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Abstract

Study abroad and research experiences are proven high-impact pedagogical tools, but are rarely combined at scale. We integrated highly structured research experiences into short-term study abroad programs across multiple countries, then tested for longer term student perceived impacts. Based on qualitative and quantitative analysis of postgraduation data provided by 118 former participants, we identified positive self-reported impacts across a range of domains relevant to longer term academic and career success (e.g., professional connections, specific skills, worldview, and personal growth). Themes and subthemes were consistently similar by minority status, gender, and program locations. Inclusion of highly structured research experiences in short-term study abroad can provide additional value to students. The benefits would accrue most especially to women and minority students who have less on-campus access to traditional science, technology, engineering and mathematics (STEM)-field research mentoring and are accordingly underrepresented in the research-career

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