

UNIVERSITY OF NEBRASKA-LINCOLN

**SELECTED CHARACTERISTICS OF STUDY ABROAD STUDENTS AT THE UNIVERSITY
OF NEBRASKA-LINCOLN**

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The purpose of this study was to determine if there is an association between certain demographic characteristics of students, including their learning style, and the decision to study abroad by comparing a random selection of study abroad and non-study abroad students at the University of Nebraska-Lincoln. The subjects were selected from two groups of current University of Nebraska-Lincoln, namely: students who had previously participated in a study abroad program while attending the University of Nebraska-Lincoln and students who had not chosen to participate in a study abroad program. The literature suggested there might be some relationship between students' dominant learning style and their decision to study abroad. The researcher administered Kolb's Learning Style Inventory to participants and collected demographic information. The demographic information included current gender, age, class year and area of study. In addition, the researcher collected students' age, class year and area of study when they consciously decided whether or not to participate in a study abroad program. The data showed that there was no significant difference between the mean ages and class years for the study abroad and non study abroad groups regarding the time they make their decision whether or not to study abroad. An association was found between students' area of study and their decision to study abroad. The researcher

found no association between students' learning style and their decision to study abroad. However, there was significant difference between study abroad students learning style score in the category of abstract conceptualization, as defined by Kolb. Study abroad students scored significantly higher than the non study abroad students in this category, according to the results. Additional research in the form of qualitative studies is needed to further determine the impact of other factors on students' decision whether or not to study abroad and the ability of administrators to influence these decisions.