify pre-existing undergraduate attitudes regarding Ecuador prior to RLO exposure; (b) identify undergraduate attitudes regarding Ecuador following RLO exposure; and (c) determine if undergraduate attitudes regarding Ecuador were significantly different before and after RLO exposure.

Methods/Procedures

This descriptive study utilized a one-group pretest-posttest design (Ary, Jacobs, Razavieh, & Sorensen, 2006) for each RLO implementation. This design allows researchers to determine differences attributed to the RLO exposure through a comparison of pretest and posttest scores (Ary et al., 2006). The RLOs used for this study were created by six of the eight project faculty. These six faculty members had completed the process of creating, editing, and implementing their RLO within the 24 months following the international experience. These six faculty members were from the departments of: Agricultural and Biological Engineering; Agricultural Education and Communication; Agronomy; Family, Youth, and Community Science; Food Science and Nutrition; and Religion. Faculty were charged with implementing an RLO that they created into at least one of their classes. A census of students in each these classes was conducted. Students were enrolled in these classes in either Fall 2011, Spring 2012, or Fall 2012 (see Table 1).

Table 1
Summary of Each Course RLO Implementation

| Department | Semester | Course | Course Level | Student Numbers |
|--|-------------|---|--------------|-----------------|
| Agronomy | Fall 2011 | Plants that Feed the World | Lower | 12 |
| Religion | Spring 2012 | Religion and Environmental Crisis | Lower | 22 |
| Agricultural Education & Communication | Fall 2011 | Communication Process in Ag and Life Sciences | Upper | 38 |
| Family, Youth & Community Sciences | Spring 2012 | Methods in Family Life Education | Upper | 45 |
| Agricultural & Biological Engineering | Spring 2012 | Precision Agriculture | Upper | 23 |
| Food Science & Nutrition | Fall 2012 | Nutrition and Disease | Upper | 60 |

Activities undertaken in this study were approved by the University of Florida Institutional Review Board and signed informed consent was obtained from all participants. Instrument construction for data collection began Summer 2011. Using Thurstone’s Method of Equal-Appearing Intervals (Trochim, 2004), undergraduate students (from six large survey courses designed to cover a variety of introductory agricultural topics within the College of Agriculture and Life Sciences) were asked to provide researchers with two statements that captured attitudes they believed undergraduate peers may have regarding Ecuador, resulting in 114 unique statements. The statements ranged in ideas from thoughtful (“People in Ecuador have trouble focusing on good education due to their extreme poverty”) to uninformed (“I do not know anything about the country.”). The cards on which each statement was written were then given to 15 graduate students within the same college to sort into 11 individual piles, arranged from least favorably appearing (score of 1) to most favorable (score of 11) (Trochim, 2004). Scores for each statement were then recorded, the median and inter-quartile range (IQR) identified for each response, and the 114 items sorted in ascending order by median and descending order by IQR (Trochim, 2004).

This process resulted in no statements having a median score of 1 or 11; therefore, the scale was adjusted to represent a 9-point scale (with 1 being least favorable, 9 being most favorable). One statement was then selected for each of the remaining nine median values, using the statement with the smallest IQR so as to capture the statement with the lowest variability across the judges (Trochim, 2004). The pretest instrument was then constructed from these nine statements, with the items randomly arranged according to median score and with a simple Agree/Disagree response option for each statement provided to the right of the statement. The posttest instrument created was an identical duplication of the first instrument, with the exception of two questions at the bottom of the instrument included to probe prior student exposure to the country of Ecuador during their time at the University of Florida. Data collection using the attitudinal instrument began in Fall 2011 and continued through Fall 2012. Each student participant was given the opportunity to decline participation in the data collection process,

though all experienced exposure to the RLO presentation. No more than nine students opted out of participating in the data collection process in any given course. Hard copies of the pretest and posttest were presented to participating students, with the pretest given before the RLO presentation and the posttest given at the end of the class period. No personal information was collected from students except for individual markers to allow for pretest/posttest matching.

Items from the pretest/posttest were scored using the method outlined by Thurstone (Trochim, 2004). Students were asked to either “Agree” or “Disagree” with the nine statements provided. Students were then given a score that represented the average of the scale values for the “Agreed” items. An average score greater than 4.50 (the mid-point on a 9-point scale) would indicate a more positive set of attitudes, while an average score less than 4.50 would indicate a more negative set of attitudes held by the student. Change in student attitude was examined by comparing the posttest/pretest difference, with a positive difference indicating an increasingly positive impact and a negative difference indicating an increasingly negative impact.

Common limitations of a one-group pretest-posttest design include: history, maturation, and testing effects (Ary et al., 2006). History, the impact of events that happen outside the intervention, and maturation, the changes in subjects over time, have little to no impact on the RLO participants since the pretest, exposure, and posttest all took place within a period of 1-2 hours of each other and all within a single class period. However, one effect that may have impacted internal validity for this study was the exposure of the participants to the pretest. This exposure may have inadvertently sensitized the participants to the information, allowing them to learn from the pretest itself, rather than from the presented RLO (Ary et al., 2006). Therefore, the significance of changes evident from student pretest-posttest differences is cautiously reported.

Descriptive analyses of pretest, posttest, and post-pretest differences were performed for all classes. In order to identify whether significant class-based differences existed, an ANOVA was performed. Post hoc analyses were run using a Scheffe post hoc comparison to identify where resulting significant differences exist between groups. The Scheffe was chosen over alternative post hoc analyses due to its conservative nature under complex conditions of unequal cell sizes (Vogt, 2005). Furthermore, a histogram was utilized to explore post-pre differences and suggested a positive trend for attitude change. Paired *t*-tests were performed on the pretest/posttest pairs for each class to determine whether significant changes in attitude could be claimed within each class setting following RLO exposure.

Results/Findings

Descriptive statistics for both the pre and post-test data were calculated in order to determine if undergraduate attitudes regarding Ecuador were significantly different before and after RLO exposure. Table 2 provides the frequency of “agree” responses collected for each of the Thurstone Scale items across the six classes, as well as the frequency change between pre-test and post-test responses. The pre-test and post-test mean and standard deviations for each class, as well as across classes, are then provided in Table 3.

Table 2
Frequency of “Agree” Response for the Nine Thurstone Scale Statements (N=179)

| Item (favorability) | <i>n</i> | <i>n</i> | <i>n</i> |
|--|----------|-----------|----------|
| | Pre-test | Post-test | Change |
| (1) Ecuador has high crime rates. | 101 | 59 | -42 |
| (2) There is a lot of poverty in Ecuador. | 167 | 145 | -22 |
| (3) People in Ecuador have trouble getting jobs. | 117 | 80 | -37 |
| (4) Fashion is dated in Ecuador. | 58 | 66 | 8 |
| (5) Ecuador isn’t any different than other Latin American countries. | 24 | 30 | 6 |
| (6) Export is very important in Ecuador. | 139 | 150 | 11 |
| (7) Culture and history are important to the people of Ecuador. | 177 | 177 | 0 |
| (8) Education is very important in Ecuador. | 108 | 135 | 27 |
| (9) Ecuador is a beautiful country. | 177 | 174 | -3 |

Note. Items are listed in increasing order of favorableness as determined through the Thurstone Scaling process. Frequencies listed indicate the number of times “Agree” was chosen for each item during the pre-test and post-test, respectively.

Table 3
Summary of Means/Standard Deviations for Each Class and Across Classes

| | Class 1 (<i>n</i> = 11) | Class 2 (<i>n</i> = 35) | Class 3 (<i>n</i> = 40) | Class 4 (<i>n</i> = 20) | Class 5 (<i>n</i> = 20) | Class 6 (<i>n</i> = 51) | All (<i>N</i> = 177) |
|------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------|
| Pretest | | | | | | | |
| <i>M</i> | 5.28 | 5.53 | 5.35 | 5.46 | 5.49 | 5.22 | 5.37 |
| <i>SD</i> | 0.54 | 0.87 | 0.88 | 0.45 | 0.65 | 0.64 | 0.73 |
| Posttest | | | | | | | |
| <i>M</i> | 5.90 | 5.94 | 5.64 | 5.40 | 5.85 | 6.06 | 5.83 |
| <i>SD</i> | 0.46 | 0.88 | 0.75 | 0.42 | 0.77 | 1.00 | 0.84 |
| Post-Pre Difference | | | | | | | |
| <i>M</i> | 0.62 | 0.41 | 0.28 | -0.06 | 0.36 | 0.84 | 0.46 |
| <i>SD</i> | 0.67 | 0.91 | 0.85 | 0.58 | 0.50 | 0.99 | 0.88 |

Using the same 9-point scale as before (1 = *least favorable*, 9 = *most favorable*), results from the basic descriptive analysis reveal that each class began with a slightly positive attitudinal outlook on Ecuador as evidenced by pretest mean scores higher than 4.5 (the median for a 9-point scale). Analysis also revealed a mean increase from pretest to posttest for five of the six classes, with Class 4 being the exception (mean difference = -0.06). Furthermore, it is apparent from the pre/post change column in Table 2 that notable shifts in Item 1, 2, 3, and 8 occurred as a result of RLO exposure. Items 1, 2, and 3 represented the least favorable perceptions that students had an opportunity to agree or disagree with, while Item 8 represented one of the most favorable

perceptions. These four items had the greatest change in student perceptions for each of the individual items.

An ANOVA was conducted to determine whether significant class-based differences existed for three areas: pretest score, posttest score, and pre/post difference. Results from the ANOVA revealed no significant difference ($\alpha = .05$) between the six courses in one of the three areas: pretest score $F(5, 171) = .98, p = .434$. Therefore, all students in each of the exposed classes are believed to be the similar in attitude toward Ecuador prior to RLO exposure. However, results of the ANOVA revealed significant differences in both the posttest score $F(5, 171) = 2.50, p = .033$ and pre/post difference score $F(5, 171) = 4.132, p = .001$. In order to identify where the significant differences between class scores existed, a Scheffe post hoc analysis was conducted at $\alpha = .05$. A summary of p -values associated with group to group comparisons using the Scheffe post hoc analyses are provided in Table 4.

Table 4
Summary of p -values from Scheffe Post Hoc Analyses for Each Class

| | | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
|---------------------|---------|---------|---------|-------------------|---------|-------------------|
| Posttest | Class 1 | 1.000 | .972 | .754 | 1.000 | .996 |
| | Class 2 | | .774 | .359 ^a | 1.000 | .993 |
| | Class 3 | | | .950 | .970 | .314 ^a |
| | Class 4 | | | | .694 | .101 ^a |
| | Class 5 | | | | | .966 |
| Post-Pre Difference | Class 1 | .990 | .926 | .461 | .985 | .987 |
| | Class 2 | | .996 | .560 | 1.000 | .359 ^a |
| | Class 3 | | | .811 | 1.000 | .087 ^a |
| | Class 4 | | | | .765 | .007 ^b |
| | Class 5 | | | | | .470 |

Note: ^a Refers to p -values that are impacting the F -statistic, but are not themselves statistically significant; ^b Refers to p -values that are themselves statistically significant

Results from the post hoc provide greater insight into the dynamics occurring between classes not apparent from the initial ANOVA analysis. First, no significant difference between any two groups occurs when the Scheffe post hoc analysis is run on the posttest data. This finding suggests that the statistically significant F -statistic from the ANOVA is not due to a statistically significant difference between any two classes but may instead be indicative of a more global effect occurring between all six of the classes. This effect may also be compounded by the differences found between Class 2 and Class 4; Class 3 and Class 6; and Class 4 and Class 6 ($p < .40$). Second, only one significant difference between groups occurs (Class 4 and Class 6; $p = .007$) when the Scheffe post hoc analysis is run on the post-pre difference scores. Similar to the posttest results, the F -statistic also may be displaying a more global effect, including an influence of differences between Class 2 and Class 6; and Class 3 and Class 6 ($p < .40$).

A histogram of post/pretest score differences was created to visually examine the data's distributional qualities (see Figure 1). The distribution of scores suggests a positive trend in

attitude change between the pretest and posttest. While this distribution suggests that attitudes were more favorable following RLO exposure, it is unclear if this was true for each class.

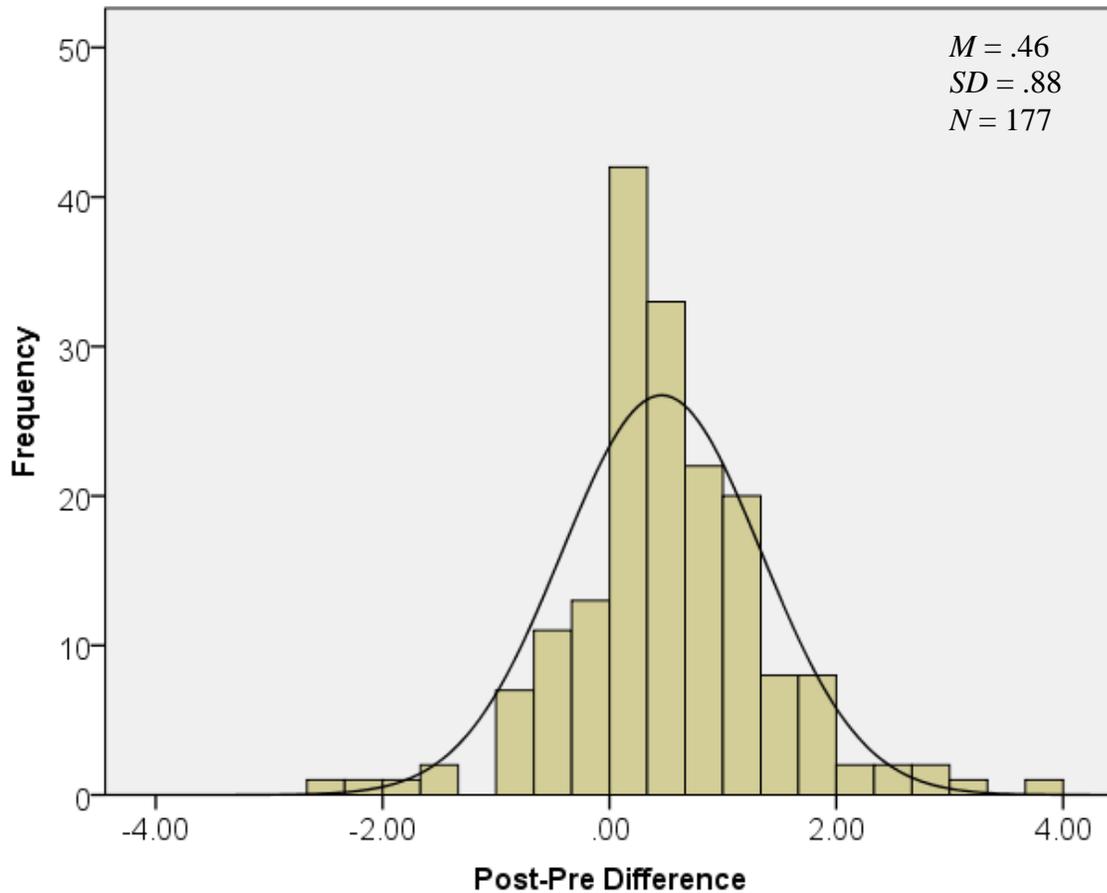


Figure 1: Histogram of post-pre difference frequencies. This histogram represents the frequency distribution of post-pre differences for student attitudes based on Thurstone Scale analysis.

Paired *t*-tests were performed on pretest/posttest pairs for each class in order to identify whether a statistically significant shift in attitude occurred in all classes. Results from this analysis revealed no significant difference at in the pretest and posttest for:

- Class 4: pre ($M = 5.46$, $SD = 0.45$), post ($M = 5.40$, $SD = 0.42$); $t(19) = .483$, $p = .635$
- These results suggest that RLOs utilized in this one class failed to create a significant change in student attitudes towards Ecuador. Class 1 did have a mean score shift that, while not statistically significant (most likely due to the small class size), still indicates a positive change since the mean scores shifted from $M = 5.28$ (pre) to $M = 5.90$ (post).

Significant differences ($\alpha = .05$) in pretest and posttest were found for:

- Class 1: pre ($M = 5.28, SD = 0.54$), post ($M = 5.90, SD = 0.46$); $t(10) = -3.094, p = .011$
- Class 2: pre ($M = 5.53, SD = 0.87$), post ($M = 5.94, SD = 0.88$); $t(34) = -2.633, p = .013$
- Class 3: pre ($M = 5.35, SD = 0.88$), post ($M = 5.64, SD = 0.75$); $t(39) = -2.108, p = .041$
- Class 5: pre ($M = 5.49, SD = 0.65$), post ($M = 5.85, SD = 0.77$); $t(19) = -3.259, p = .004$
- Class 6: pre ($M = 5.22, SD = 0.64$), post ($M = 6.06, SD = 1.00$); $t(50) = -6.055, p = .000$

These results suggest that RLOs utilized in these six classes helped to create a significant change in student attitudes towards Ecuador.

Conclusions/Recommendations/Implications

The preliminary results of this study suggest that undergraduate attitudes about a foreign country may be influenced by exposure to an RLO when that country is used as the context to present subject-matter knowledge. Results of the pre-tests indicate students had somewhat favorable attitudes toward Ecuador, with each class displaying a mean pretest score greater than the median score of 4.5. Following the RLO, the posttests suggest increasingly positive attitudes about Ecuador, with five of the six classes exhibiting a positive shift in attitude. The largest shifts in attitudes were evidenced by notable decreases at the lower, or least favorable, end of the Thurstone Scale (Items 1-3) and notable positive increases in the upper, or most favorable, end (Item 8). Based on the Activation and Comparison Model (Albarracín et al., 2004), this would suggest that students in five classes found the information in the RLOs to be valid resulting in the recorded shifts. Though hindered by limitations of this study (small non-generalizable population and testing effects), the findings do allude to the possibility of using tools such as the RLO to improve undergraduate attitudes about a foreign country when using that country as a context for presenting subject-matter knowledge.

It appears that the Thurstone Method of Equal-Appearing Intervals (Trochim, 2004) can be used to develop an instrument that is sensitive enough to track attitudinal changes with respect to RLO use. However, further research will need to be done to examine whether multiple RLO exposure has the potential to increase this effect. More rigorous testing situations, including use of control classes to account for testing effects and random selection of classroom exposures, should be utilized for future research endeavors. These steps would help to alleviate the impact of alternative effects to be captured within the change suggested by the post-pre difference. Additionally, it would be prudent to examine the temporality or permanence that exposure has over time. Finally, it would be educational to examine whether RLOs have the power to negatively influence students' perceptions of a foreign country, and if so, what attributes of the RLO are responsible for mediating such a change.

If future agricultural and life science students are to be prepared to actively engage in the complex issues of the ever-changing global nature of agricultural enterprise (National Academy of Science, 2009), then educators must be able to identify and properly utilize models, strategies and tactics that will properly prepare them (American Association for Agricultural Education, 2011). The potential for attitudinal shifts due to vicarious exposure through RLOs is promising, especially in light of the absence of authentic exposures for many American undergraduate

students. However, universities will need to provide additional investment and administrative support for the professional study abroad experiences necessary for such resource development, with RLO development integrated as a formalized expectation of the opportunity.

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