



# PREPARING GLOBALLY ENGAGED STUDENTS: EVALUATION OF A URUGUAY STUDY ABROAD PRE-DEPARTURE CURRICULUM



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## PROJECT BACKGROUND

- Global education develops intercultural competence and adaptability
- Pre-departure training prepares students for safe and respectful engagement abroad
- Study evaluated the effectiveness of pre-departure modules for UGA's Uruguay program

## METHODOLOGY

- Mixed-methods design: surveys with Likert-scale and open-ended items
- Participants: 11 UGA undergraduates in 2025 Uruguay Study Abroad
- Data analyzed using descriptive statistics and thematic coding
- Focus: effectiveness, engagement, and areas for improvement



| Module                   | <i>M</i> | <i>SD</i> |
|--------------------------|----------|-----------|
| Production and Pricing   | 4.36     | 0.809     |
| The US Beef Supply Chain | 4.45     | 0.688     |
| Forage Management        | 4        | 1.155     |
| Agricultural Trade       | 4.36     | 0.809     |
| Agricultural Policy      | 4.36     | 0.809     |
| Land Grant and INIA      | 4.64     | 0.674     |
| Cultural Intelligence    | 4.64     | 0.505     |

| Module                     | 1st choice | 2nd choice | 3rd choice | Total |
|----------------------------|------------|------------|------------|-------|
| The U.S. Beef Supply Chain | 4          | 3          | 2          | 9     |
| Cultural Expectations      | 4          | 2          | 2          | 8     |
| Forage Management          | 1          | 2          | 3          | 6     |
| Production/Pricing         | 0          | 0          | 2          | 2     |
| Agricultural Trade         | 0          | 1          | 1          | 2     |
| Agricultural Policy        | 0          | 1          | 0          | 1     |
| Land Grant/INIA            | 1          | 1          | 0          | 2     |

## CONCLUSIONS

### Student Reflections Show:

- Preparation reduced anxiety and improved adjustment
- Language and cultural readiness increased confidence
- Interactive formats encouraged deeper learning

### Identified Gaps:

- Lack of language focus
- Limited engagement opportunities
- Over-reliance on static, quiz-based modules

## RECOMMENDATIONS

### For Practice:

- Add Spanish/pronunciation modules
- Incorporate alumni videos and Uruguay case studies
- Use shorter, multimedia-based modules
- Replace quizzes with reflective journals/discussions
- Offer pre-trip online meet-ups

### For Research:

- Expand studies across institutions and disciplines
- Explore innovations like microlearning and AI translation tools
- Investigate equity and access in study abroad preparation