



WPI

Reykjavík Reflections

Passing On Knowledge Gained During Our Time in Iceland

An Interactive Qualifying Project
to be submitted to the faculty of
WORCESTER POLYTECHNIC INSTITUTE
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Executive Summary

Study abroad programs remain an increasingly popular opportunity for university students across the United States, despite the difficulties the COVID-19 pandemic has posed to these programs over the past few years ([Institute of International Education 2022](#)). The popularity of study abroad opportunities at Worcester Polytechnic Institute (WPI) have undergone similar trends, with a growing number of students deciding to complete projects off campus (see Global Projects Program page of WPI website in [Appendix A](#)). However, outside of the information published in project reports, WPI does not have a standard method for keeping records of student travel experiences or passing down useful knowledge from those who have returned from their projects to those preparing for departure. Additionally, the opportunity for post-travel reflection is lacking within the Global Projects Program at WPI, which is an aspect of study abroad experiences that research has demonstrated to be vital towards enhancing intercultural learning and critical thinking ([Barrett et al., 2019](#); [Douthit et al., 2015](#); [Malleus & Slattery, 2014](#)).

Our sponsor, Prof. Aaron Sakulich, was discouraged by repeat questions he received as the director for both the Reykjavík and Panama Project Centers, as well as the lack of student engagement with resources to learn about project center locations before travel. Prof. Sakulich tasked our team with developing a solution to encourage student engagement and facilitate the transfer of knowledge within the Global Projects Program.

Our Goal

Our team's goal was to develop methods of collecting and distributing knowledge gained during travel through the Global Projects Program, ultimately narrowing the gap between students who have returned from project centers and those preparing to depart. To achieve this goal, we developed the following set of research objectives:

- Uncover what information would be beneficial for students preparing to travel.
- Develop a method to collect information from students regarding their travel experiences.
- Develop methods for sharing knowledge gained during student travel experiences.

Investigating A23 Off-Campus Experiences

Through cohort surveying and team journaling, our team developed methods of collecting and distributing information from students who have traveled with the Global Programs Program and those preparing to travel. A series of prompts guided the completion of daily journals by each team member and provided an in-depth exploration of life at the Reykjavík Project Center. Weekly surveys were given to members of the Reykjavík cohort and students at all other off-campus project centers during A term of 2023. Survey questions were adapted from the prompts for our team's daily journals to allow for short answer questions to effectively elicit a greater number of responses from students.

Over the five weeks of surveying, we received fluctuating response rates, with the greatest number being from the second week and decreasing thereafter until the fifth and final week. The responses revealed common local and cultural resources used, where students learned about these resources, and what challenges students were facing at their project center. Students were also asked what information they wish they knew before traveling, and what they would like to inform future travelers.

The most utilized resources pertained to food services, grocery stores, and transportation. All resources were primarily learned about through personal exploration or navigation apps. Popular cultural resources we identified respondents using were museums and tours, however we noticed a lack of engagement with cultural resources specifically at the Reykjavík Project Center. A few common challenges transcended all project centers, as backed up by our team's personal experiences. These common challenges were topics related to financial concerns, improper attire for weather conditions, transportation issues, lack of information regarding living conditions, and cultural differences.

Final Recommendations

Using our team's insights and student responses, we developed and refined six methods for gathering and delivering information from students who have traveled with the Global Projects Program to those preparing to travel. Additionally, we provided guidelines for keeping each of these resources we developed updated in the future as well as instructions for expanding them to other project center locations.

Survey

We recommend an end-of-term survey designed to capture essential information from students regarding recommended resources, impactful experiences, practical advice, and tips. We recommend this survey is mandatory, supported by the lack of response to our weekly surveys, and it will serve as a method of gathering information to be used in updating our other deliverables.

Infographics

As a method of delivering information to students, we created six infographics, which we recommend being distributed along with the project center handbook during ID 2050 and made accessible by link from the eProjects page and the Reykjavík Project Center WordPress site. The infographics serve as resources for students to reference prior to travel and while away, covering logistical information such as dressing for the weather, financial management, grocery shopping, transportation options, and exploration outside of project work.

Custom Map in Google Maps

We suggest the use of a custom map in Google Maps created by our team. We pinned locations used by our team and other Reykjavík cohort members, and created layers separating the resources into categories, such as restaurants/cafes and grocery stores. Students are familiar with platforms such as Google Maps and surveys indicated the use of navigation apps as a popular way students learn about local resources.

ID 2050 Quiz

To reinforce pre-departure preparation, we recommend a short quiz to be given during ID 2050, covering critical topics such as emergency contacts, housing details, local resources, and weather conditions. Quiz questions can be changed as the project site handbook and infographics are updated, as these are the resources students are expected to use for studying. We recommend this quiz be multiple choice and short answer for ease of grading, and that it is given as extra credit to lessen student stress.

Project Center Website Updates

We suggest that the information currently on the Iceland Project Center WordPress website be updated, and that two new pages are added to the site. The first page we suggest adding would contain a list of frequently asked questions regarding the Iceland Project Center and their answers. We created a list of suggested questions to be added to this page, based on our experiences and our survey data. The second page we suggest adding would contain a list of past students' favorite places to visit in Iceland, in order to help point future travelers towards locations where they can learn more about Iceland and its culture.

Site-Specific Instagram

We recommend the creation of an Instagram page for the Iceland Project Center. This would allow students in Reykjavík to share aspects of their daily life, giving future travelers and prospective students an idea of the locations and experiences that make this project center unique.

Alumni Meet and Greets

We suggest the organization of alumni meet and greets during ID 2050. This informal event will connect future travelers with past participants, providing a platform for students to ask questions they may not feel comfortable discussing with advisors or project site directors, and receive information directly from fellow students.

Reflecting on Our Experience

Over the course of our time in Iceland, our team has determined that there may be no solution to entirely close the gap of information between students who have traveled and those preparing to travel. However, we have also learned that experiencing the challenges and discomfort living in a new place brings is a necessary part of completing an off-campus project. Overall, the resources we created are not meant to solve every problem or answer every question a student may have regarding life at the Reykjavík Project Center. Instead, they are meant to help future students traveling to Iceland spend as much of their time as possible creating long-lasting memories and immersing themselves in the location and its culture.

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Attempts at Sharing Global Projects Program Experiences	Parker	Brenna, Darren
IQP Pre-Departure Resources	Parker	Brenna
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<i>Week 3</i>	Parker, Darren	Brenna, James
<i>Week 4</i>	Brenna, Parker, James	Darren
<i>Week 5</i>	Parker, James, Brenna	Darren
Overall Summary	All	Parker
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Ethical Considerations	Parker, Brenna	Darren, James
Final Recommendations		
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Infographics	Brenna	Parker, Darren
<i>Dress for Success</i>	Brenna	Parker, Darren
<i>Money Matters</i>	Parker	Brenna
<i>Grocery Guide</i>	Parker	Brenna
<i>How Do I Get To Downtown Reykjavík Apartments?</i>	Parker	Brenna
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Alumni Meet and Greets	Darren, James	Brenna
Reflections		
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Introduction

Study abroad programs have become a staple of higher education in the United States. Even with difficulties the COVID-19 pandemic has posed to travel within recent years, study abroad programs are growing in popularity, as demonstrated by a reported increase in the population of students participating in international studies by 83% at U.S. institutions ([Institute of International Education, 2022](#)). At Worcester Polytechnic Institute (WPI), opportunities for international travel have similarly continued to grow in popularity in recent years (see Global Projects Program page of WPI website in [Appendix A](#)).

Traditional study abroad programs often require a student to enroll full-time at a host institution for one semester to maintain eligibility. For example, study abroad programs at UMass Amherst require undergraduates to maintain full-time status while abroad, else they risk losing “financial aid, scholarships, [and] insurance” ([Eligibility & Academics / International Programs Office / UMass Amherst, 2023](#)). Similarly, the study abroad program at Boston University (BU) has the same requirements, and additionally requires students to take more credits while abroad at some universities in order to earn the equivalent of 12 BU credits ([Academics / Study Abroad, 2023](#)). Unlike these programs, the Global Projects Program at WPI sends students to domestic and international project centers for seven-week quarters, referred to as “terms.” WPI does not send students to other universities to take courses for credit, rather, students are sent in order to conduct research on site to “immerse themselves in new cultures and tackle unstructured, real-world problems in ways that are meaningful to local sponsors and real communities” (see Global Projects Program page of WPI website in [Appendix A](#)).

Cultural immersion is a goal of the Global Projects Program, but once a WPI student submits their project and returns home, they are rarely, if ever, asked to critically reflect on, document, or share aspects of their experience beyond the final report. Specific details regarding off-campus experiences are left behind at project centers, rather than carried back to inform prospective travelers. The potential to construct a resource for prospective travelers to receive advice, tips, and recommendations from those who were previously at a project center has remained untapped at WPI.

Our project puts forth methods of collecting and distributing the knowledge gained during travel through the Global Projects Program, ultimately narrowing the knowledge gap between students who have returned from project centers and those preparing to travel. These

collection and distribution methods are informed by data gathered through surveying fellow cohort members and daily journals completed by our team detailing our individual lived experiences in Reykjavík. Additionally, we provide a set of recommendations towards implementing these methods at other locations within the Global Projects Program.

Background

Enhancing Cultural Awareness Through Study Abroad

Studying abroad creates an opportunity for students to immerse themselves in a new culture, and with the WPI Global Projects Program, students are given the ability to embark upon problem solving within communities outside of Worcester. Studying abroad and tourism present challenges of their own that must be addressed to create meaningful connections and make effective use of time while abroad. When 1200 Icelanders were asked for their opinion on foreign tourists, the general attitudes of tourists were positive ([Helgadóttir et al., 2019](#)). A large number of tourists, combined with generally positive attitudes towards them allows for a greater degree of interaction between travelers and residents. To become fully immersed in the lived experience of travel abroad, a sense of open-mindedness and capacity to embrace different cultures is needed ([Tonkin & Bourgault du Coudray, 2016](#)).

As part of a language degree, students at Washington College in the early 2010s were required to study abroad for at least one semester, during which the school's Department of Modern Languages and the director of the Office of International Programs developed a study abroad portfolio to examine the learning proficiency and cultural awareness of students who had studied abroad ([Grewling, 2019](#)). The students completed a portfolio that consisted of learning goals prior to traveling and a deep self-reflection after. Similarly, the University of Western Australia examined the intercultural learning of study abroad students upon returning home ([Tonkin & Bourgault du Coudray, 2016](#)). Both studies found that giving students the opportunity for deep reflection of their experiences enhances critical thinking regarding the intercultural encounters of travel.

Reflexive Exercises in Study Abroad Programs

A common task given to students in study abroad programs is to record and reflect on their experiences using blog posts or other methods of online journaling ([Dressler et al., 2022](#); [Savicki & Price, 2017](#)). The degree of freedom given to students in these assignments can range from complete control over the length and content of their responses, to a strict series of prompts that students are required to thoroughly address ([Deng & Yuen, 2009](#)). While these journaling projects serve the basic function of documenting student experiences, recent research also supports their use for effectively enhancing student intercultural learning and critical thinking

([Barrett et al., 2019](#); [Douthit et al., 2015](#); [Malleus & Slattery, 2014](#)). However, many similar studies have concluded that the extent to which blogging and journaling will lead to rich reflection largely depends on the amount of guidance given to students, and the quality of the assignment's prompts ([Dressler et al., 2022](#); [Savicki & Price, 2015](#); [Savicki & Price 2017](#)). When students are given little direction for guiding the content of their blog posts, some researchers have found that students describe experiencing frustration and difficulty ([Farmer et. al 2008](#)). Given this freedom, other research has shown that students tend to produce posts largely consisting of surface-level descriptions of their experiences ([Deng & Yuen, 2009](#); [Dressler et al., 2022](#)).

Research points to prompt structure as a crucial factor in the reflection process, but the question remains as to what prompt phrasing makes students more likely to respond with depth and complexity. A common recommendation from researchers exploring reflection after student travel is to ask questions that are narrow in focus ([Braye & Mazziotta, 2020](#); [Savicki & Price, 2015](#)). Savicki & Price observe benefits towards giving students prompts targeting specific areas of content, such as “dealing with academics” or “dealing with cultural expectations” ([2015, p. 589](#)). When it comes to the wording of these prompts, Savicki & Price also identify the use of “causal words (*because, change, purpose, rationale, etc.*) and insight words (*discover, distinguish, reveal, understand, etc.*)” as effective in helping coax meaningful responses from students ([2015, p. 599](#)).

Attempts at Sharing Global Projects Program Experiences

As it currently stands, opportunities for students to share and reflect on their experiences after returning from off-campus projects conducted through the Global Projects Program are largely unavailable. However, WPI has made a few notable attempts at fostering meaningful reflection after off-campus projects and transferring knowledge between students who have participated in the Global Projects Program.

In the past, WPI has given project center alumni the opportunity to connect with prospective travelers and share their experiences. These alumni volunteers, called “Global Ambassadors,” were tasked with promoting the Global Projects Program at various events and answering questions from prospective students about traveling to project centers (see resources in [Appendix A](#) for more information). Around the same timeframe of the Global Ambassadors program, there is evidence of WPI providing a reflection course for students returning from off-

campus projects named “Back to Campus and Beyond,” which was described by one Global Ambassador in a marketing video as “a very informal event where students can just talk about their projects or their experiences” (see [Appendix A](#) for a link to this video).

The travel column of the *Tech News* student newspaper is one of the few ways students can currently share their experiences abroad in a space facilitated by WPI. In the travel column, readers can find journalists writing about their experiences off campus, both in travel through the Global Projects Program and through personal vacations. These articles often focus on topics such as attractions and restaurants the authors recommend visiting, and their impressions of the culture and atmosphere of the location. See [Appendix A](#) for links to the articles consulted during our research.

Resources to Learn About WPI Project Centers

The first place students will likely go to find information about different WPI project centers is eProjects, a website containing information regarding various project opportunities at WPI. The WPI Hub describes eProjects as “a valuable resource during the pre-departure preparation period” that allows students to “access off-campus project opportunities, review program costs, start an application for a project, and more” (see [Appendix A](#) for a link to this article). Within eProjects each project center location offered for off-campus travel has its own page, all of which contain a variety of basic information (see link to the Iceland eProjects page in [Appendix A](#)). This information pertains to general logistical details rather than personal recommendations, reviews, or experiences, and is only accessible for students with a WPI email address.

Some project centers have a separate website or blog for their location, usually maintained by the site director and containing information such as a list of past projects completed at the site, a brief overview of the location, and useful points of contact for more information. Such websites tend to focus on showcasing examples of work done on site and the various sponsors students have worked with. Recommendations for places to visit and brief notes about the culture and traditions of the location are included on some pages. However, as our team observed on the Prague website, there is no indication these recommendations come from past students. Project work is certainly a central part of the off-campus experience, but these location-specific websites often fail to highlight life at project centers outside of that work. For a list of the project center websites consulted in our background research see [Appendix A](#).

IQP Pre-Departure Resources

In the term prior to travel, students completing their IQP off campus are required to take the course “ID 2050: Social Science Research for the IQP.” This class is designed to aid student preparation for their IQP by introducing them to their location’s culture and laying the groundwork for their project. Towards the end of ID 2050, students receive a handbook for their project center, which is created by the site director from a template produced by the Global Experiences Office (GEO), and then typically updated by the site director on a yearly basis (A. R. Sakulich, personal communication, August 31, 2023). The handbook has a variety of important information for students, largely focused on logistical details such as the airport students should arrive at, the time they are allowed to move into their accommodations, and emergency contact numbers.

In addition to ID 2050, students are expected to attend required meetings before they leave for IQP. The first of these is a general orientation hosted by the GEO for all students traveling in a given term, regardless of location, focusing on topics such as required documents and financial information (GEO, personal communication, March 16, 2023). The second meeting is a site-specific orientation held by the GEO, covering topics such as health and safety, travel insurance, and emergency resources. Some project site directors may choose to host supplementary meetings to help students prepare for their travel, such as the online meet and greet put together for our Reykjavík cohort with past students who had traveled there years prior. For more information about these site-specific orientations, see the sources in [Appendix A](#).

WPI’s Iceland Project Center

Students from WPI have been completing projects in Iceland since 2017, making it one of the newest locations to be added in the nearly half century since the Global Projects Program was founded. Students traveling to Iceland live in the capital city of Reykjavík from late August to early October, where they spend the term interacting with the locals, immersing in the culture, and working on their projects while experiencing a glimpse of life in Iceland. Projects here focus on protecting the Icelandic environment, enhancing project center experiences for students, addressing inequalities, and preserving cultural heritage (see the Iceland WordPress website linked in [Appendix A](#) for more information on past projects completed at the site).

As of writing, students are housed in apartment-style accommodations, including a self-catered kitchen, two bathrooms, and a living room. The temperature in Reykjavík in A term is

comparable to Worcester in the winter, staying around 50 degrees Fahrenheit in the beginning of the term and falling to around 30 degrees by the end. The weather is often cloudy, with unpredictable rain and winds. Food is generally more expensive when compared to the United States, and there are many grocery stores within walking distance. To reach stores that are further away, taking the bus or walking are the most efficient options, as taxis are extremely expensive. Since Iceland has English as one of its main languages, navigating the country is not difficult for those who don't speak Icelandic. More information about the Iceland Project Center can be found among the list of resources we researched in [Appendix A](#).

Investigating A23 Off-Campus Experiences

Research Objectives

The objectives that guided the direction of our research are as follows:

- Uncover what information would be beneficial for students preparing to travel.
- Develop a method to collect information from students regarding their travel experiences.
- Develop methods for sharing knowledge gained during student travel experiences.

To explore these objectives, we journaled our own experiences, surveyed fellow WPI students completing off-campus projects during A term of 2023 (A23), and evaluated the effectiveness of various means of gathering and delivering information about students' experiences off campus while documenting our weekly progress.

Weekly Summaries

Week 1

Beginning our first week in Reykjavík, we sent out a survey every Wednesday to the Iceland cohort as well as every other A23 project center (see [Appendix F](#)). The email aliases for the project centers at Boston, Glacier National Park, Panama, New Hampshire's White Mountains, Zurich, Fribourg, Japan, MIT, and Stockholm were given to us from the GEO (see [Appendix G](#)). In total, our survey had 166 recipients weekly, with 26 from Reykjavík and the remaining 140 from the other project centers. Additionally, the four members of our team began daily personal journals, guided by questions found in [Appendix D](#).

In our first week we received 6 responses to our survey from the Reykjavík cohort and 13 from the other project centers, totaling 19 responses and producing an 11.5% overall response rate. The most prominent resources used by students at all A23 project centers were transportation, food services (such as restaurants), and grocery stores, with many students indicating that they learned about these resources through personal research and exploration. Across all A23 project centers, 9 students reported using at least one resource to learn about their location's culture, such as museums or tours. Only 1 of these 9 students was a member of the Reykjavík cohort.

Shared challenges faced by students at all A23 project centers were related to cultural differences and living conditions. Many students also emphasized the lack of knowledge regarding transportation and living conditions upon arrival at their project center. For more information about our survey data for this week, see the tables in [Appendix N](#).

As recorded through journaling, our team faced similar struggles to those of survey respondents during the first week. Team members Parker, Darren, James, and six other members of our cohort, experienced difficulty the first few hours after arriving in Iceland. Their first hurdle occurred when they tried to travel to the accommodation, Downtown Reykjavík Apartments. The instructions given from the Reykjavík site handbook stated, “there is only one bus you can take, and it goes directly to where you need to go.” In reality, there were several bus companies offering transfer between Keflavík International Airport and Reykjavík, and each with many drop off locations. They had to ask a receptionist at one of the companies (Flybus) if they offer drop-offs at our accommodation. The receptionist said they did, and after paying for tickets, she handed everyone “Red Zone” tickets. After boarding the bus and riding to the BSI terminal, they transferred to the “Red Zone” bus to Downtown Reykjavík Apartments, where they encountered the second hurdle.



Figure 1: View from the airplane on the flight to Iceland (8/23/2023)

The entrance to the apartments was locked, and there was no one inside. Everyone stood on the sidewalk with their luggage. After waiting for an hour, a couple who happened to be exiting the apartments let them in. Another problem encountered was misinformation regarding the housing situation. We were originally informed our cohort would be occupying four apartments at the Downtown Reykjavík Apartments complex and we had been given room assignments based on this, then we found out there were only three apartments. This issue was addressed by contacting the project site director and shuffling room assignments. Additionally, some rooms had king-size beds which needed to be swapped for two twin beds.

Brenna arrived a day later, and upon her sleep-deprived arrival at Keflavík International Airport, she did not know where to go to get to the housing accommodation. Thankfully, she was able to reach out to other team members Darren and Parker to ask for guidance. Additional difficulties experienced were jet lag and homesickness. These were alleviated over time and with adequate sleep. In our journals, all our team members mentioned the importance of students being informed about specificities of housing accommodations, international cell phone plans, credit/debit cards, and packing information (especially appropriate clothing for hiking in Iceland weather).



Figure 2: Picture taken while Darren, Parker, and Brenna hiked Mt. Esja (8/26/2023)

Week 2

In our second week of surveying, we gathered the highest number of responses with 6 from the Reykjavík cohort and 15 from the other A23 cohorts, totaling 21 responses or a 12.7% overall response rate. Within the Reykjavík cohort, transportation was the highest reported useful local resource, followed closely by food service and grocery stores. However, among other A23 project centers, food service and grocery resources were far more popular than transportation, with 86.7% and 80% of respondents reporting using resources for grocery and food service respectively and only 33.3% reporting using resources for transportation. Overall, the most common method students used to learn about these resources was through personal research. In both the Reykjavík cohort and the other A23 project centers, less than half of respondents reported using at least one resource to learn about their area's culture, with only 9 students overall using a resource of this type.

Cultural differences were the most reported challenge among all students this week, along with expenses, transportation, and living conditions. Similarly, transportation and expenses were part of the top three topics respondents indicated they wished they knew more about before travel, along with climate and weather-related matters. For more information about our survey data for this week, see the tables in [Appendix O](#).

Our team encountered similar difficulties to the survey respondents, particularly when it came to the high cost of living in Reykjavík. Team members were surprised by the cost of necessities such as groceries and laundry facilities, as well as the international transaction fees charged by some banks and credit card companies. To help combat these expenses members of our team began to act with greater caution when deciding where to buy food and partake in leisurely expenses. These cost-cutting measures included locating the cheapest options for groceries, avoiding pricey convenience stores, and limiting how often we ate out at restaurants.

An additional challenge experienced was lingering feelings of homesickness, for which team members noted the importance of staying busy and finding activities to take their mind off missing home. Some team members started booking tours and events to get excited for, and visited places that offered them some comfort. For example, Brenna took a trip to Kattakaffihúsið, a cat cafe in downtown Reykjavík, since she was missing her own cat. Our team also experienced differing levels of physical illnesses over the course of the week. First, Darren



Figure 4: Darren enjoying the cohort's visit to the Blue Lagoon (9/10/2023)



Figure 3: Brenna happy to find a cat while out for a walk (9/2/2023)

came down with a particularly bad case of the flu that left him unable to leave bed for a couple of days. Then Parker, who was sharing a room with Darren in the apartment, also came down with the same illness and had to spend a couple of days later in the week in bedrest. Brenna and James also dealt with some symptoms, but thankfully not to the same intensity as the other team members. Dealing with illness was something most of us were inadequately prepared for. Additionally, we had some difficulty figuring out where to find products such as cough drops and pain relievers, since they are only available in actual pharmacies in Iceland, rather than grocery and convenience stores like in the United States.

Using the responses from our first two weeks of surveys, our personal experiences, and the feedback from our first sponsor meeting with Prof. Aaron Sakulich, our team developed 10 potential deliverable ideas for modes of collecting and sharing student's experiences off campus (see [Appendix H](#)).

Infographic

Along with our submitted research report, we will produce an infographic (e-version and physical print-out) which will serve as a location for students to reference information. We suggest it is offered as a handout during the Global Projects fair in the fall, accessible to students applying to project locations (WPI global website and/or eprojects), and ID 2050. It will serve as a supplement to the pre-existing handbook.

Pros	Cons
<ul style="list-style-type: none"> ➤ More visually engaging and likely to grab attention ➤ Visuals aid in memory storage ➤ Concise nature means students may be more likely to read it 	<ul style="list-style-type: none"> ➤ Not large enough to add a lot of details ➤ May be ignored by students like the handbook ➤ Will need to be maintained yearly with new information

Figure 5: A slide describing our idea for an infographic deliverable and its pros and cons, taken from the slideshow for our second sponsor meeting

A list of pros and cons for each mode was included, along with a brief summary of what the deliverable may look like (see example in Figure 5). After some discussion and further analysis, we were able to narrow our original ideas list, leaving 6 main deliverables that we would draft and improve on throughout the following weeks.

Week 3

The survey response rate dropped from 12.7% to 6.7% overall in the third week. There was a total of 11 responses, with 5 responses from the Reykjavík cohort and 6 responses from the other A23 project center cohorts. Among all students, resources for food service and groceries were the most popular. Entertainment resources rose in popularity this week and were tied with transportation for the second most popular type of resource used by students. Respondents indicated that many resources used were found through personal research or exploration.



Figure 6: Brenna posing in front of the Aurora Borealis (9/14/2023)

Surveys indicated that the most common challenge faced by students during this week pertained to the living conditions of their project centers, such as adjusting to living without some of the amenities they were used to having in Worcester. Expenses remained a concern among students' minds this week, with nearly a third of responses among all project centers indicating they wished they had known more about the cost of living at their location before travel. For more information about our survey data for this week, see the tables in [Appendix P](#).

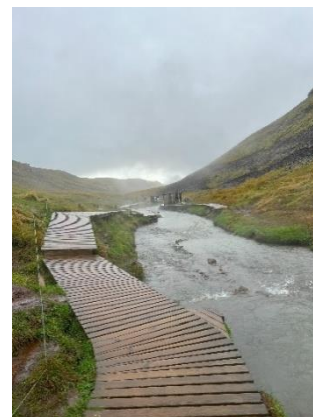


Figure 7: Reykjadalur Valley hot spring river (9/17/2023)

Carrying over from last week, our team continued to hold concerns about expenses in Iceland. By this week, the homesickness as well as cold and flu symptoms our team had been experiencing began to improve. In our journals, we cited taking time to rest and do activities we enjoyed being important parts of our recovery.

Using the experiences documented by our team and the survey responses from this week, our team continued to refine our deliverable outcomes. Using the pros and cons list we developed last week, we researched and determined remedies for specific cons. Additionally, drafts of infographics, a StoryMap, website updates, survey questions, and ID 2050 exam

Infographic - Output

Along with our submitted research report, we will produce an infographic (e-version and physical print-out) which will serve as a location for students to reference information. We suggest it is offered as a handout during the Global Projects fair in the fall, accessible to students applying to project locations (WPI global website and/or eprojects), and ID 2050. It will serve as a supplement to the pre-existing handbook.

Motivation:

Short and simple method to get information to students. Less menacing than a large packet.

- Infographics can increase the likelihood for **information retention**
 - people are able to encode information with a verbal and image code when viewing an image, activating multiple neural pathways to support memory (Dunlap & Lowenthal, 2016)
- Eliminates need for lengthy text to transfer information **accurately and efficiently**
- Can deliver complex instructional content with **minimal analytical thinking** required by the viewer (Dunlap & Lowenthal, 2016)

Figure 8: A slide describing our infographic deliverable, taken from our sponsor meeting during our third week

questions were created (see Appendices [I](#) and [J](#)). As pictured in Figure 8, for each deliverable, our team also laid out the motivation behind each idea, mostly stemming from our team's

experience in Iceland, survey responses, and background research. For example, we decided to create an infographic detailing how to get to our housing from the airport in response to the difficulties our team encountered, and the number of survey responses that mentioned transportation as a challenge.

Week 4

The total number of responses remained the same between the third and fourth weeks, with a slightly smaller number from the Reykjavík cohort at 3 responses, and a slightly larger portion from the other A23 cohorts at 8 responses. Similar to the previous week, food service and grocery were the top two most used resource types, with transportation following closely behind. However, the way respondents reported learning about local resources changed this week, with recommendations from other members of their cohort and navigation apps being the most common methods of gathering such information.

Keeping with last week, adjusting to living conditions and managing expenses remained the most common challenges reported by survey respondents. Some students mentioned transportation, cultural differences, and finding places to visit when discussing topics they wished they'd known about before traveling. For more information about our survey data for this week, see the tables in [Appendix Q](#).



Figure 10: A picture taken during our visit to Skógafoss waterfall (9/22/2023)

By the fourth week, our team found ourselves adjusted to living in Reykjavík. Outside of some lingering concerns over budgeting and a few moments missing home, other challenges our team faced were minor inconveniences encountered in day-to-day life. For example, James had a moment of difficulty navigating the app for the bus system, and a few team members found they had underestimated how chilly weather in Iceland could get later in the term. We were able to work through these hurdles using the resources we had learned about during our time here. Having settled into our daily routines in Reykjavík and passing the

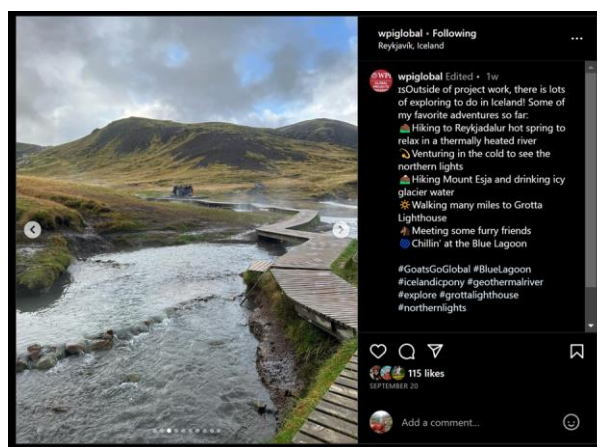


Figure 9: A screenshot from Brenna's WPI Global "Instagram takeover" (9/20/2023)

halfway point of the term, our team felt more inclined to adventure outside the city. A large group from our cohort, including all but one of our team members, took a day tour of the south coast of Iceland. The minibus tour stopped at several notable landmarks, such as the Sólheimajökull glacier, Skógafoss and Seljalandsfoss waterfalls, and the Reynisfjara black sand beach. This tour offered a wonderful opportunity to experience nature outside of the city and learn about the culture and traditions of Iceland, which up until this point our team had felt we had been missing in our experience.

The drafts of our deliverables from last week were further expanded and improved upon using information from survey responses, individual journaling, and some additional research. Also, our team conducted further examination into the motivation and justification behind each of the platforms we recommended using (see [Appendix L](#)).

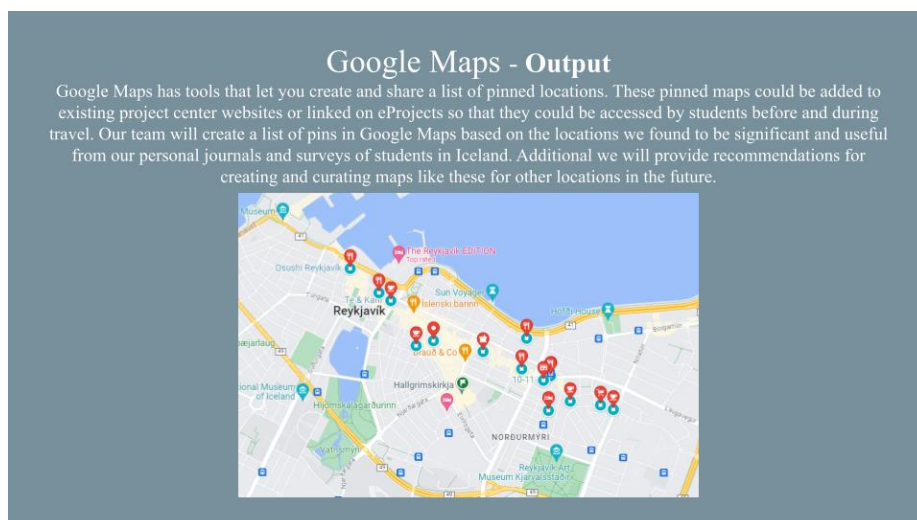


Figure 11: A slide describing our Google Maps deliverable, taken from the slideshow for our fourth week's sponsor meeting

During this week, our team closely considered the usefulness of features in each platform to give our sponsor and future students. A notable change that occurred in our deliverables this week was the switch from using StoryMaps to Google Maps as a platform to create an interactive map of locations students found useful in Iceland. We found that the unique features possessed by StoryMaps did not justify its use over Google Maps, which is easier to navigate and our sponsor expressed having more familiarity with. After looking at the survey data collected so far, we also found that students reported already using navigation apps such as Google Maps to learn about locations they visited.

Week 5

In the fifth week we received 10 total survey responses, with 3 from the Reykjavík cohort and 7 from the other A23 cohorts. In terms of frequently used resources, all respondents indicated visiting food service locations, making it the most used resource for this week, followed closely by groceries, transportation, and entertainment. Respondents report learning about these resources from fellow cohort members or navigation apps. In comparison to previous weeks, more students reported use of resources to learn about their site's culture, with 70% of respondents reporting visiting at least one location to do so. Students report learning about these cultural resources from advisors or fellow cohort members.



Figure 12: The Ice Cave at the Perlan museum (9/26/2023)

This week had the lowest number of respondents reporting encountering unexpected challenges regarding life away from home, with only 30% of respondents describing any challenges. Respondents reported wishing they knew more about expenses and recommended places to visit this week, and a few students mentioned specific locations they would have liked to know about earlier in their time off campus. For more information about our survey data for this week, see the tables in [Appendix R](#).

This week our team had the chance to learn about Iceland's culture and natural history when our advisors surprised us with a trip to the Perlan museum. Our entire cohort was given the chance to explore the museum before our advisor meetings later that afternoon. In his personal journal, James noted that he learned how glaciers contain crucial clues about Iceland's history that will vanish if they melt. This week our team's greatest challenges were related to project work, so the museum trip helped us relax during a somewhat stressful week.

This week's deliverable development focused on our survey, infographics, and custom map. For our survey we compared the pros and cons of using Qualtrics and Google Forms as a platform (see Figure 13), ultimately deciding to recommend Qualtrics. We doubled the number of infographics based off the challenges survey respondents indicated that they faced, making new infographics relating to financial concerns, transportation, and places to visit. For the custom map in Google Maps, we presented findings regarding collaborative editing and activity

tracking, alleviating some worries concerning potential misuse of the platform. See [Appendix M](#) for more information on our deliverable progress this week.

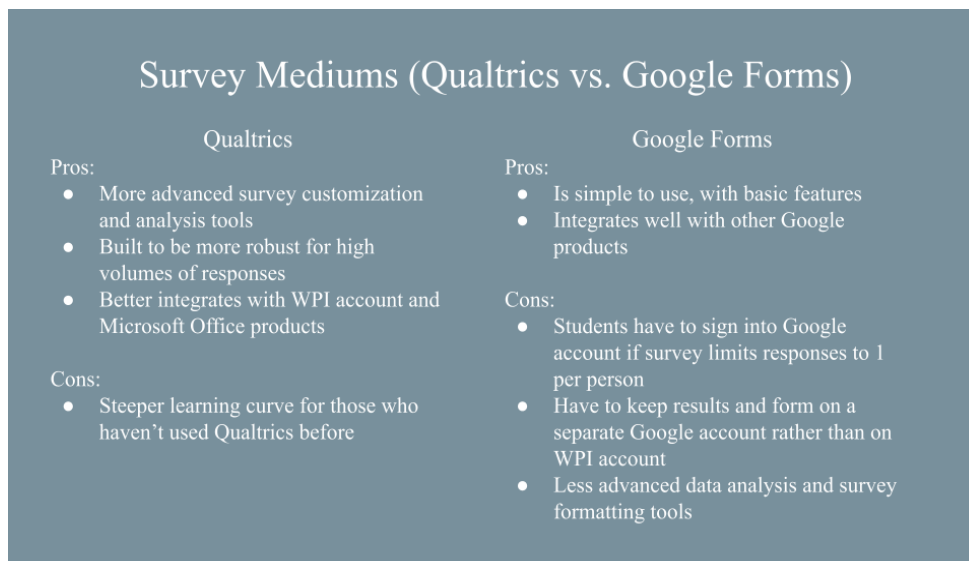


Figure 13: A slide describing our thought process regarding choosing a survey medium, taken from the slideshow for our fifth week's sponsor meeting

Overall Summary

Our survey response rate was the highest for the first two weeks, at 11.5% for the first week and 12.7% for the second week. For the last three weeks, our response rate dropped by nearly half, with the third and fourth weeks at 6.6%, and the last week at only 6%.

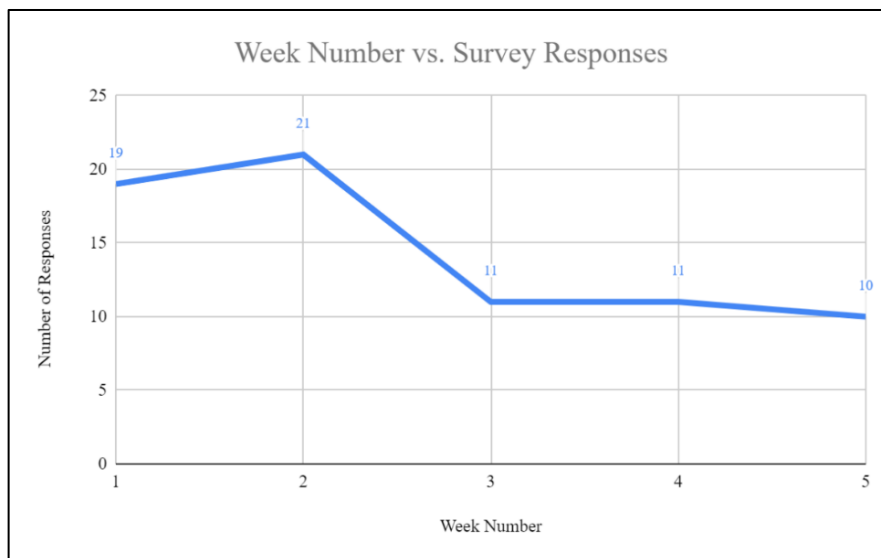


Figure 14: Graph of week number vs. number of survey responses

The most common types of resources used to navigate daily life among all respondents were those for food service and groceries, with 77.8% and 76.4% of all responses mentioning these

two types respectively. The top ways students reported learning about local resources were through other members of their cohort and exploration, followed closely by personal research and navigation apps. In comparison to resources for navigating daily life, less respondents used resources specifically to learn about the culture of their project center location. For instance, the most popular cultural resource among respondents was museums, with a quarter of all responses mentioning visiting one. Tours and historic sites were also popular among cultural resources respondents used, with 20% and 19.4% of all responses mentioning visiting these types respectively. Unlike local resources, students learned about cultural resources primarily from advisors and other members of their cohort.

From the survey data for all A23 project centers, the most common unexpected challenges respondents reported facing were related to living conditions and cultural differences, mentioned in 15.2% of responses. Difficulties relating to transportation and expenses were also common, being mentioned in 11.1% and 9.7% of all responses respectively. Overall, respondents reported wishing they had more information about expenses and transportation before travel above all other categories our team identified. For more information regarding our combined results across all five weeks see [Appendix S](#).

Over time, our team was able to adjust to living abroad, and the number of hurdles encountered in our day-to-day lives grew smaller as we learned to navigate life in Reykjavík. However, there were some common challenges among our team members that persisted. Beginning upon arrival, money was a concern consistently on our minds, as noted in personal journals. Additionally, our team had difficulties with transportation. Starting upon arrival, all team members had challenges getting to the housing accommodation, then learning to navigate the local bus system in the beginning of the term, and figuring out cost-effective ways to explore rural areas outside of Reykjavík later in the term. Troubles regarding expenses and navigating transportation were echoed by the responses to our surveys. Within the team journals, we noted difficulties with cultural differences, such as not knowing any of the Icelandic language. Our personal journals also mention a lack of cultural resources used to learn about Iceland, especially during the first few weeks on site.

Potential Obstacles and Limitations

A general limitation we faced is the Iceland-specific aspect of our project. Ultimately, it is our team's hope that our work could be expanded to help all WPI students preparing to travel to other project centers, but for the purposes of our research we focused on a narrow scope. To combat this limitation, we surveyed cohorts studying at other project centers during A23, to identify commonalities with information students wish they knew more about before traveling.

Our personal journals were a significant aspect of the project research, however, with a higher likelihood of similar experiences amongst our team members, our observations may be skewed. Due to the small size of our team, we were unable to document the full scope of travel experiences. To compensate for this fact and collect information on a greater variety of travel experiences, we supplemented our detailed journals with the aforementioned cohort surveys.

The surveys we implemented presented their own unique challenges. The greatest limitation our team foresaw was a lack of response from our fellow Iceland travelers due to insufficient time or interest. We hoped to encourage a greater number of responses by providing a small incentive through a raffle for a Dunkin Donuts gift card. Another limitation was that these surveys are unable to convey the same amount of detail as the daily personal journals conducted by our team. We anticipated that by asking a large number of students and providing incentive through a raffle, we would be able to collect the broad range of responses needed for effective research completion.

Ethical Considerations

When examining our research methods, the most outstanding ethical concern we considered was the protection of privacy for all active and non-active participants. When asked to reflect on experiences during travel, this could include uncovering sensitive or potentially damaging information. As a precaution, our team added a preamble (see Appendices [C](#) and [E](#)), to remind participants of this risk. We emphasized the use of discretion when answering questions that may unveil such information, and reminded participants that they may provide as much or as little information as so desired and are free to skip any questions or withdraw from participation at any time. Additionally, all information gathered from participants (not including our own team members) remained confidential. No revealing information from surveys was shared, such as

specific projects students are working on, or specific situations, locations, or quotes that may cause the student to be easily identifiable.

In terms of data security, we conducted all our surveys through Google Forms and stored the collected information in a secure Google Drive folder, accessible only by team members. All team members had multi-factor authentication enabled on their Google accounts in addition to the standard password login.

Many researchers have voiced ethical concerns surrounding autoethnographic research methods similar to the team journal entries, particularly surrounding protecting non-active participants referenced in autoethnographic accounts as well as protecting sensitive or potentially damaging information the author may reveal about themselves ([Edwards, 2021](#); [Lapadat, 2017](#)). In the preamble to our team journals (see [Appendix C](#)), we included instructions for team members to not provide information specific to particular individuals or groups, or information gathered in private settings. These instructions are intended to avoid the complex issue of non-active participant consent in autoethnographic research and are based on guidelines from established ethics institutions ([Western Research, 2020](#)). Additionally, team members were advised to be careful and considerate when sharing content that could be damaging to their personal reputation or wellbeing. These instructions were also based on recommendations from recognized ethics boards ([Ryerson University Research Ethics Board, 2015](#); [Western Research, 2020](#)).

The research methodology we implemented is considered minimal risk. In order to ensure that our team conducted research in an ethically sound manner and complied with regulatory requirements, the methodology for our study was reviewed and approved by the WPI Institutional Review Board (see [Appendix K](#)).

Final Recommendations

Survey

We recommend the distribution of a survey to students at the end of their term abroad to gather information about experiences, difficulties, and logistics of travel. The survey questions were chosen based on the experiences of our team, cohort, and travelers at other A23 project centers. Our recommended survey questions are as follows:

1. Recommended resources
 - a. Which restaurants and cafes would you recommend to students traveling to your project center?
 - b. Where would you recommend students get groceries at your project center?
 - c. What resources would you recommend students use for transportation around your project center?
 - d. Are there any other locations and/or resources you found useful for navigating life at your project center? If so, explain.
2. What did you wish you knew before traveling to your project center?
3. What location or experience had the most impact on you during your time at your project center?
4. Is there anything else you think a student traveling to your project center should know?

From information gathered through our cohort surveying and personal journals, we noticed that food service locations, grocery stores, and transportation options were the most utilized and recommended categories of local resources. Thus, we have included questions about these resources, as well as an additional question about miscellaneous resources that do not fall under these categories to catch anything else survey respondents may deem important. The second question allows students to share information that was not conveyed through pre-departure preparation, giving insight into what information is missing from existing resources. Common answers can be displayed through our team's other deliverables, such as infographics (see [Infographics section](#)) or added to the project center website (see [Project Center Website Updates section](#)). The third question aims to gather locations and experiences that are most

highly rated by the student demographic. Popular answers can be compiled into a custom map (see [Custom Map in Google Maps section](#)) or infographic to highlight places that make the project center unique, benefiting both students applying to off-campus projects and those preparing to travel. The final question is a general catch-all for any other topics students deem important to share.

In terms of timing, our team recommends that this survey is sent out at the end of term, ideally the last week students are on site. In our team's experience, we found that we were still learning new information and discovering our favorite spots around the city up until the final weeks we were in Reykjavík. Thus, it is most beneficial to wait to ask students about project site information until the end of their experience. Our team also recommends that students are given a short period (at least 1-2 days) after their final project deadline to complete the survey, as the end of the term can be a particularly busy time for teams finishing projects.

We recommend the survey is mandatory, and logs student emails. From our cohort surveying, we found that the response rate decreased towards the end of the term. Mandatory surveys would prevent lack of response, and logging student emails would encourage a level of effort in the responses.

We recommend the survey be conducted through Qualtrics, a tool that is freely available to all members of the WPI community. It has a powerful data analysis system, as well as the capability of detecting low-quality responses, such as

ambiguous text and unanswered questions. In addition, Qualtrics allows the survey creator to impose a limit of one response per individual by using secure sign-on (SSO) login through their WPI email. For ease of survey creation, a Qualtrics Survey Format (QSF) file can be found attached to the submission of this report that is already pre-filled with the questions we recommend using. Instructions on how to import and edit the QSF file can be found within the resources in [Appendix T](#).

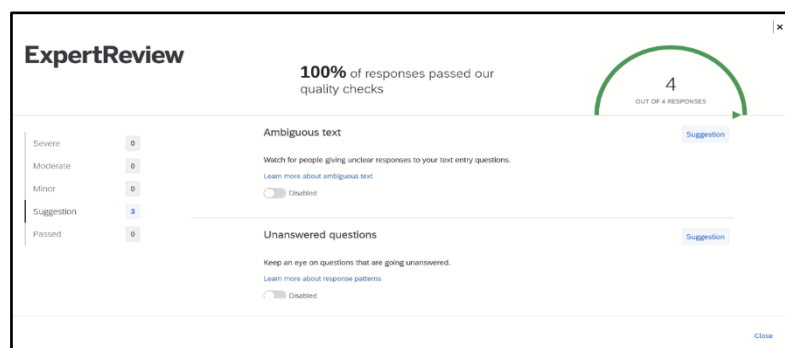


Figure 15: A screenshot showing an example of the Qualtrics quality response detection

Infographics

Using information gathered through surveys and personal experiences, we recommend the distribution of 6 infographics. An example of each infographic, our reasoning behind choosing each topic, recommendations for where to distribute them, and how keep each updated can be found in the following subsections. All infographics were created using Canva, a free, easy to use, online graphic design tool. We have provided templates for updating the Iceland-specific infographics as well as blank templates for infographics to be created for other project centers (see [Appendix U](#)).

Dress for Success

We recommend the infographic in Figure 16 is distributed in ID 2050 alongside the Reykjavík Project Center handbook and made publicly available through a link on the Reykjavík Project Center WordPress website and eProjects page. Additionally, we suggest that this infographic is made available in print form at the WPI Global Projects Fair.

During our first two weeks of surveying, climate and weather were topics that many students wished they had more information about before traveling. As the term went on and the weather in Iceland became colder, several members of our team also felt they had not properly packed. As such, having an infographic to help students appropriately pack for Iceland's cold, rainy, and windy conditions would be a useful preparation resource. We also believe this infographic would be useful to students considering applying to the Reykjavík Project Center, for it gives an idea of what the climate and weather is like during the term students are there.

DRESS FOR SUCCESS
What to Wear in Iceland
 August - October

Daily Attire
 The maximum temperature is 60°F and the low is 35°F, so dress in clothing for weather **similar to fall** in Massachusetts. Jeans, sweaters, sweatshirts, and light jackets.

HIKING
 When exploring outside of Reykjavík, **dress in layers**. Long sleeve thermals, windbreakers, and outer waterproof layers (raincoats and rain pants) are essential. Bring multiple pairs of socks in case of rain.

FOOTWEAR
 A pair of comfortable **daily shoes** (lots of walking), a pair of **running/workout shoes** (if you plan on doing so), **hiking boots** (preferably waterproof), and a pair of **slides or slippers** (to wear in living quarters).

ACCESSORIES
 Hats, gloves/mittens, scarves, and warm socks are important for exploring and also going out at night to see the northern lights. A heavier winter coat may be necessary for some October weather.

KEEP IN MIND...
 It is not as common to wear **sweatpants** in public. Don't forget to pack an outfit for interviews and final presentations, and **ALWAYS** be prepared for **rain and wind**, even if the forecast says otherwise.

For more information, visit:
 FUNICELAND.IS
 REYKJAVÍK PROJECT CENTER WEBSITE

Figure 16: An infographic describing what to wear in Iceland (see [Appendix U](#))

This infographic should not require any updating.

DRESS FOR SUCCESS

What to Wear in [Project Center]
[start month] - [end month]

Daily Attire
Note the average high and low temperature, and any advice for daily attire. Add any information about weather to be watchful of (snow, rain, wind, or sun)

HIKING
Title this something of an activity that is specific to the project site. Describe said activity and how students must dress for this.

FOOTWEAR
List each type of footwear that students need to pack and for what activity.

ACCESSORIES
Explain any sort of added wearable accessory needed. Hats, gloves, scarfs, bathing suits, sunglasses, etc.

KEEP IN MIND...
Explain what is common to wear at the project site, and mention if there are any significant differences from attire worn in Worcester (such as sweatpants being uncommon). Note any events or weather to pack for specifically.

For more information, visit:

ADD LINK TO PROJECT CENTER WEBSITE

Figure 17: Dress for Success infographic blank template (see [Appendix U](#))

Money Matters

We recommend the infographic in Figure 18 is distributed in ID 2050 alongside the Reykjavík Project Center handbook and made publicly available through a link on the Reykjavík Project Center WordPress website and eProjects page.

In our surveys we found that one of the top overall challenges and topic students reported wishing they had more information about before travel was expenses. These results were backed up by our team's experiences, for we all had difficulty saving money while living in Reykjavík. Given these findings, an infographic with tips on how to navigate the high cost of living in Iceland would be beneficial for future students.

MONEY MATTERS
ADVICE FOR MANAGING COSTS AND FINANCES IN ICELAND

Conversion Rate
The currency in Iceland is the Icelandic Króna, or ISK.
1 USD ≈ 136 ISK
Iceland is an expensive country, **expect to spend** more on day to day items than you would in the US.

Payment Methods
Everything can be paid for by **card** (or ApplePay), so cash is not often used. Check with your bank to determine if your debit/credit card will incur **international fees**.

Eating Out
Consider buying food from the **grocery store**, rather than eating out. Restaurants are expensive and eating out every day will add up.
Tipping is **not required** nor is it expected.

Adventures
Exploration outside of Reykjavik will require the **purchase of bus tickets and/or day tours**. It is worth the cost to take one or two tours, so you may experience all Iceland has to offer. Tours can get very **pricey**, so do research and check out sites such as Viator.com and TripAdvisor.com.

Souvenirs
Watch out for tourist traps! **Do not** buy gifts or souvenirs when you first arrive. Use your time wisely and scope out the best deals.

Plan Ahead
Save money, check with your bank about international fees, and plan day tours/trips **before** you leave. Create a budget and stick to it. It is very easy to spend money while abroad, so **be prepared!**

more financial tips at guidetoiceland.is

Figure 18: An infographic describing payment options and ways to save money in Iceland (see [Appendix U](#))

This infographic only has one section that will require updates, namely the conversion rate between United States Dollar and Icelandic Króna. This rate is easily found through a Google search and should be updated before each term the infographic is distributed, to ensure the exchange rate is an accurate approximation.

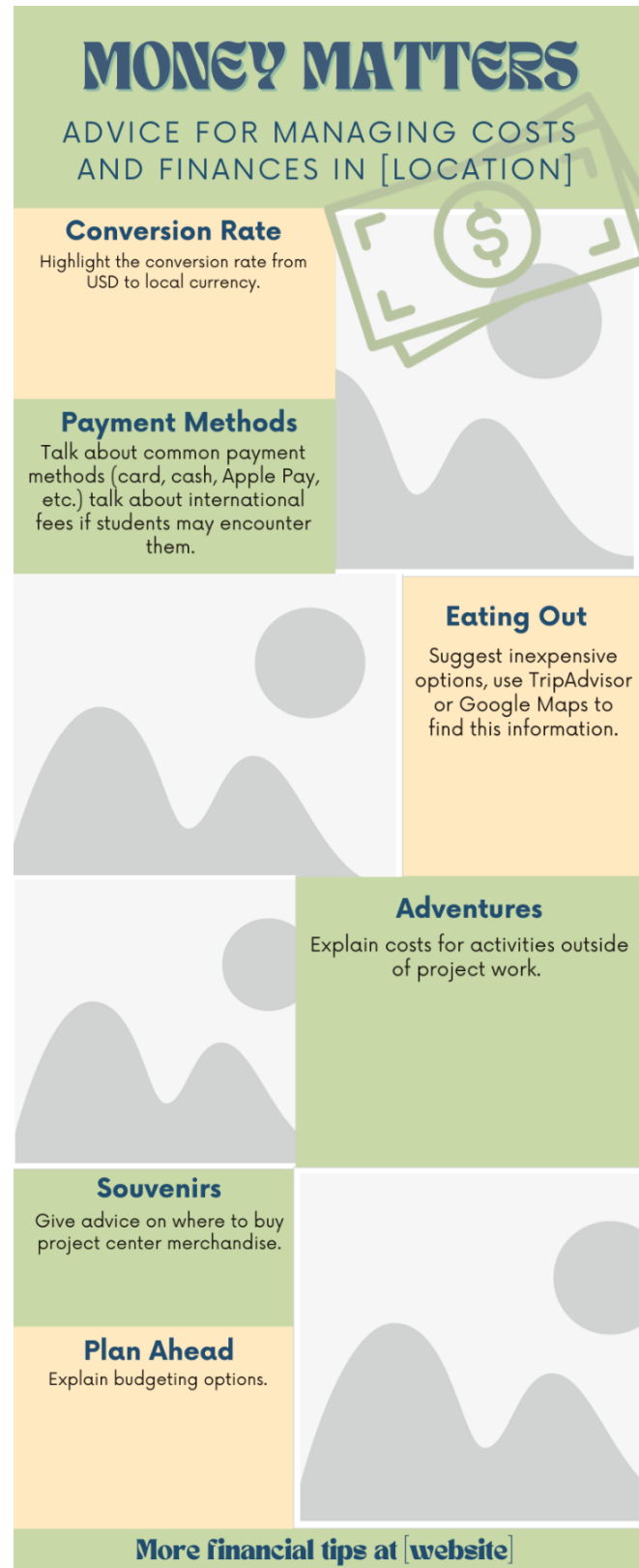


Figure 19: Money Matters infographic blank template (see [Appendix U](#))

Grocery Guide

We recommend the infographic in Figure 20 is distributed in ID 2050 alongside the Reykjavík Project Center handbook and made publicly available through a link on the Reykjavík Project Center WordPress website and eProjects page.

In our surveys we found that grocery stores were one of the top resources students reported using while living at their project centers. Additionally, expenses were a common concern amongst survey respondents, with several students specifically citing difficulty with budgeting for food. In response to this data, and our team's own troubles managing the high cost of groceries in Iceland, we created a guide to help students see different options for buying food.



Figure 20: An infographic giving an overview of grocery options around Reykjavík and how they compare (see [Appendix U](#))

This infographic will likely require some updating if grocery options in the area change. Specific grocery stores that students recommend using can be sourced from the end-of-term surveys we recommend giving (see [Survey section](#)). Additionally, this infographic currently lists the walking distance from Downtown Reykjavík Apartments to each store, so in the case the housing location for the Reykjavík Project Center changes, these distances will need to be updated to reflect that. Approximate walking times between any two points in the city can be found by using a navigation app such as Google Maps.



Figure 21: Grocery Guide infographic blank template (see [Appendix U](#))

How Do I Get To Downtown Reykjavík Apartments?

We recommend the infographic in Figure 22 is distributed during ID 2050 alongside the Reykjavík Project Center handbook, as well as made publicly available through a link on the Reykjavík Project Center WordPress website and eProjects page.

As detailed in the summary of our first week in Reykjavík (see [Week 1 of Weekly Summaries section](#)), getting from the airport to our accommodation was a major challenge all members of our team faced upon arrival. To help students avoid some of these difficulties in the future and ease stress over travel logistics we created this infographic.

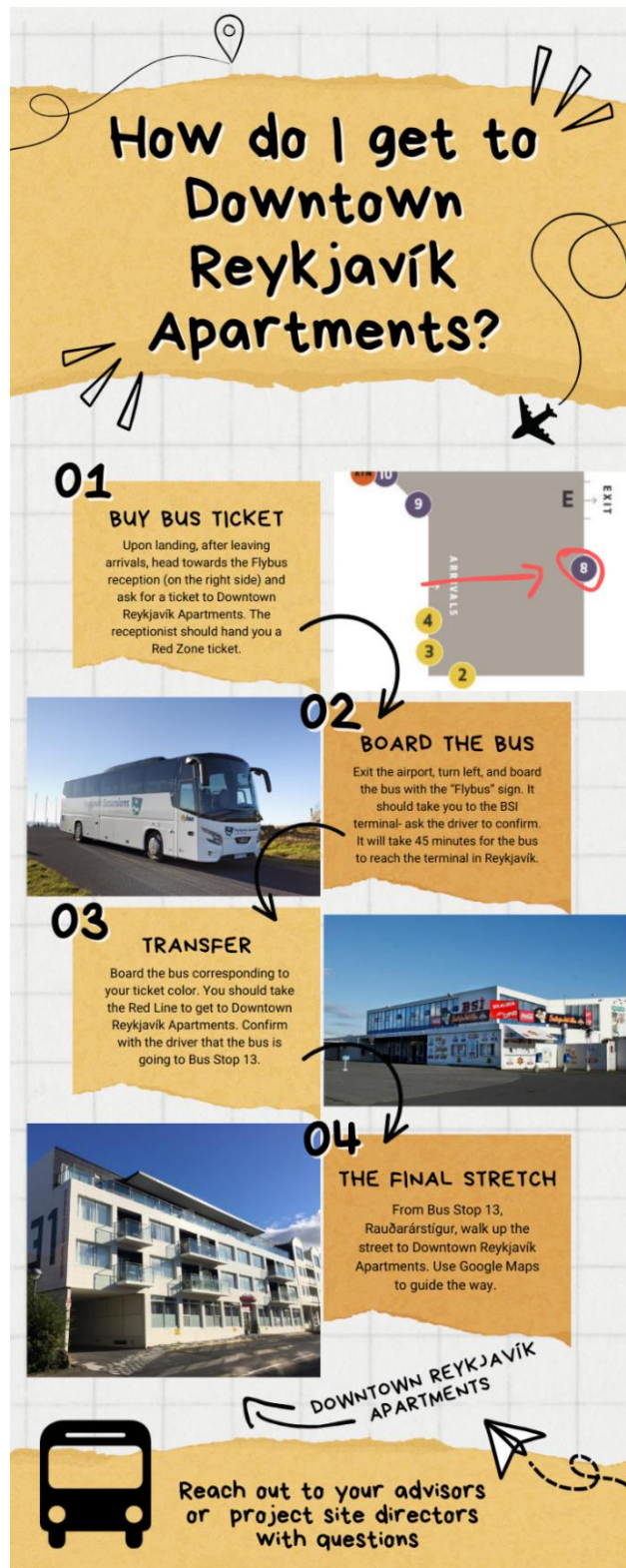


Figure 22: An infographic describing how to get from Keflavik International Airport to Downtown Reykjavík Apartments by bus (see [Appendix U](#))

This infographic may require some regular updating, especially if the housing accommodation changes. In the case the housing location stays the same, research should still be done into transport options from the airport to the accommodation to ensure the information in the infographic is still relevant. Current information about travel options from Keflavík International Airport can be found at the website for Isavia (located at <https://www.isavia.is>), the national air travel service provider for Iceland.

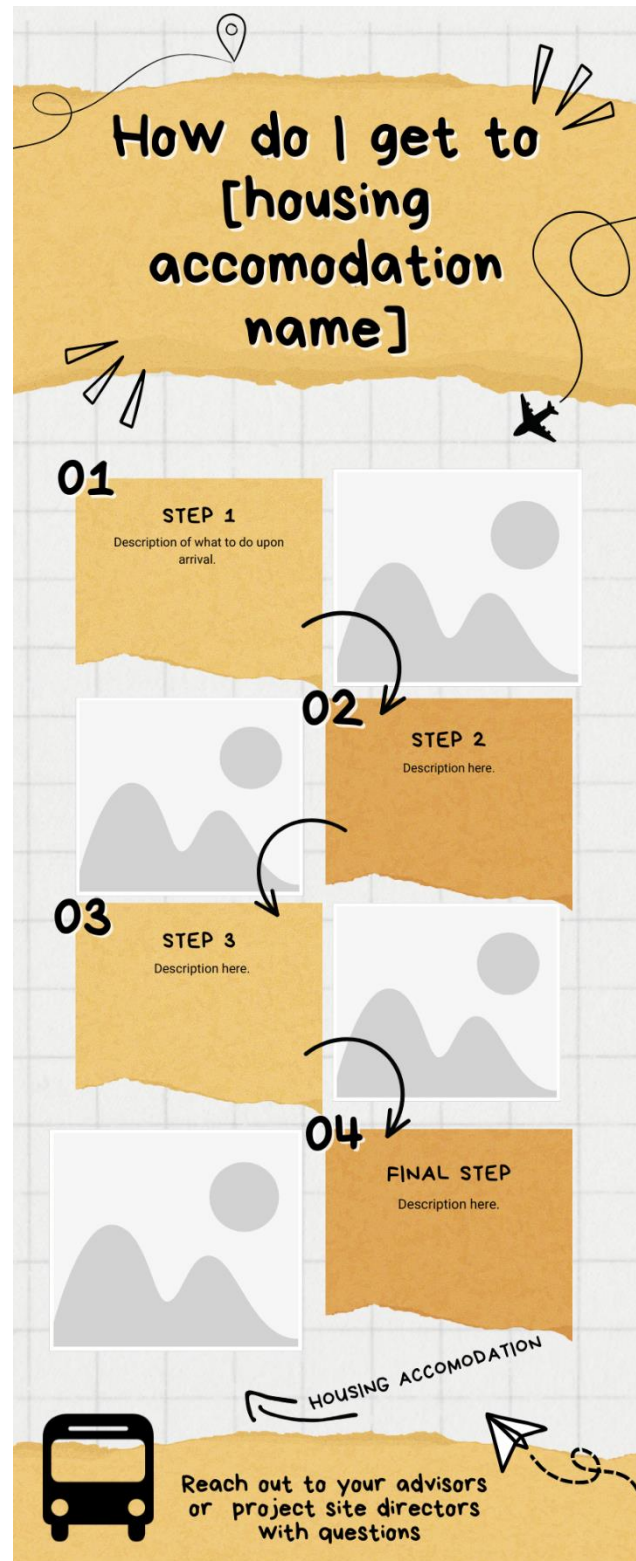


Figure 23: How do I get to Downtown Reykjavík Apartments? infographic blank template (see [Appendix U](#))

Places to Visit in Iceland

We recommend the infographic in Figure 24 is made available during ID 2050 alongside the Reykjavík Project Center handbook, as well as made publicly available through a link on the Reykjavík Project Center WordPress website and eProjects page. Additionally, we recommend this infographic be made available in print form during the WPI Global Projects Fair.

During our surveys we noticed that few students in Iceland were using resources to learn about their location's culture during the first few weeks on site. Most of our team had some difficulty finding interesting places to visit on the weekends and wished we had done more research into landmarks and attractions in the area. To help future travelers make the most of their time in Iceland, we made this infographic to showcase some of the notable locations from our experiences. Additionally, we see this infographic being a particularly useful resource for those considering applying to the Reykjavík Project Center, hence we recommend having it available at the Global Projects Fair so that interested students can see what kinds of experiences Iceland has to offer.

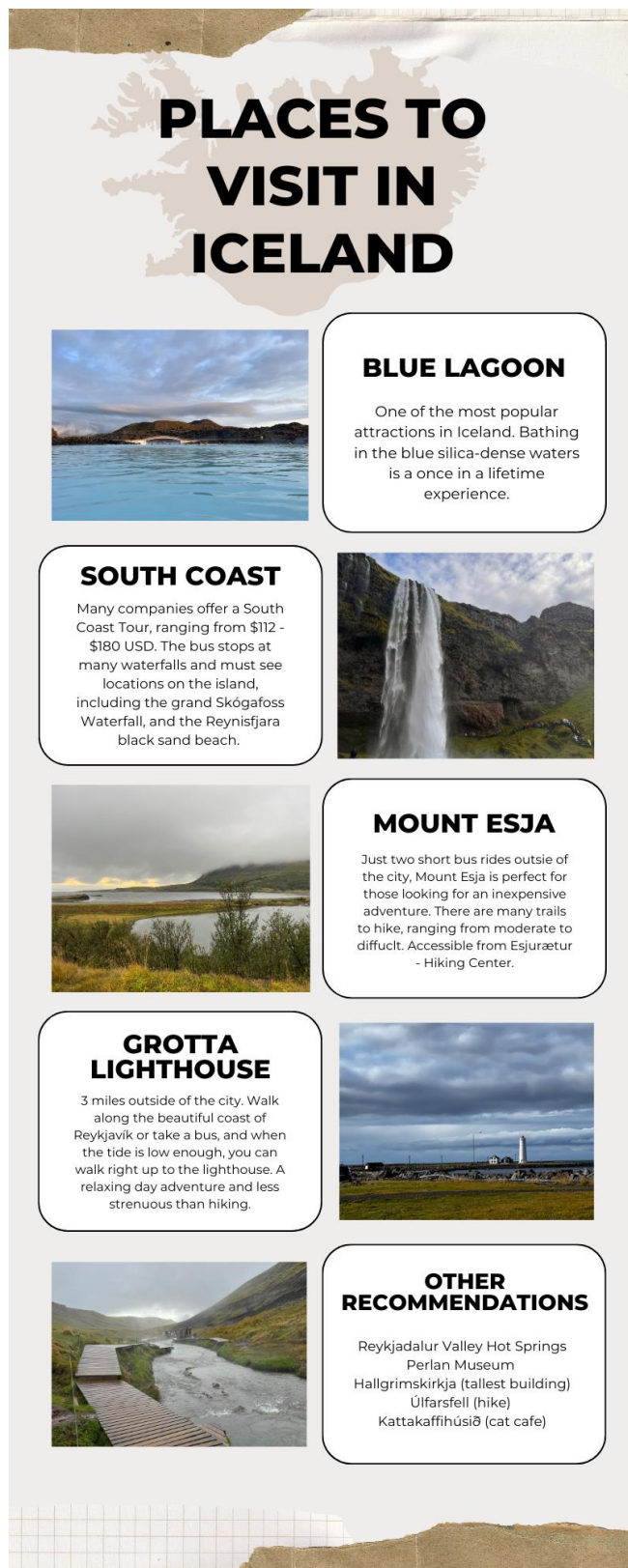


Figure 24: An infographic giving an overview of recommended places to visit in Iceland (see [Appendix U](#))

This infographic will require some updates going forward. Project center directors can gather locations students found meaningful to them through the survey we recommend distributing at the end of the term to update sections (see [Survey section](#)). Additionally, if students are given editing permissions for the custom map in Google Maps, we recommend using locations that students pin on that map to add to this infographic (see [Custom Map in Google Maps section](#)).



Figure 25: Places to Visit in Iceland infographic blank template (see [Appendix U](#))

How to Get Around Iceland

We recommend the infographic in Figure 26 is made available during ID 2050 alongside the Reykjavík Project Center handbook, as well as made publicly available through a link on the Reykjavík Project Center WordPress website and eProjects page. We also recommend this infographic is made available in print form at the WPI Global Projects Fair.

As indicated in survey responses and our team journals (see [Weekly Summaries section](#)), transportation was a highly used local resource. Reykjavík is a very walkable city, but it is important to note that leaving the city will require students to pay. Surveys also suggest that it would be important to know more about travel logistics prior to arrival, to plan for future spending or to accommodate for students who may not want to travel somewhere that requires considerable amounts of walking.

HOW TO GET AROUND ICELAND

Strætó
The Best Option Within Reykjavík
 Accessible through the Klappið app, these buses travel all over the capital area, as well as some locations outside of Reykjavík. If you are going to use the bus frequently, buy a 30 day pass to save money.

Taxis
Expensive. Use as a Last Resort
 Fares start at \$5 with an additional \$2.50/km. BSR (+354 561 0000) and Hreyfil (+354 588 5522) are companies that operate 24/7.

Walking
Reykjavík is Pedestrian Friendly
 The most budget-friendly option. There are many stores, restaurants, and attractions within reasonable distance of DRA. Expect to do lots of walking when at the Reykjavík Project Center.

Organized Tours
Best Option for Sightseeing
 Booking an organized tour is the best way to see the wonders Iceland has to offer. These tours often come in packages that include specific location pickup.

Domestic Flight
For the Money Unconscious
 Reykjavík Domestic Airport offers flights all over Iceland... if you're feeling like flying around the island.

For more information visit guidetoiceland.is

Figure 26: An infographic giving an overview of different transport options within Iceland (see [Appendix U](#))

This infographic does not require frequent updating, as travel options in Iceland should remain consistent over time. The only year-to-year update will be the price of taxis, and this is done through a quick Google search on the price of taxis in Iceland.

HOW TO GET AROUND [LOCATION]

Option 1
Brief Overview
Description here.

Option 2
Brief Overview
Description here.

Option 3
Brief Overview
Description here.

Option 4
Brief Overview
Description here.

Option 5
Brief Overview.
Description here

For more information visit [website about location]

Figure 27: How do I get Around Iceland? infographic blank template (see [Appendix U](#))

Custom Map in Google Maps

We recommend distributing and regularly updating a custom map created by our team in Google Maps of locations students may find useful in Iceland. This map allows information to be delivered in a visual and interactive manner. Locations can be grouped using what Google Maps refers to as “layers” (see example in Figure 29), and each pinned location can be given a custom name, description, color, and icon (see example in Figure 28). Pins can also have photos or videos attached to them. When viewing the map, users can directly click on a pinned location, which then displays a description and provides an option for directions from the user’s current location.

When creating the custom map for Iceland, our team separated the pins into four layers, namely “Groceries & Convenience Stores,” “Restaurants & Cafes,” “Other Useful Locations,”

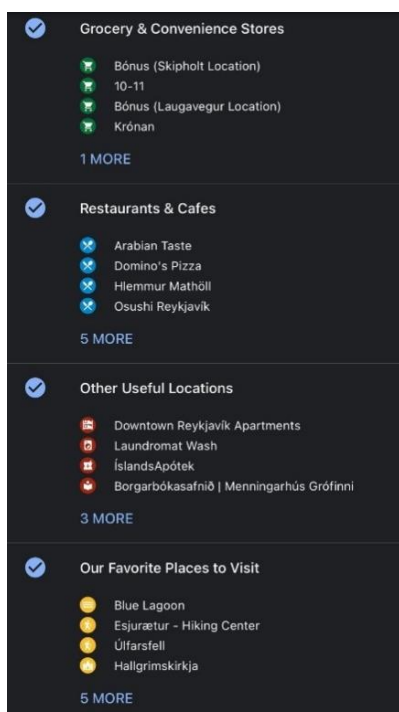


Figure 29: A screenshot from the Google Maps mobile app showing the legend for the custom map our team created for Iceland

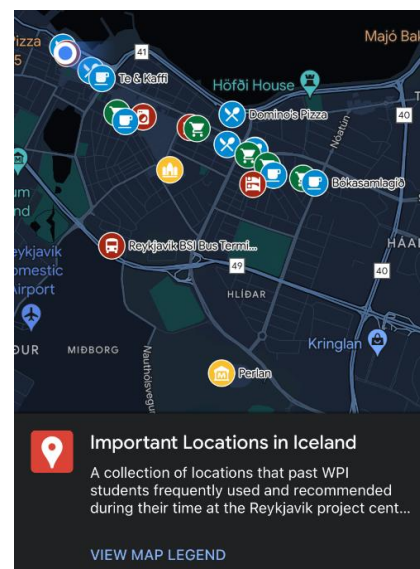


Figure 28: A screenshot from the Google Maps mobile app showing the custom map of locations our team created for Iceland

and “Our Favorite Places to Visit” (see Figure 29). The first two categories were chosen because of our survey data, as food service and grocery stores were places respondents reported using most often. The “Other Useful Locations” layer was used as a catch-all for additional locations our team believed were important to know, such as pharmacies and laundromats. The “Our Favorite Places to Visit” section was added due to the low number of students within the Reykjavík cohort that reported using resources to learn about their project center’s culture. Our team believes that adding recommendations for places to visit will help encourage future students traveling to Reykjavík to engage with the local culture. Additionally, we believe that adding our favorite locations to visit would help showcase what students enjoy doing outside of project work to those considering applying to the Reykjavík Project Center.

Our team chose to use Google Maps as a platform due to its simplicity and popularity. All of our team members were familiar with Google Maps before beginning this project, but none of us had used the custom map feature. However, we were able to quickly figure out how to use this tool and had little difficulty learning how to navigate the custom map interface. In terms of popularity, during our surveys we found that navigation apps were one of the top ways students reported discovering locations. This finding was backed up by the experiences of our team members, with each of us using apps to navigate Reykjavík daily. Given that Google Maps is already a platform students are familiar with, we believe that they would utilize a custom map tailored to the needs of their project center if it was provided.

A unique feature Google Maps offers is collaborative editing. Google Maps allows for the creation of a shareable link, which can be set with editing or viewing permissions. It is also possible to add people individually by email, giving different permission to each user. These features give administrators fine-tuned control of who can view and who can edit the map. In addition, the edit history is stored in a corresponding file in Google Drive, so the timing of edits can be traced back to users (see Figure 30).

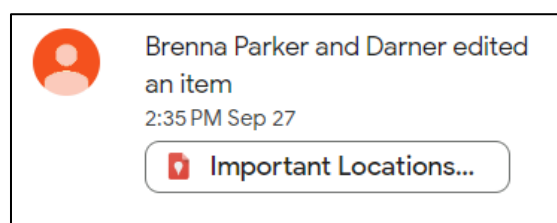


Figure 30: An example of how edits for custom maps appear when activity is viewed in Google Drive

Our team suggests two different methods of updating this custom map. The first is using the collaborative editing feature to allow students to update it themselves. In the case few students volunteer to add to the map, or as a supplement to the updates made by students, the project center director can use locations gathered from responses to the survey we recommend distributing at the end of the term. The custom map our team created can be found in the zipped Keyhole Markup Language (KMZ) file included with our submission of this report. Instructions on importing this file into Google Maps, as well as using various features within the program, can be found among the tutorials in [Appendix V](#).

ID 2050 Quiz

We suggest giving a short quiz during ID 2050 to encourage students to research aspects of travel that our team found particularly vital to know. The questions cover topics including emergency contacts, housing details, money, climate/weather, and local resources that are important to know about (transportation, grocery stores, etc.). The specific questions we recommend giving to those traveling to Reykjavík and their answers can be found in [Appendix W](#). We recommend this quiz is given after the project center handbook and infographics are distributed to students (see [Infographics section](#)). The quiz questions we suggest are based off information students are given in the handbook and infographics resources, therefore waiting until students have access to them is necessary to ensure they have the study materials needed to succeed. We recommend ID 2050 instructors briefly review the quiz with the class after it is graded, so students are aware of the correct answers to questions they may have missed.

Each quiz question is either multiple choice or short answer in order to minimize the additional work given to ID 2050 instructors. If instructors choose to deliver this quiz on an online platform, such as Canvas, the lack of long form questions means that grading could be entirely automated. Only 5-10 minutes of class time would have to be allocated out of the already busy ID 2050 schedule for quiz completion. To reduce the burden of an additional assignment to students taking ID 2050, we also recommend this quiz is counted as extra credit.

In creating our suggested quiz questions, our team chose categories of information we thought would be most important for students to know before traveling. For example, the 911 equivalent in Iceland is important for students to be able to quickly recall if they were in an emergency while at the Reykjavík Project Center. As identified in our survey responses and personal team journals, transportation was one of the top overall categories of information students wished they knew more about before traveling. In Reykjavík, the primary method of

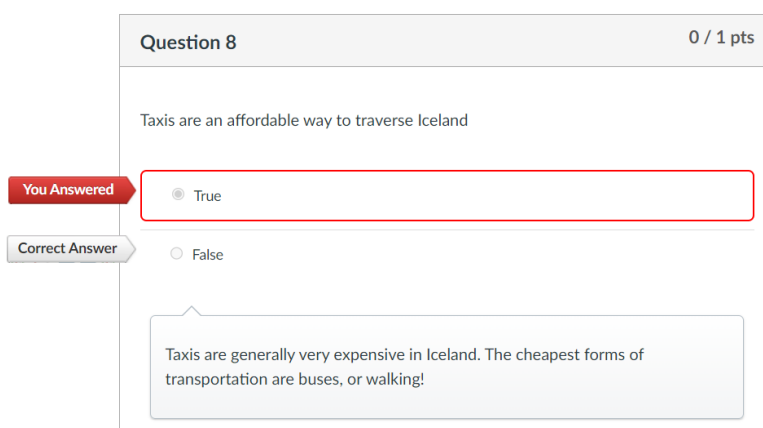


Figure 31: A screenshot of how one of our suggested quiz questions would look after a student submits their quiz on Canvas

transportation (other than walking) is the local bus system and an important detail of the bus system is how to pay using the mobile app or cash, so we also included a question related to that fact. The quiz questions we provided are not exhaustive regarding details about travel and living in Iceland. However, it is our intention that by giving a quiz, students will be encouraged to study pre-departure preparation resources carefully, rather than skimming through or ignoring them altogether. This quiz requires updating if information regarding topics such as the housing accommodation or grocery options in the city changes. When the project site handbook and infographics have been updated, they can be used to update quiz questions. When updating this quiz, project center directors can add additional questions as needed.

The screenshot displays a student's view of a quiz titled "Go Iceland" within a learning management system. On the left, a vertical navigation menu includes options such as Home, Account, Dashboard, Courses, Calendar, Inbox, History, Help, and Media Storage. The main content area shows the quiz title, start time (Oct 9 at 10:29am), and "Quiz Instructions" which state it is an extra credit assignment. Two questions are visible: "Question 1" (1 pt) asking for the 911 equivalent in Iceland, and "Question 2" (1 pt) asking how to pay for bus fares on Strogo. A right sidebar shows a list of questions (3-10) and a timer indicating 44 minutes and 26 seconds elapsed.

Figure 32: Example of student view for ID 2050 Quiz

Project Center Website Updates

We suggest adding two pages to the currently existing Iceland Project Center WordPress website, available at <https://wp.wpi.edu/iceland/>. The first is a page of frequently asked questions (FAQ), containing questions often posed by students about to travel to Iceland or considering applying (see example in Figure 33). The second page we recommend adding is a list of favorite places that students visited during their time in Iceland, with each location accompanied by a brief description and photos taken by students (see example in Figure 34). Additionally, we suggest that the existing pages, such as those describing student projects and past sponsors, are regularly updated.

As of writing this report, the Iceland Project Center website contains information that's centered almost entirely around project work, giving an overview of societal challenges the country is currently facing, past projects completed in Reyjavik, and sponsors teams have previously worked with. While this information is important to those interested in applying to the project center for their IQP, those who wish to also know more about the living situation at the site or what students do in their free time are left in the dark. The Iceland Project Center eProjects page (see link in [Appendix A](#)) can fill in some of the gaps left by the WordPress website, however it requires a WPI email address to view. Multiple members of our team had looked online for more information about the Reykjavík Project Center and other locations before we had access to eProjects, but since we were only able to access the WordPress websites for these places we were still left with many questions.

In [Appendix X](#), our team gives a list of specific questions we suggest adding to the FAQ page of the website. Several of these questions, such as those relating to where to buy foods for specific diets and where to do laundry, are based on examples of questions our sponsor described having to repeatedly answer during his time as a project center director. The other questions were chosen based on topics our team had questions about before our time in Iceland, as well as information students indicated they wish they had known before travel. For example, we included a question regarding how to get from the

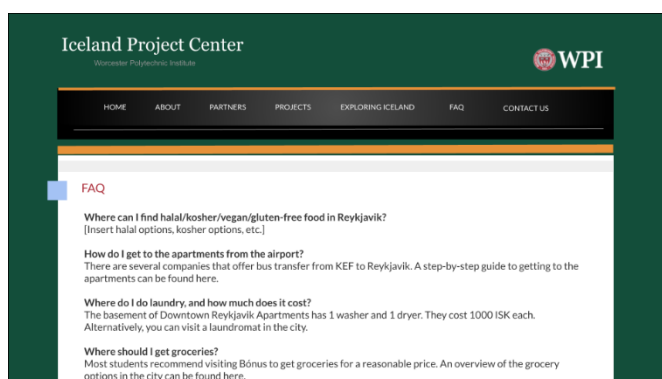


Figure 33: A mockup of what a FAQ page might look like on the WordPress website for the Reykjavik Project Center

airport to the accommodation, since this was something the members of our team and some of our survey respondents from Iceland had wanted more details on before we'd arrived. The question suggestions in [Appendix X](#) are intended only as a starting point for this FAQ page, and project center directors should add to this list as they see fit.

We added a page describing students' favorite places in Iceland to our recommendations for project center website updates in order to showcase what the country has to offer to students considering applying, and to help give students at the project center ideas of places to visit. Within our Iceland cohort we found that during our first few weeks of surveys, few students reported using any resources to learn about their location's culture. Additionally, members of our

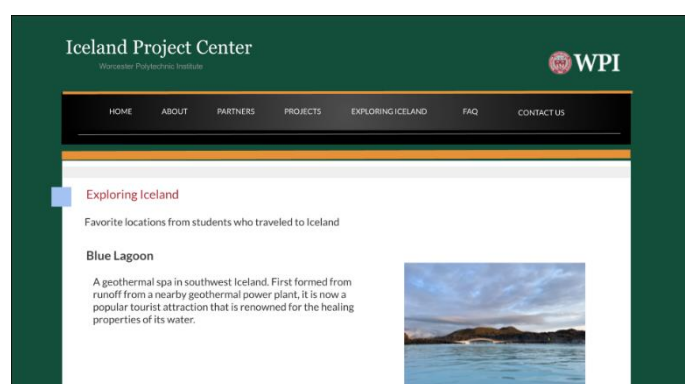


Figure 34: A mockup of what a page listing students' favorite places to visit might look like on the WordPress website for the Reykjavik Project Center

team also noted difficulty when it came to finding places to visit during our free time, and for much of our time in Iceland many of us felt like we had done little to learn about Icelandic culture. It is our team's belief that a page of recommended locations to visit will encourage students to spend more time immersing themselves in Iceland and help them make the most of their seven weeks on site.

Both the FAQ and the page of students' favorite locations will require regular updating. We have provided resources for updating the questions we recommend for the FAQ page alongside each in [Appendix X](#). For the favorite locations page, project center directors can choose locations students identify as impactful parts of their experiences in the end-of-term surveys we recommend giving (see [Survey section](#)). Project center directors can also pull from locations added to the custom map in Google Maps to fill out the favorite locations page (see [Custom Map in Google Maps section](#)). Links to tutorials on how to create and edit pages in WordPress websites can be found among the resources listed in [Appendix X](#).

Site-Specific Instagram

We recommend the creation of a Reykjavík Project Center Instagram account, as well as the creation of site-specific Instagram accounts for all project centers. These accounts should be accessible by link from project center websites and mentioned on the WPI Global Instagram account. At this time, a few project centers already have a site-specific Instagram page, however, they are buried within many other accounts, and not easily found.

Many students are already familiar with the Instagram platform, and archival information can be found by scrolling to see past posts. Additionally, Instagram has a highlights reel feature which allows the categorization of posts by topic, such as “Restaurants,” “Activities,” or “Icelandic Culture.”

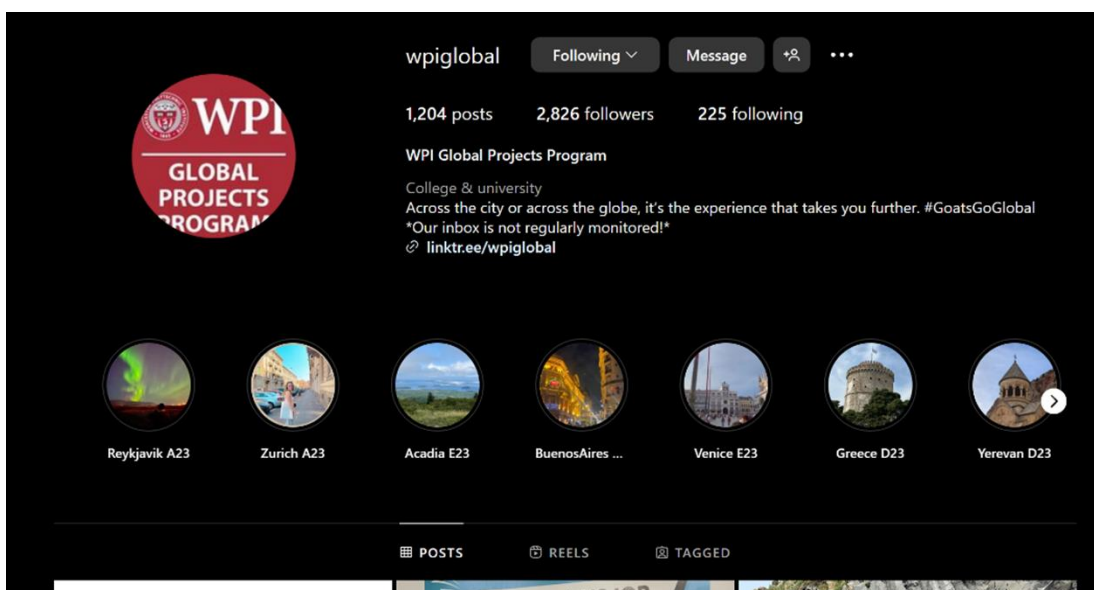


Figure 35: WPI Global Instagram front page, displaying the highlight reel feature

During our fourth week in Iceland, our team had to opportunity to partake in the Global Projects Program “Instagram Takeover.” During this time, Brenna was able to post about our day-to-day life, activities done outside of project work, and recommended places to visit. It is our belief that the Instagram platform will be a fun and interactive way for students to share about life at their project center, connect with people from home, and provide a location for future students to access information about project centers before traveling.



Figure 36: Post example from the “Instagram Takeover” (9/20/2023)

We recommend that the username and password for the site-specific Instagram is given to members of the cohort who express interest in taking over the account, and that the password be changed at the end of the term to prevent account vandalism or misuse. More information and guidelines on creating WPI-affiliated social media accounts are available from WPI Marketing Communications at <https://www.wpi.edu/offices/marketing-communications/resources>.

Alumni Meet and Greet

Our final recommendation is an alumni meet and greet to be held during ID 2050. Previous travelers to the project center will be invited to a social meeting with students preparing to travel, with the goal of sharing alumni experiences and answering questions of future travelers. Talking with alumni who have been in a similar position allows students to ask questions they may not feel comfortable asking professors or advisors about. In addition, students and alumni may exchange contact information, allowing further communication of information outside of the classroom.

This meeting will be informal, and organized by project site directors, project advisors, and ID 2050 instructors. We recommend an email is sent to project center alumni from the previous year, asking for interest in participation in this event.

Reflections

Brenna Parker

Living in Iceland has been an incredibly transformative experience for me. Being in Reykjavík, the capital city, and completing a seven-week project with my team while immersing



Figure 37: Brenna's selfie with Hallgrímskirkja (8/24/2023)

myself in a new environment provided a unique blend of challenges and joys that have left a lasting impact on my personal and professional growth. The initial excitement of being in a new country was quickly accompanied by bouts of homesickness. Missing the familiar surroundings, comforting routine and, surprisingly (or I guess not so surprisingly) my cat, created unexpected hurdles. Fortunately, I was able to frequently visit the cat café, Kattakaffihúsið, which became a place of solace to find a piece of familiarity amidst the unfamiliar. Also, weekend adventures and visiting new coffee shops became my escape. Whether it was exploring the

brehtaking landscapes, trying local delicacies, or simply wandering the coastline of Reykjavík, these activities became the highlights of my stay.

One of the most enriching aspects of this journey was the opportunity to attend a church with the same religious affiliation as mine back in the US. This experience brought overwhelming peace and encouragement. It was a reminder that despite being miles away from home, there was a sense of continuity and community within my Christian faith. The professional aspect of being away was also impactful. Working extensively with a team taught me valuable lessons in collaboration, communication, and adaptability.



Figure 38: Brenna's selfie at Skógafoss waterfall (9/22/2023)

As I reflect on my time in Iceland, I realize that the journey was not just about academic or professional pursuits; it was an experience that shaped me emotionally, mentally, and spiritually. The challenges and moments of joy, the homesickness and the cat cafe, the planned adventures, and the spiritual connection—all played roles in making this study abroad experience a profound chapter in my life. I leave Iceland not only with academic progress but with a treasure chest full of memories, personal growth, and a broader perspective on the world.



Figure 39: Mount Esja Hike (8/26/2023)

James Calarese

I feel like overall my time in Iceland included some of what I expected going in, and some of what I did not expect going in. When I left in late August, I was very excited, and hopeful at the prospect of all the things I would do and the people I would meet. I had never left the United States before traveling to Iceland, so being this far away from home was a totally new experience to me, so I had merit in believing everything would be very different and that everything would be different. But by September I realized that with some exceptions, most aspects of life in Iceland are not that far off from in the United States and that I would not walk away from this experience with any more than a couple new friends. I was able to settle into a routine, but that routine was a little bit different than back home. Everything was a learning experience with lots of trial and error. Finding the right place to shop for groceries, the best bars to go to, and the best places to view the Northern Lights were the biggest examples of this.



Figure 40: Blue Lagoon at night (9/10/2023)



Figure 41: James and his shrimp scampi (8/31/2023)

The experiences along the way were my favorites. Some of my favorite places that I went to were the Blue Lagoon, Perlan museum, Lux Nightclub, Einstok Bar, and everywhere on the south coast tour. The Blue Lagoon trip and the south coast tour really had that “oh wow I’m in Iceland” feel to them. The spontaneous Northern Lights viewing parties at the harbor were also a favorite.

One challenge that I did face was with allergies. I have allergies to peanuts, cashews, and pistachios, and while the last two are not very bad my peanut one is life or death. Lots of people in the apartment liked to eat peanuts or peanut butter sandwiches, and most bakeries used nuts heavily, so I had to navigate this while I was here. I ended up getting my own pan and cooking utensils and keeping one of each of the dining set for myself to make sure my food was never contaminated.

I did have homesickness all along the way, and it came in waves, with the worst of it being in week five. What I found helped was going on all these trips and talking about how I felt with people who I knew felt the same way. There were a lot of things waiting for me back home that I had my mind on consistently throughout the entirety of the term, but I tried to make the most of it all and experience what I could. Overall, I would come back to Iceland at some point, but not under the guise of doing a project, just for a sightseeing tour as there was not enough time to see it all. IQP really is what you make of it and I feel like I did just that with the cards I was dealt.



Figure 42: James at Sólheimajökull glacier (9/22/2023)

Parker Frizzle

I’ve used this experience to try to push me out of my comfort zone in a variety of different ways, and as a result I feel like my time in Iceland has led to a lot of personal growth. This was my first time leaving the U.S. as well as my first time flying by myself, and I spent the



Figure 43: Parker with the Aurora Borealis (9/14/2023)

drive from my house to Logan Airport terrified of the whole trip ahead of me. However, in the end I was able to navigate travel without too many problems along the way, and going through that whole process on my own made me feel more independent. I've also always been a bit of a homebody, but after I got to Reykjavík I really pushed myself to go out and explore and take in as much of Iceland as I could at every moment I had available to me. As a result, I made a lot of memories I would've missed out on if I gave into my nerves about visiting new places. Even when it came to my hobbies I tried to use my new environment as an opportunity to try new things. For instance, I'm a hobbyist artist but I've always tended to draw people, so I took advantage of the natural scenery of Iceland to push myself to practice drawing more landscapes.

It's hard for me to point to one experience that I feel was particularly impactful to me or encapsulates my time at the Reykjavík Project Center. What really made my time in Iceland was all the little moments and adventures I went on, from deciding on a whim to stop by new shops and cafes I thought looked interesting to hopping on a bus by myself one morning and getting (slightly) lost going for a hike. Overall, I think the biggest lesson I learned from these moments was the importance of not losing your excitement and curiosity about the world around you, and the importance of always keeping yourself open to new experiences.

If you're reading this and you're currently preparing to go off-campus, or are considering applying, I have a few pieces of advice. First of all, like anything in life, the experience of going off campus is what you make of it. No one is going to stop you from sitting in your room all day; it's up to you to put in the effort to explore, try new things, and make your



Figure 44: Walking path with Mount Esja in the background (9/9/2023)



Figure 45: Cold brew coffee at Bókasamlagið (9/27/2023)

time away from home fun and interesting. Secondly, doing an off-campus project can be a stressful and, at times, mildly terrifying experience--and that's okay! Overcoming those challenges is a key part of the off-campus experience, and no number of infographics, quizzes, or websites will entirely prepare you for the hurdles you'll encounter while away from home. You'll come out a better person for going through it, and everything will be alright in the end, I promise. Finally, take steps to address any issues you may be struggling with before you leave home, and don't forget to take care of yourself and reach out for support as needed while you're away. A change of scenery can be a good thing, but don't fool yourself into thinking it will solve all your problems.

Darren Ni

I think my overall experience in Iceland ended up being a little different than that of my cohort. I found my excitement of living in a new, unfamiliar country quickly fading away by the second week of my stay. Perhaps I was travel weary from other trips I took during the summer, or maybe Iceland didn't strike me as much as some of the other places I've traveled to. To me, the culture, food, language, and way of life is just so similar to the U.S. that I don't truly feel like I'm somewhere else. I imagine this experience felt a lot fresher to those in my cohort who have never left the country before. That's not to say I didn't enjoy my stay here. It was fun hiking Mount Esja in the rain, acquiring a mild case of trench foot and sounding like Squidward when I walk. I also enjoyed getting tourist-trapped at the Blue Lagoon, spending my life savings to take a bath with a hundred other people. I didn't take too many trips outside the city, as they were all expensive, but the ones I did end up taking were experiences I will remember fondly after I leave Iceland.



Figure 46: Darren with chips (9/12/2023)

The IQP project work was a fine experience. Our team fell into a routine of meeting at the Reykjavík City Library from Mondays to Thursdays, then at a nearby café on Fridays to close out the week. The work itself was straightforward. We did the things mentioned in our [weekly summaries](#) above and worked on revising this paper. Apologies, dear reader, if you have already gleaned this information from the other reflections. Our group is writing this at the same time, and my section happened to be placed last. Anyways, I purchased a thirty-day bus pass at the beginning of the term so I can take the bus to the city library. Sure, it would've been healthier



*Figure 47: Darren's boba tea
(9/23/2023)*

if I walked, but then I wouldn't have been blessed with the bag of sour cream and onion chips that someone left on the bus. In hindsight, I should've held off on buying it until the last thirty days of the term, as walking in the cold is a lot less pleasant, and buying another thirty-day pass would incur a loss unless I took the bus every day, which I didn't plan on doing. After my bus pass expired, I started walking, which doubled my daily commute time. I did discover some merits to walking though. Firstly, my watch praises me for reaching my step goal every day. Secondly, I get to undo all the benefits gained from that by drinking boba tea with double coffee jelly that I buy from a store along my path. I visit the store so often that the shopkeeper started to recognize me and stopped asking me if I wanted a receipt, as she already knew the answer (the answer is "no" by the way). I suspect she will stop asking what my order is entirely after two more visits.

Balancing work and life was not as hard as I thought it would be. On the weekdays, I go straight home after around five to seven hours of groupwork. On weekends, I stay home unless I have a trip planned to some tourist location. My version of "fun" seems to be pretty mundane, which I think helped keep me on track. Overall, I had a nice experience, but it may be a while before I decide to travel again.

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Appendices

Appendix A: List of WPI Sources Consulted During Research

What follows is a list of resources our team investigated as part of our research into information that is currently available from official WPI sources regarding project center locations and student experiences in the Global Projects Program. See the [Attempts at Sharing Global Projects Program Experiences](#), [Resources to Learn About WPI Project Centers](#), and [IQP Pre-Departure Resources](#) subsections of our [Background section](#) for our findings from this research.

Global Ambassadors Program

- Global Ambassadors page of WPI website, giving an overview of the responsibilities of student volunteers in the program and how to apply. Pulled from a snapshot on the Wayback Machine, an Internet archiving service, taken on October 24, 2021. Available at <https://web.archive.org/web/20211024160912/https://www.wpi.edu/student-experience/resources/off-campus-projects/returning-from-off-campus/global-ambassadors>.
- Article from WPI Today describing the mission of the Global Ambassadors program and their work at events around campus. Written by Mike D’Onofrio and published February 27, 2014. Available at <https://www.wpi.edu/news/going-global>.

Back to Campus and Beyond

- Promotional video describing how students returning from the Albania Project Center reflected on their experiences, including their participation in the “Back to Campus and Beyond” course. Posted by WPI on YouTube on April 21, 2017. Available at <https://www.youtube.com/watch?v=ZXNgaVYJ4zQ>.
- Promotional video describing how students returning from the Bar Harbor Project Center reflected on their experiences, including their participation in the “Back to Campus and Beyond” course. Posted by WPI on Youtube on January 24, 2018. Available at <https://www.youtube.com/watch?v=ja-5eFt2tAQ>.

Tech News Travel Column

- Article describing places visited by the author during her visit to Cape Town, South Africa. It’s unclear whether the author is visiting as part of the Global Projects Program

or is just there on personal travel. Written by Hope Clairmont and published to WPI Tech News on February 4, 2020. Available at <https://wpitechnews.com/2020/02/04/travel-column-cape-town-south-africa-2/>.

- Article describing authors time at the Israel Project Center, where he completed his IQP. Written by Aaron Rosenthal and published to WPI Tech News on January 23, 2018. Available at <https://wpitechnews.com/2018/01/23/iqp-travel-column-israel/>.
- Article describing author's visits to Lake Winnepesaukee in New Hampshire. This article is referencing personal trips made by the author, rather than travel done through the Global Projects Program. Written by Tim Connors and published to WPI Tech News on August 31, 2022. Available at <https://wpitechnews.com/2022/08/31/travel-column-lake-winnepesaukee/>.

eProjects

- Page for the Reykjavík, Iceland Project Center on eProjects. Available at <https://eprojects.wpi.edu/project-sites/2036/>.
- Article describing using eProjects to view WPI project opportunities. Posted on the WPI Hub on June 6, 2019 and last updated on February 6, 2023. Available at <https://hub.wpi.edu/article/305/viewing-project-opportunities-in-eprojects>.

Project Center WordPress Blogs

- WordPress blog for the Iceland Project Center. Available at <https://wp.wpi.edu/iceland/>.
- WordPress blog for the Berlin Project Center. Available at <https://wp.wpi.edu/berlin/>.
- WordPress blog for the Washington, D.C. Project Center. Available at <https://wp.wpi.edu/washingtondc/>.

Other Project Center Websites

- Website for the Prague Project Center. Available at <https://pragueprojectcenter.org/>.
- Website for the Copenhagen Project Center. Available at <https://wpicpc.org/>.

Site-Specific Orientations

- Recording of the orientation hosted by the GEO for a cohort traveling to the Costa Rica Project Center in C term of 2022. Posted by WPI Global Projects Program on January 13, 2022. Available at https://www.youtube.com/watch?v=tMqaaYBTz_o.

- Recording of the orientation hosted by the GEO for a cohort traveling to the Hawaii Project Center in C term of 2022. Posted by WPI Global Projects Program on December 9, 2022. Available at <https://www.youtube.com/watch?v=xpEcZUkr3T4>.

Information from WPI Website (wpi.edu)

- Page on WPI website describing WPI plan. Available at <https://www.wpi.edu/project-based-learning/wpi-plan>.
- Page on WPI website giving an overview of the Global Projects Program. Available at <https://www.wpi.edu/project-based-learning/project-based-education/global-project-program>.
- Project center directory on WPI website. Available at <https://www.wpi.edu/project-based-learning/project-based-education/global-project-program/project-centers>.
- Page on WPI website giving an overview of pre-departure preparation resources currently provided by the GEO. Available at <https://www.wpi.edu/student-experience/resources/off-campus-projects/prepare-for-off-campus>.

Appendix B: Methodology Timeline

Task	Week						
	1	2	3	4	5	6	7
Introduction and background ready for advisor review	F						
Conduct team member journals							
Conduct surveys within cohorts	W	W	W	W	W		
Methods section ready for advisor review		F					
Revisions of intro and background			F				
First draft of research report			F				
Revisions of methods for advisor review				R			
Revisions of methods for advisor review					F		
Data analysis							
First draft of results for advisor review						F	
Finalize sponsor final presentation date and venue						F	
Formulate and finalize report and deliverable							W

Appendix C: Team Journal Preamble

As a member of the Lived Experiences Repository team, you are being asked to complete this journal as part of our study aiding in the development of a lived experiences repository for students traveling to WPI project centers. You are reminded that your completion of this journal is voluntary. You may skip any of the questions in any entry, and you may provide as much or as little detail as you want in your responses.

Please refrain from writing about specific individuals or groups other than yourself, and try to keep your responses focused on more general social and cultural observations. **Please do not disclose any information obtained in a setting expected to remain private or confidential.**

You are reminded that other members of the Lived Experiences Repository team will have access to information from your responses. The content of your responses may be summarized or quoted within the final project report. The final project report will be made available to the general public. **Please be sure to carefully consider any potential risks associated with the information you choose to share**, particularly if that information could be considered embarrassing, sensitive, or has legal implications.

Appendix D: Team Journal Entry Questions

Name:

Date:

1. What local resources have you used today (eg. restaurants, supermarkets, transportation hubs, nightclubs)? How did you learn about them? Would you recommend them to other students?
2. Have you used any resources today to learn about Icelandic culture (eg. museums, tours, festivals, music concerts)? If so, what were these resources? How did you learn about them? Would you recommend them to other students?
3. Have you learned anything today that you wish you knew before traveling? If so, explain.
4. Have you encountered any unexpected challenges about living abroad today? If so, what were these challenges? What resources have you used to work through them?
5. Have you had any experiences today that you would consider meaningful or important to you? If so, what were these experiences? How did they impact you?
6. Do you feel as though other students would benefit from any of the information in your responses above? What do you think would be beneficial for future students traveling to Iceland to know?

Additional comments:

Appendix E: Cohort Survey Email

Subject: Surveying A Term Project Centers [chance to win a \$20 Dunkin card!]

Kveðjur (Greetings) [fellow cohort members/from Iceland],

We are an IQP team conducting a study aiding in the development of a lived experiences repository for students traveling to WPI project centers. As part of our research, we are asking you to complete a weekly survey about your experiences at your project center over the past week. **Your participation in this survey is voluntary.** You may refuse to take the survey or exit at any time. Your responses to this survey will remain **confidential**. We will use the information from these responses to discover trends and key components of the travel experience for WPI students. Responses will not be directly quoted, however you are reminded to use discretion when choosing what to share.

The survey should take no longer than 10 minutes to complete. You will be given free response questions addressing different aspects of your experience at your project center over the past week.

Every survey you complete over the course of the term will result in an additional raffle entry for a **\$20 Dunkin Donuts gift card**, to be drawn at the end of A term. The pool for this raffle will consist of responses drawn from the majority of WPI students off-campus over the rest of this term. Additionally, the information you provide may help our team inform the development of a resource that could improve the experiences of future students traveling to WPI project centers. There is minimal risk associated with this study, except possible embarrassment or discomfort at recollection of certain memories.

Completion of this survey indicates your informed consent.

The survey for week [week #] can be found here: [survey link]

If you have any questions concerning this study, feel free to contact our team at gr-LivedEx-A23@wpi.edu

Thank you,

Lived Experiences Repository Team (gr-LivedEx-A23@wpi.edu)

Parker Frizzle, Darren Ni, Brenna Parker, James Calarese

Appendix F: Cohort Survey

Participation in this survey is entirely voluntary. Once you have begun answering questions, you may exit or stop at any time. You may choose to answer all questions, or only certain questions. Thank you for your participation, we value your responses. All responses will be kept **confidential**.

By completing this survey, you are consenting to participate in this study.

Thank you for taking the time to respond to our survey! Due to your willingness to help we will like to give you an opportunity to enter your name in a raffle to win a **\$20 Dunkin gift card** at the end of A term. Every survey you respond to results in an additional raffle entry.

Please enter your WPI email address below.

Local Resources

The following questions aim to gather what local resources (eg. restaurants, supermarkets, transportation hubs, nightclubs) you've used while living in your project center over the past week.

1. Approximately how many local resources have you used this week (eg. restaurants, supermarkets, transportation hubs, nightclubs)?
2. Please briefly describe what these local resources are and how you learned about them.
3. Are there any particular local resources that you'd recommend to future students traveling to your project center? If so, explain.

Cultural Resources

The following questions aim to gather what cultural resources (eg. museums, tours, festivals, music concerts) you've used to learn about your project center over the past week.

4. The following questions aim to gather what cultural resources (eg. museums, tours, festivals, music concerts) you've used to learn about your project center over the past week.
5. Approximately how many resources did you use this week to learn about your project center's culture (eg. museums, tours, festivals, music concerts)?
6. Please briefly describe what these cultural resources are and how you learned about them.
7. Are there any particular resources that you'd recommend to future students traveling to your project center? If so, explain.

Other Questions Regarding Your Experience

In the following prompts you may share any knowledge you've gained, challenges you've encountered, and impactful moments you've had over the past week at your project center.

8. Have you learned anything this week that you wish you knew before traveling? If so, explain.

9. Have you encountered any unexpected challenges about living outside of Worcester? If so, what were these challenges? What resources have you used to work through them?
10. Have you had any particular experiences this week that you would consider meaningful or important to you? If so, what were these experiences? How did they impact you?

Comments and Feedback

If you have any feedback for our group or other comments feel free to add them below.

11. Do you have any feedback you would like to give our group regarding this survey?
(Different questions, frequency of survey, etc.)
12. Additional comments:

Appendix G: Email to the GEO for Project Center Email Aliases

Subject: Inquiring About Project Center Emails

Good Morning,

We are members of the Lived Experiences Repository team currently in Iceland for A23. Our project aims to outline a knowledge database that highlights the overlooked intricacies of student experiences at WPI project centers in order to effectively facilitate the transfer of information to future travelers. Part of conducting our research will require reaching out to fellow students at the other project centers during this term (A23), both IQP and MQP.

Is there a possibility that you could provide us with the email aliases for all project centers A23, both abroad and in the US?

If you are unable to do so, we kindly ask that you may direct us to whoever can provide this information.

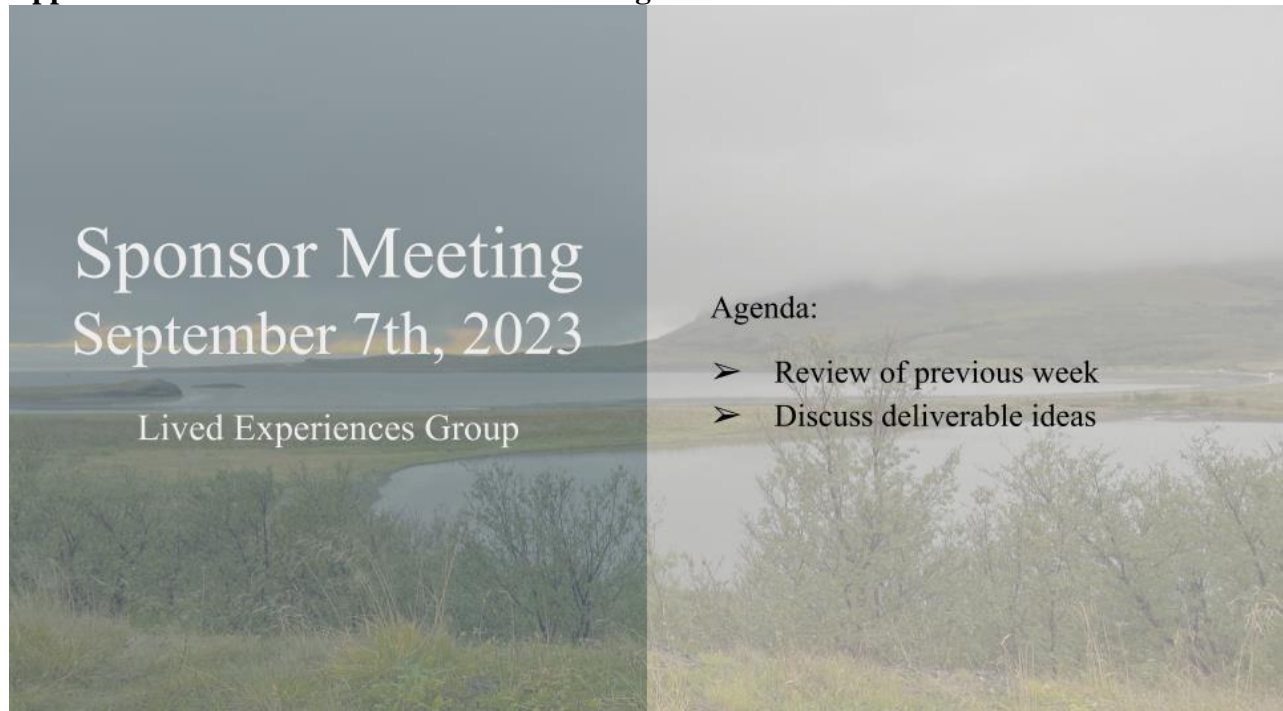
Thank you for your assistance in this matter.

Best wishes,

Lived Experiences Repository Team (gr-LivedEx-A23@wpi.edu)

Parker Frizzle, Darren Ni, Brenna Parker, James Calarese

Appendix H: Initial Deliverable Brainstorming Slideshow



Infographic

Along with our submitted research report, we will produce an infographic (e-version and physical print-out) which will serve as a location for students to reference information. We suggest it is offered as a handout during the Global Projects fair in the fall, accessible to students applying to project locations (WPI global website and/or eprojects), and ID 2050. It will serve as a supplement to the pre-existing handbook.

Pros

- More visually engaging and likely to grab attention
- Visuals aid in memory storage
- Concise nature means students may be more likely to read it

Cons

- Not large enough to add a lot of details
- May be ignored by students like the handbook
- Will need to be maintained yearly with new information

Alumni Meet and Greets

Before departure, IQP students will participate in a meet and greet with project center alumni. It can be in a casual setting, sometime towards the end of ID2050. The goal of the meeting is for the alumni to share information they believe to be helpful, and for the future IQP students to ask their most burning questions. We would provide suggestions for the format of these events, and topics of discussion.

Pros

- Allows students to ask questions that they may feel uncomfortable asking the professors about
- Only requires a small percentage of alumni participating to function well
- Students could be put in contact with project center alumni who they could ask questions outside of the meet and greet

Cons

- Alumni may not wish to return to talk about their experiences without incentive
- Alumni may be graduated or no longer at WPI
- Students may not attend a meet and greet if it is not mandatory

ID 2050 Midterm Exam/Quiz

Students are given the site handbook at the beginning of ID 2050 and, in order to ensure viewing, we suggest testing the student's knowledge of it. We will create recommendations for questions to ask and study material to be given to students before the test. The questions could be regarding the important logistical details as well as culture, environment, and language, thus requiring students to research the country or city prior to visiting.

Pros

- Will incentivize people to pay attention and put effort into learning the ID 2050 material
- Allow students freedom to conduct their own research and discover new happenings that may be different from that of the previous year (Learning non-outdated information)
- Chance to improve grade in ID 2050
- Greater cultural awareness and promotes a positive experience
- Less ambiguity regarding the travel experience

Cons

- From our experience of ID 2050, it is very work-heavy and adding another assignment for students to study for is not ideal
- Additional stress for students, negatively affecting mental health
- Added task for ID 2050 professors - grading and distributing

StoryMap

This online tool lets you pin multimedia content onto an interactive map of a location. These maps could be added to existing project center websites or linked on eProjects so that they could be accessed by students before and during travel. Our team will create a StoryMap based on our personal journals in Iceland and the locations we found to be significant and useful, as well as provide recommendations for creating and curating maps like these for other locations in the future.

Pros

- Students could easily find recommendations and reviews for places near them once on site
- Visually engaging and interactive
- Multimedia content can be pinned to map (images, links, videos, audio recordings, etc.)
- Opportunity for written narratives at each location and student-submitted photos

Cons

- Creation and maintenance may be harder for those who are less tech-savvy
- Need a method of gathering student recommendations to populate/update map
- Information may become quickly outdated

Blog with Student-Submitted Posts

This interactive page or form will be a location where students have the opportunity to submit pictures, give advice, and tell of experiences at Project Centers. It could have a few prompted questions such as “Tips for Traveling” or “Best Restaurants,” and also an opportunity to express their experiences in an open-ended format.

Pros

- Personal blog posts usually contain more information about a student’s experiences and feelings
- Could support multimedia submissions (text posts, images, videos, etc.)
- Fun way for students to reminisce on travel
- Students may remember more details of their experience if given a chance to reflect and write them down
- Could be open to all global project centers, just IQP project centers, or Iceland-specific
- Students are already used to platforms like this (i.e. YikYak, Sidechat, Fizz)
- Searchable by keyword

Cons

- Moderation of student submissions would be required
- Would require pre-existing project center blogs to be updated to allow for submissions, or new websites to be built
- Maintaining blogs may be harder for those who are less tech-savvy and would likely cost money
- Longer posts may be less engaging for readers

Slideshow with Student-Curated Information

We will put important information from our own experiences in Iceland in the form of a slideshow, distributed to students before they depart and/or presented to students at a pre-departure orientation meeting or ID 2050. We will also provide a template for this slideshow and recommendations as to how to gather information from students to fill it out.

Pros

- Using pictures/videos could make it more visually interesting
- Easy to interact with and read
- May include personal narratives and experiences
- Can be accessible through a link
- Faculty and students have likely created slideshows in the past

Cons

- Slideshow must be updated regularly
- Students may ignore a slideshow that is sent to them
- Presentations may not be engaging to students
- Presentation quality may vary from project center to project center
- Need a method of gathering information from previous students to create/update slideshow

Project Center Instagram Account

Each project center will have its own Instagram account, allowing IQP students to post their experiences and share their journey abroad. Students will be given instructions for operating the account for their project center which includes the account username and password, suggestions for posts, and information we recommend sharing. Posts may also include story highlights which can be categorized.

Pros

- Can access information from the past by viewing old posts.
- Can be shared by WPI main Instagram and WPI Global
- Most students are proficient with Instagram.
- Instagram “comments” allow for discussion of posts by prospective students, alumni, and outsiders alike.
- Easy to have posts organized by topic
- Already have the framework for the WPI takeover in place

Cons

- Possibility of account details being leaked
- May require moderation
- Students who don't have Instagram may not be able to access
- Possibility for important project details to not be shared due to the nature of the platform
- Students may not be comfortable sharing certain aspects of their experience to a public social media platform tied to WPI
- Can't look up specific questions

Reykjavik Story Book

Using our personal journals, we will write a short story including images of our time in Iceland. This will be created as an addition to a list of questions and topics to know before departure and sources to find the answers (essentially giving an idea of the project center and then where to learn more).

Pros

- Easy to digest
- Fun to read
- Personal narrative highlighting lived experiences
- Includes travel details and what to expect at the project center

Cons

- No space for any lengthy information
- May quickly become outdated
- Takes more effort to update and rewrite in the future
- Does not directly address any societal issue
- Not transferable to other project centers
- Might not be taken seriously

Suggestions to Update Project Center Website

We will give suggestions to a future MQP to update the existing project center websites to make it more user friendly, update it with more relevant information, and allow it to give more insights to each project center

Pros

- Easily accessible by students
- Accessible to anyone looking for information about traveling to the Iceland project center (parents, professors, prospective students etc.)
- Every resource is in one webpage, so students would not have to spend time looking for information from many different sources
- Website allows for keyword searching

Cons

- Requires management and regular updating

Survey Distributed at the End of Term

We suggest giving students at project centers a survey to fill out at the end of the term in which they attended a project center. We will create this survey with guided questions and a location for the survey responses to be held. These questions will be formed to accommodate the needs that we determine are most important to address for students preparing to travel. This survey will be distributed by advisors.

Pros

- Informative for advisors and those creating the project center handbook
- Provides space for students to reflect on their experience perhaps creating increasing impact of travel
- Advisors given information that is constantly updated
- Student recommendations

Cons

- Less personal
- If responses aren't mandatory, the survey may be ignored
- Doesn't address issue of students not reading the handbook
- Students may not remember specifics of experiences from the beginning of the term
- Additional item for advisors to address

Appendix I: Deliverables First Draft Slideshow

Sponsor Meeting
September 14th, 2023
 Lived Experiences Group

Agenda:

- Review of previous week
- Discuss deliverable ideas

Survey Distributed at the End of Term - Input

We suggest giving students at project centers a survey to fill out at the end of the term in which they attended a project center. We will create this survey with guided questions and a location for the survey responses to be held. These questions will be formed to accommodate the needs that we determine are most important to address for students preparing to travel. This survey will be distributed by advisors.

Motivation:

Allows for responses from a large number of students to be gathered, and that data can be stored in a manner that is easy to access and parse into a more deliverable format.

- Surveying is often used to examine attitudes, perceptions, and opinions of a target population and it is most appropriate when seeking to sample a wide range of options (Jann & Hinz, 2016)
- Students may remember more information and stories about their project center if asked about it immediately after (Braye & Mazziotta, 2020; Savicki & Price, 2015)
- WPI community members are likely already familiar with survey platforms like Qualtrics or Google Forms

Survey - Cons and Remedies

- **Less personal**
 - Allow students space to expand upon answers and provide free response questions
 - Avoid “double-barrelled questions” such as “On a scale of 1-10, how useful did you find x resource and y event” - the participant cannot rate them separately, creating confusion and potential bias (Wetzelhütter, 2020)
- **If responses aren't mandatory, the survey may be ignored**
 - Make them mandatory (graduation requirement, or required before departure home)
 - Provide incentive
 - Refrain from making the survey too long - keep questions clear and concise to promote engagement (Wetzelhütter, 2020)
- **Students may not remember specifics of experiences from the **beginning of the term****
 - Could have multiple surveys over the course of the term (eg. mid-term survey and end-of-term survey)
 - Conduct the survey at the beginning of the term
- **Additional item for **advisors** to address**
 - Provide GEO with the survey so they may send it out, advisors will simply have to remind students to fill it out before they leave
- **Some students are only interested in **facts**, while others want to tell a **story****
 - Include questions to accommodate both types of students (short answer and multiple choice/likert scale)

Survey Example Questions

1. List local resources you used. How did you learn about them? Would you recommend to other students?
2. List resources used during the term to learn about Icelandic culture. How did you learn about them? Would you recommend them to other students?
3. Have you learned anything that you wish you knew before traveling?
4. Any unexpected challenges? What resources did you use to get by?
5. What were your most meaningful experiences?

Infographic - Output

Along with our submitted research report, we will produce an infographic (e-version and physical print-out) which will serve as a location for students to reference information. We suggest it is offered as a handout during the Global Projects fair in the fall, accessible to students applying to project locations (WPI global website and/or eprojects), and ID 2050. It will serve as a supplement to the pre-existing handbook.

Motivation:

Short and simple method to get information to students. Less menacing than a large packet.

- Infographics can increase the likelihood for **information retention**
 - people are able to encode information with a verbal and image code when viewing an image, activating multiple neural pathways to support memory (Dunlap & Lowenthal, 2016)
- Eliminates need for lengthy text to transfer information **accurately and efficiently**
- Can deliver complex instructional content with **minimal analytical thinking** required by the viewer (Dunlap & Lowenthal, 2016)

Infographic - Cons and Remedies

- Not large enough to add a lot of **details**
 - Create in conjunction with another output
 - Create multiple infographics
- May be **ignored** by students like the handbook
 - Visually appealing - we will adhere to design principals such as clear subject identification, color scheme consistency, legibility, and clear images (Nuhoglu Kibar & Akkoyunlu, 2017)
 - Handed out on paper
- Will need to be **maintained** yearly with new information
 - Format instructions will be provided to advisors for maintenance
 - Use information received from surveys for updating

Infographic Example Page

- How to get to Downtown Reykjavik Apartments [example here](#)
- Where to get groceries [example here](#)



ID 2050 Midterm Exam - Output

Students are given the site handbook at the beginning of ID 2050 and, in order to ensure viewing, we suggest testing the student's knowledge of it. We will create recommendations for questions to ask and study material to be given to students before the test. The questions could be regarding the important logistical details as well as culture, environment, and language, thus requiring students to research the country or city prior to visiting.

Motivation:

Requires students to learn on their own and perhaps increases the chances of students reading the handbook.

- An exam reinforces long-term memory through **active recall**, which is shown to be more effective than repeatedly studying the information (Rowland, 2014)
- Students are familiar with testing format and have likely developed their own methods of studying
- It can identify knowledge gaps, allowing students to figure out what they don't know

ID 2050 Midterm Exam - Cons and Remedies

- From our experience of ID 2050, it is very work-heavy and **adding another assignment** for students to study for is not ideal
 - This could instead replace or repurpose other assignments, and can be framed in a way where its' implementation lessens the workload overall
- **Additional stress for students, negatively affecting mental health**
 - Emphasize that this exam/quiz is not like the others and will lessen stress in the long run
- **Added task for ID 2050 professors - grading and distributing**
 - Make some sections multiple choice for faster grading and try to keep the questions the same if possible year after year
- Students will forget what they learned immediately after the exam is over (**information regurgitation, not retention**)
 - Send a copy of responses to students for future reference

ID 2050 Midterm Example Questions

- 1.) What is the name of your accommodation?
- 2.) Where should you go for affordable groceries?
 - a.) 10-11
 - b.) Bonus
 - c.) Euro Market
 - d.) 2guys
- 3.) How can you pay for bus fares? (checkbox multiple choice)
 - a.) Cash
 - b.) Klappid app
 - c.) Credit card
- 4.) Weather in Iceland during A term is comparable to that of Worcester in November/December.
 - a.) True
 - b.) False

StoryMap - Output

This online tool lets you pin multimedia content onto an interactive map of a location. These maps could be added to existing project center websites or linked on eProjects so that they could be accessed by students before and during travel. Our team will create a StoryMap based on our personal journals in Iceland and the locations we found to be significant and useful, as well as provide recommendations for creating and curating maps like these for other locations in the future.

Motivation:

Students often use Apple or Google Maps to navigate new areas, so the idea of using a map to get information is familiar.

- Feedback received in recent studies is overall positive (Cope et al., 2018; Cyvin et al., 2022)
- Interactivity and visual nature of StoryMaps makes them **more engaging** than traditional teaching methods (eg. textbooks, slideshows) (Cope et al., 2018; Egiebor & Foster, 2019)


StoryMap - Cons and Remedies

- Creation and **maintenance** may be harder for those who are less tech-savvy
 - Provide a set of instructions on how to create and edit the map
- Requires **updating**
 - Use data from student surveys to keep it relevant
- Information may become quickly **outdated**
 - Provide instructions to use information collected from surveys to update map

StoryMap Example


[Here](#)

Iceland

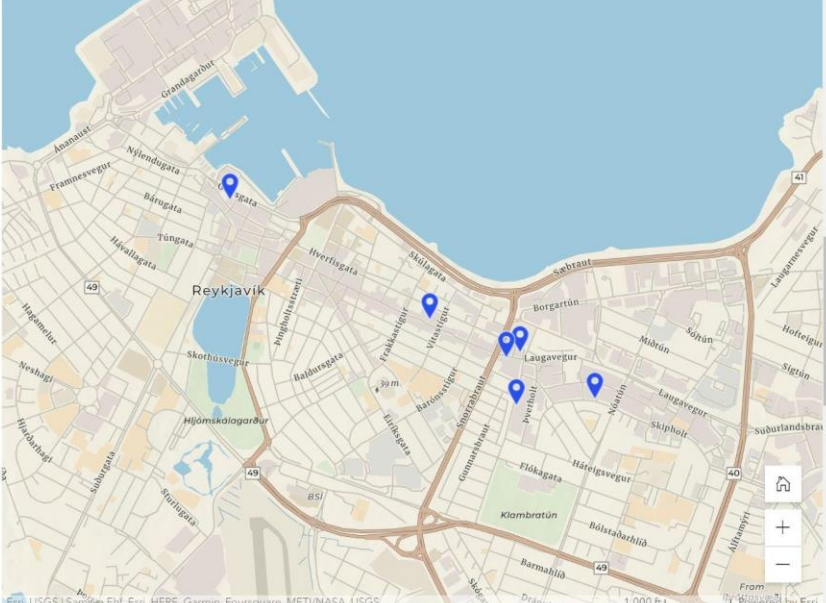








Iceland

Important Iceland locations

 **Darren Ni**
September 12, 2023

Iceland



-  **Downtown Reykjavik Apartments**
This is going to be your home for seven weeks.
-  **Bonus**
This is the grocery store that you'll likely be going to most often. It is the cheapest place to...
-  **Bonus**
This is another Bonus that can be found in close walking distance to the Downtown Reykjavik...
-  **10-11**
This is a convenience store that's open 24/7. They sell hotdogs, pizza, and other items simila...
-  **Reykjavik City Library**
This library is a great place for group meetings. They offer printing services, and also amenities...
-  **Hlemmur**
A bus station transformed into a food hall, Hlemmur is the central hub for busses in...

Esri, USGS | Satellite, Esri, HERE, Garmin, Foursquare, METI/NASA, USGS
1,000 ft L
Powered by Esri

Suggestions to Update Project Center Website - Output

We will give suggestions to those managing the existing project center websites on new content to add. This content would be pulled from students surveyed about their off-campus experiences, and through our research we would determine what categories of information would be most beneficial for students to know.

Motivation:

To have one online location where all the relevant information about traveling to Iceland can be accessed.

- Several project centers, including Iceland, already have WordPress blogs or similar webpages (WPI, n.d.-a; WPI, n.d.-b; WPI, n.d.-c), so entire **new websites wouldn't have to be created**
- WPI already has **tutorials available on creating and managing WordPress blogs** within their system (WPI, n.d.-d), and many people within the WPI community already have experience using it

Project Center Website Update - Cons and Remedies

- Might be harder to update website for those who are less tech-savvy
 - WPI website has instruction on how to manage WordPress blogs
- Requires **management** and regular **updating**
 - Information to update it can be found from the survey responses
- Does not ensure students will view it
 - Updating it would deem it more useful, therefore increasing engagement
 - Have the link more accessible (directly from the WPI website, eProjects, etc.)

Website Update Suggestions Example

- 1.) Add a “Frequently Asked Questions” (FAQ) tab to host common student questions and answers, such as:
 - a.) Where to buy Halal/Kosher/vegan/gluten free food (markets and restaurants)
 - b.) How to get to the accommodation from the airport (potentially add the infographic)
 - c.) Where to do the laundry, and how much it costs
 - d.) Where to get groceries and travel items (such as adapters, mouthwash, etc)
 - e.) The prices of common foods and household items, converted to USD.
- 2.) Add photos taken by students to offer a glimpse into student life during the trip.
- 3.) Update the website with the most recent student projects and sponsors.
- 4.) Add a link to the website on eProjects - increasing accessibility

Current Ideas Summarized

- **Surveys** to be Distributed at End of Term
- **Infographic**
- ID 2050 Midterm **Exam**
- **StoryMap**
- **Suggestions** to Update Project Center Website

Thoughts?

Comments?

Suggestions?

In addition, we will also be offering suggestions for a site specific **Instagram account**, and guidance for planning **alumni meet and greets**.

In depth suggestions regarding the instagram account will be given after the **Instagram takeover** (9/18-9/22)



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Appendix J: Infographics First Draft

Grocery guide

WHERE DO I GET FOOD?



Bónus
 Price: \$
 Variety: +++
 The cheapest place to buy groceries in Iceland, but less variety than some other options. The closest one is an 8 minute walk from DRA. Open from 10AM-8PM.

Krónan
 Price: \$\$
 Variety: ++++
 Slightly more expensive than Bónus, but offers more variety of items. The closest one from DRA is an 18 minute walk. Open from 9AM-9PM





10-11
 Price: \$\$\$
 Variety: +
 It's around 50% more expensive than Bónus, and they tend to alter their electronic price tags at night, increasing prices by an average of 8%. The closest one is a 4 minute walk from DRA. Open 24/7.

Euro Market
 Price: \$\$\$
 Variety: ++
 This shop sells a variety of Polish and Eastern European products. It's a 3 minute walk from DRA. Open from 9AM-9PM on weekdays and 10AM-8PM on weekends

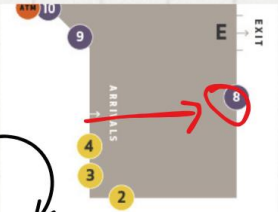






Extra
 Price: \$\$\$
 Variety: +++
 Similar to Bónus, but prices here are a bit more expensive due to longer hours. It's an 8 minute walk from DRA. Opens from 8AM-12AM.


How do I get to Downtown Reykjavik Apartments?

- 01 BUY BUS TICKETS**
 After claiming your baggage and leaving arrivals, head towards the Flybus reception and ask for a ticket to Downtown Reykjavik Apartments. The receptionist will hand you a Red Zone ticket


- 02 BOARD THE BUS**
 Exit the airport and board the bus. It will take around 45 minutes for the bus to reach the terminal in Reykjavik.


- 03 TRANSFER**
 This is where the color of your ticket comes in. You should take the Red Line to get to Downtown Reykjavik Apartments. Confirm with the driver that the bus is going to Bus Stop 13.


- 04 THE FINAL STRETCH**
 The bus will drop you off close to the apartments at Bus Stop 13 *Rauðarárstígur*. Use Google Maps to guide you the rest of the way.



DOWNTOWN REYKJAVIK APARTMENTS

EXAMPLE INFOGRAPHIC

Appendix K: IRB Approval Document

WORCESTER POLYTECHNIC INSTITUTE

100 INSTITUTE ROAD, WORCESTER MA 01609 USA

Institutional Review Board

FWA #00030698 - HHS #00007374

Notification of IRB Approval

Date: 31-Aug-2023

PI: Brigitte Servatius

Protocol Number: IRB-24-0024

Protocol Title: Lived Experiences Respository

Approved Study Personnel: Parker, Brenna V~Servatius, Brigitte~Frizzle, Parker~Ni, Darren C~Calarese, James W~

Effective Date: 31-Aug-2023

Exemption Category: 2

Sponsor*:

The WPI Institutional Review Board (IRB) has reviewed the materials submitted with regard to the above-mentioned protocol. We have determined that this research is exempt from further IRB review under 45 CFR § 46.104 (d). For a detailed description of the categories of exempt research, please refer to the [IRB website](#).

The study is approved indefinitely unless terminated sooner (in writing) by yourself or the WPI IRB. Amendments or changes to the research that might alter this specific approval must be submitted to the WPI IRB for review and may require a full IRB application in order for the research to continue. You are also required to report any adverse events with regard to your study subjects or their data.

Changes to the research which might affect its exempt status must be submitted to the WPI IRB for review and approval before such changes are put into practice. A full IRB application may be required in order for the research to continue.

Please contact the IRB at irb@wpi.edu if you have any questions.

Appendix L: Deliverables Second Draft Slideshow



Sponsor Meeting
September 21st, 2023
 Lived Experiences Group

Agenda:

- Review of previous week
- Discuss deliverable ideas

Survey Distributed at the End of Term - Input

We suggest giving students at project centers a survey to fill out at the end of the term in which they attended a project center. We will create this survey with guided questions and a location for the survey responses to be held. These questions will be formed to accommodate the needs that we determine are most important to address for students preparing to travel. This survey will be distributed by advisors.

Why use a survey?

- Students may remember more information and stories about their project center if asked about it immediately after (Braye & Mazziotta, 2020; Savicki & Price, 2015) - also allowing for greater impact of travel experience
- WPI community members are likely already familiar with survey platforms like Qualtrics or Google Forms
- Information can be stored in a manner that is easily organized and navigable (search by keyword or topic)
- Can receive responses quickly from a large sample of people

Alternatives:

- Asking students to complete personal journals
 - Unreliable (cannot guarantee students will follow through)
 - Advisors and sponsors would have to read through to analyze them - time consuming
- Directly interviewing students
 - Large task for advisors or sponsors to complete at the end of the term
 - Time consuming

Survey Questions

1. Recommended resources
 - a. What restaurants & cafes would you recommend to students traveling to your project center?
 - b. Where would you recommend students get groceries at your project center?
 - c. What resources would you recommend students use for transportation around your project center?
 - d. Are there any other locations you found useful for navigating life at your project center? If so, explain.
2. What tips would you give to a student about to travel to your project center?
3. What is one location you think students traveling to your project center should visit?
4. Is there anything else you think a student traveling to your project center should know?

Why use these questions?

- Recommended resources
 - Food service locations, grocery stores, and transportation were consistently the most utilized and recommended categories of resources from our surveys
 - Also ask for any other locations not covered by these categories (eg. laundromats, pharmacies)
 - Most useful for keeping infographic and Google Maps pins updated
- Tips
 - This allows students to share bits of information they wish they knew before traveling or ways they overcame common challenges
 - Common pieces of advice could be added to a page in project center website, to another infographic, or in the notes of Google Maps pins
- Locations to visit
 - Gives an idea about what makes the project center unique and lets future students know what there is to do outside of project work
 - Useful for curating Google Maps pins, creating an infographic showcasing places unique to the project center, or adding location recommendations to a page on the project center website
- Anything else to note
 - This is important as a “catch all” and allows the advisors to sponsors see a glimpse of the student experience

Infographic - Output

Along with our submitted research report, we will produce multiple infographics (e-version and physical print-out) which will serve as a location for students to reference information. We suggest some may be offered as a handout during the Global Projects fair in the fall, accessible to students applying to project locations (WPI global website and/or eprojects), and ID 2050. They will serve as a supplement to the pre-existing handbook.

Infographic Examples

How to get to Downtown Reykjavik Apartments [example here](#)

Where to get groceries [example here](#)

What to wear [example here](#)

In progress:

- [Places to eat](#)
- [Locations to visit](#)
- [Transportation options](#)
- [Money matters](#)

How do I get to Downtown Reykjavik Apartments?

01 BUY BUS TICKETS
After heading through, head towards the ticket machines on the right side and ask for a ticket to downtown Reykjavik apartments. The cheapest should be any other one.

02 BOARD THE BUS
Get on the bus and head to the stop at the 'Huginn' stop. They should all get on the bus. Get on the bus and head to the stop at the 'Huginn' stop. They should all get on the bus. Get on the bus and head to the stop at the 'Huginn' stop.

03 TRANSFER
This is where the side of your head is on. This is where the side of your head is on. This is where the side of your head is on.

04 THE FINAL STRETCH
The bus will stop you at where the apartments are. They'll be on the right side of the road. The bus will stop you at where the apartments are. They'll be on the right side of the road.

DOWNTOWN REYKJAVIK APARTMENTS

EXAMPLE INFOGRAPHIC

Grocery guide
WHERE DO I GET FOOD?

Bonus
Price: \$50
Address: 1011
Phone: 555-1011
The closest one from ID20 is at 1011. Open from 10am-10pm.

Kronan
Price: \$50
Address: 1011
Phone: 555-1011
The closest one from ID20 is at 1011. Open from 10am-10pm.

1011
Price: \$50
Address: 1011
Phone: 555-1011
It's around 1011. They have a lot of things. They have a lot of things. They have a lot of things.

Euro Market
Price: \$50
Address: 1011
Phone: 555-1011
This store sells Polish and European food products. It's a 5 minute walk from ID20. Open from 10am-10pm.

Extra
Price: \$50
Address: 1011
Phone: 555-1011
This store sells Polish and European food products. It's a 5 minute walk from ID20. Open from 10am-10pm.

DRESS FOR SUCCESS
What to Wear in Iceland
August - October

Daily Attire
The maximum temperature is 40°F and the low is 35°F, so dress in clothing for weather similar to fall in Massachusetts. Jeans, sweaters, sweatshirts, and light jackets.

HIKING
When exploring outside of Reykjavik, dress in layers. Long sleeve thermal, windbreakers, and outer waterproof layers are essential (hats, socks and mittens). Bring multiple pairs of socks in case of rain.

FOOTWEAR
A pair of comfortable daily shoes (lots of walking), a pair of running/weekend shoes, hiking boots (preferably waterproof), and a pair of slides or flip-flops (to wear in living quarters).

ACCESSORIES
Hats, gloves, mittens, scarves, and warm socks are important for evening and also going out at night to see the northern lights. A heavier winter coat may be necessary for some October weather.

KEEP IN MIND...
It is not an occasion for water assignments in public. Don't forget to pack on health for immersion and food preservation, and ALWAYS be prepared for rain and wind, even if the forecast says otherwise.

For more information, visit:
UNICELANDS
REYKJAVIK PROJECT CENTER WEBSITE

Why use infographics?

Short and simple method to get information to students. Less menacing than a large packet.

- Infographics can increase the likelihood for **information retention**
 - People are able to encode information with a verbal and image code when viewing an image, activating multiple neural pathways to support memory (Dunlap & Lowenthal, 2016)
- Eliminates need for lengthy text to transfer information **accurately and efficiently**
- Can deliver complex instructional content with **minimal analytical thinking** required by the viewer (Dunlap & Lowenthal, 2016)
- Visually engaging - greater chance for information retention
- Can expand upon one topic or detail of travel at a time
- Able to be printed out, so it is a tangible resource for students to reference
- Short and easy to read

Why these types of infographics in particular?

- How do I get to **Downtown Reykjavik Apartments?**
 - Eases stress of trying to figure things out while on site
 - Getting to the apartments was a common challenge in our team and among survey respondents
- **Grocery guide**
 - Students often recommended grocery stores when discussing local resources in surveys
 - Many students reported having difficulty managing the high cost of living in Iceland, so this infographic could help point them towards more cost-effective options for groceries
- **Dress for Success**
 - Several students in surveys said that they felt they hadn't sufficiently packed for their location's climate
- **Places to eat**
 - Students in surveys often recommended food service locations when discussing local resources
- **Locations to visit**
 - Could be useful as a resource to hand out at Global Fair or put on eProjects to showcase locations unique to Iceland
- **Transportation options**
 - Many students in surveys reported wishing they knew more about the transportation options in Iceland before traveling
- **Money matters**
 - Many students in surveys reported wishing they knew more about money and expenses before traveling to Iceland, and our team also experienced challenges with budgeting

ID 2050 Midterm Quiz - Output

Students are given the site handbook at the beginning of ID 2050 and in order to ensure viewing, we suggest testing the student's knowledge of it. This quiz will also test students knowledge of information found on the infographics that will be accessible to them. We will create recommendations for questions to ask and study material to be given to students before the quiz.

We recommend that it is counted as **extra credit**.

Why give a quiz?

- "Quiz" is less menacing than "exam"
- A quiz reinforces long-term memory through **active recall**, which is shown to be more effective than repeatedly studying the information (Rowland, 2014)
- Students are familiar with testing format and have likely developed their own methods of studying
- It can identify knowledge gaps, allowing students to figure out what they don't know
- Exams help students remember the material better
 - Will force students to read the handbook
- Can replace or repurpose other ID 2050 assignments (therefore it is not adding to the workload)
- Could be offered as extra credit to help reduce stress

Quiz Questions

- What is the name of your housing accommodation?

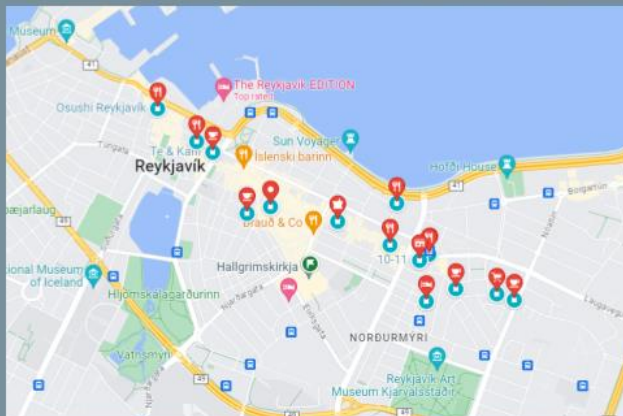
- Which of the following stores is most affordable for buying groceries?
 - 10-11
 - Bonus
 - Euro Market
 - 2guys
- How can you pay for bus fares on Straeto? (checkbox multiple choice)
 - Cash
 - Klappið app
 - Credit card
 - Apple Pay
- Weather in Iceland during A term is comparable to that of Worcester in November/December.
 - True
 - False
- What is the 911 equivalent in Iceland? _____

Question Justification

- Accommodation information
 - This is important for students to know because in the event they get lost, they can ask around for information on traveling to the location.
- Groceries
 - Many students have expressed concern regarding finances.
 - Money can be very tight at most project centers, but especially in Reykjavik, so it's important to know where to go to get the most food for the cheapest price
- Straeto
 - As the primary transportation method, it's important to know how to use the bus system, and how to pay for it.
- Weather
 - This will guide students to a better understanding of what to pack and wear in Iceland.
- Emergencies
 - It is important for students to know what to do in emergency situations, and who to call and contact.

Google Maps - Output

Google Maps has tools that let you create and share a list of pinned locations. These pinned maps could be added to existing project center websites or linked on eProjects so that they could be accessed by students before and during travel. Our team will create a list of pins in Google Maps based on the locations we found to be significant and useful from our personal journals and surveys of students in Iceland. Additionally we will provide recommendations for creating and curating maps like these for other locations in the future.



Why use Google Maps over StoryMaps?

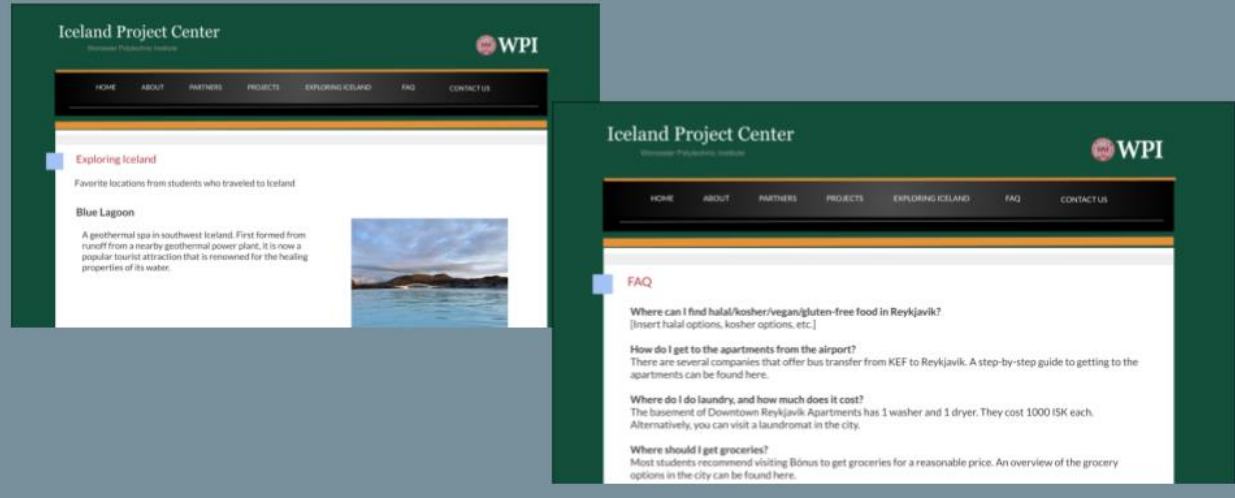
- From our surveys so far, navigation apps (eg. Google Maps, Apple Maps), have been one of the top ways off-campus students report learning about local resources (behind finding locations while exploring and other personal research)
- Google Maps is much more popular than StoryMaps
 - Over 1 billion people use Google Maps a month (Russell, 2019), while only around 1,000 StoryMaps are created on a typical weekday (Esri, 2019)
- Our team found Google Maps easier to use than StoryMaps
- Our team ultimately found that the extra features StoryMaps provides (eg. ability to put things in sequence) to not be useful and do not justify using it over Google Maps

Why pin these locations?

- Survey data so far
 - We found that students in Iceland most often use and recommend resources under the **food service** (eg. restaurants, cafes) and **groceries** (eg. supermarkets, convenience stores) categories
 - Responses relating to **expenses** and **living conditions** were common when talking about unexpected challenges and things students wished they knew beforehand, so we pointed students towards resources that could help them **save money** and **navigate daily life** (eg. where to do laundry, cheaper food options, popular bus stops)
 - Very few students used/recommended resources to learn more about Icelandic culture (eg. museums, tours), so these were not included
- Personal journals
 - We identified locations we commonly used in our team journal that fell under the criteria above

Suggestions to Update Project Center Website - Output

We will give suggestions to those managing the existing project center websites on new content to add. This content would be pulled from students surveyed about their off-campus experiences, and through our research we would determine what categories of information would be most beneficial for students to know.



Why update the website?

To have one online location where all the relevant information about traveling to Iceland can be accessed.

- Several project centers, including Iceland, already have WordPress blogs or similar webpages (WPI, n.d.-a; WPI, n.d.-b; WPI, n.d.-c), so entire **new websites wouldn't have to be created**
- WPI already has **tutorials available on creating and managing WordPress blogs** within their system (WPI, n.d.-d), and many people within the WPI community already have experience using it.
- Students are familiar with interacting with website platforms and learning information through reading online

Website Update Suggestions Example

- 1.) Add a “Frequently Asked Questions” (FAQ) tab to host common student questions and answers, such as:
 - a.) Where to buy Halal/Kosher/vegan/gluten free food (markets and restaurants)
 - b.) How to get to the accommodation from the airport (potentially add the infographic)
 - c.) Where to do the laundry, and how much it costs
 - d.) Where to get groceries and travel items (such as adapters, mouthwash, etc)
 - e.) The prices of common foods and household items, converted to USD.
- 2.) Add students favorite locations to visit in Iceland, alongside photos taken by students to offer a glimpse into student life during the trip (using photos from existing project center media release)
- 3.) Update the website with the most recent student projects and sponsors.
- 4.) Add a link to the website on eProjects - increasing accessibility

Justification

- Students with dietary restrictions or just curious about food options will have a place to reference this.
- Direct instructions about how to get to the accommodation to the airport is important for students unsure about travel and traveling alone.
- Finances are a common concern among students as seen in the survey responses, so guidance on how to save money and average costs is important.
- Having access to previous student projects is a useful tool for prospective students.
- The link for the website should be accessible in locations which students visit most often, rather than hidden somewhere in the WPI website.

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Appendix M: Deliverables Final Draft Updates Slideshow



Survey Mediums (Qualtrics vs. Google Forms)

Qualtrics

Pros:

- More advanced survey customization and analysis tools
- Built to be more robust for high volumes of responses
- Better integrates with WPI account and Microsoft Office products

Cons:

- Steeper learning curve for those who haven't used Qualtrics before

Google Forms

Pros:

- Is simple to use, with basic features
- Integrates well with other Google products

Cons:

- Students have to sign into Google account if survey limits responses to 1 per person
- Have to keep results and form on a separate Google account rather than on WPI account
- Less advanced data analysis and survey formatting tools

Updated Infographics

[Template Link](#)

How do I get to Downtown Reykjavik Apartments?

- BUY BUS TICKET**
 Buy a ticket for the bus line that goes to Downtown Reykjavik Apartments. The information about lines can be found here: [www.hopon.is](#)
- BOARD THE BUS**
 Get the exact line and board where you need to get off. A board will show you the line, the stop, and the time. It will show all stops for the line to reach the apartment in Reykjavik.
- TRANSFER**
 Board the bus at the designated stop. The board will show you the line, the stop, and the time. It will show all stops for the line to reach the apartment in Reykjavik.
- THE FINAL STRETCH**
 From the stop, it's a short walk to the apartment. Use Google Maps to find the route.

reach out to your advisors or project site directors with questions

DRESS FOR SUCCESS

What to Wear in Iceland

August - October

Daily Attire
 The maximum temperature is 60°F and the low is 35°F, so dress in clothing for weather similar to fall in Massachusetts. Jeans, sweaters, sweatshirts, and light jackets.

HIKING
 When exploring outside of Reykjavik, dress in layers. Long sleeve thermal, windbreaker, and water waterproof layers are essential (raincoats and ponchos). Bring multiple pairs of socks in case of rains.

FOOTWEAR
 A pair of comfortable daily shoes (flat or walking), a pair of running/workout shoes (if you plan on doing so), hiking boots (preferably waterproof), and a pair of slates or slippers (to wear in living quarters).

ACCESSORIES
 Hats, gloves, mittens, scarves, and warm socks are important for keeping warm and also going out at night to see the northern lights. A heavier winter coat may be necessary for some October weather.

KEEP IN MIND...
 It is not as common to wear seatbelts in public. Don't forget to pack an extra for interviews and final presentations, and ALWAYS be prepared for rain and wind, even if the forecast says otherwise.

for more information, visit:
[FUNICELAND.IS](#)
[REYKJAVIK PROJECT CENTER WEBSITE](#)

Grocery guide

WHERE DO I GET FOOD?

Bonus
 Price: \$
 Variety: ***
 This is going to be your go-to option. The Bonus website and app are available on your phone. Open from 8am-8pm.

Krónan
 Price: \$\$
 Variety: ***
 The closest Krónan is an 18 minute walk from the site. Open from 8am-8pm.

101
 Price: \$\$\$
 Variety: **
 10% more expensive than Bonus, and they don't have their electronic price tags at night. Increasing prices by an average of 10%, a minute walk from Bonus. Open: 24/7.

Euro Market
 Price: \$\$\$
 Variety: **
 This shop sells Polish and Eastern European products. 3 minute walk from Bonus. Open from 8am-8pm on weekdays and 9am-6pm on weekends.

Extra
 Price: \$\$\$
 Variety: **
 Similar to Bonus, but prices here are a bit more expensive due to longer hours. 10-15 minute walk from Bonus. Open from 8am-8pm.

New Infographics

IN PROGRESS
 Templates for:

- Money Matters
- How to get Around
- Places to Visit
- Grocery Guide

MONEY MATTERS

ADVICE FOR MANAGING COSTS AND FINANCES IN ICELAND

Conversion Rate
 The currency in Iceland is the Icelandic Krona, or ISK.
1 USD ≈ 136 ISK
 Iceland is an expensive country, expect to spend more on day-to-day items than you would in the US.

Payment Methods
 Everything can be paid for by card (or ApplePay), so cash is not often used. Check with your bank to determine if your debit/credit card will incur international fees.

Eating Out
 Consider buying food from the grocery store rather than eating out. Restaurants are expensive and eating out every day will add up. Tipping is not required but is appreciated.

Adventures
 Exploration outside of Reykjavik will require the purchase of bus tickets and/or day tours. It is worth the cost to take one or two tours, so you may experience all Iceland has to offer. Tours can get very pricey, so do research and check out sites such as Viator.com and TripAdvisor.com.

Souvenirs
 Watch out for tourist traps! Do not buy gifts or souvenirs when you first arrive. Use your time wisely and scope out the best deals.

Plan Ahead
 Save money, check with your bank about international fees, and plan day tours/trips before you leave. Create a budget and stick to it, it is a very easy way to spend money while abroad, so be prepared!

more financial tips at [guidetoiceland.is](#)

HOW TO GET AROUND ICELAND

Strætó
 The best option within Reykjavik. Accessible through the Hlíðarvegur area, which is near the capital area, so used as some locations outside of Reykjavik. If you are going to use the car, frequently, try a 30 day pass to save money.

Taxis
 Expensive, but as a last resort. Fares start at \$3 with an additional \$2.50/min. 800-1-854-161 (toll-free) and 59511 (+354-188-5522) are companies that operate 24/7.

Walking
 Reykjavik is pedestrian friendly. The most popular walking routes are the inner city, the harbor, and the waterfront. Always use common sense and stay on the sidewalks.

Organized Tours
 Booking an organized tour is the best way to see the wonders Iceland has to offer. These tours offer guides in packages that include specific location advice.

Domestic Flight
 For the Money Conscious. Reykjavik Domestic Air port offers flights all over Iceland... if you're feeling like flying around the island.

For more information visit [guidetoiceland.is](#)

PLACES TO VISIT IN ICELAND

BLUE LAGOON
 One of the most popular attractions in Iceland. Bathing in the Blue Lagoon is a relaxing experience.

SOUTH COAST
 Many companies offer a South Coast Tour, ranging from \$100-\$200 USD. The tour includes many sights and must see locations on the coast, including the great Golden Circle, Waterfalls and the Reykjavik Black and Beach.

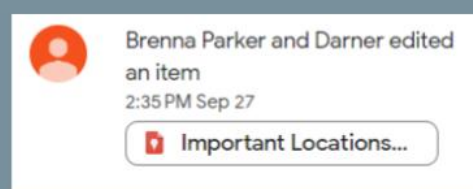
MOUNT ESJA
 Just west of the Reykjavik area of the city, Mount Esja is perfect for those looking for a scenic adventure. There are many trails, including the popular Esja Cliff, accessible from Esja Mountain Hiking Center.

GROTTA LIGHTHOUSE
 A little outside of the city, Grotta is the best place to see the northern lights in Iceland. The lighthouse is a very unique sight, and the view is amazing. It is a very unique sight and the view is amazing.

OTHER RECOMMENDATIONS
 Reykjavik Valley Hot Springs, Secret Hellsheimur, Ingólfur's Tower Building, Ólafur's House, and the Reykjavik City Center.

Updates to Shared Google Map

- Looked into collaborative editing abilities
 - Can create a shareable link
 - Link can be set to allow either editing or viewing permissions
 - Can also add people individually by their email
 - This allows you to control which specific people can edit and which people can view
 - Can see who made edits when, but not what edits they made
- Added our favorite places to visit to learn about Iceland and its culture (museums, hiking spots, landmarks, etc.)



Expanding to Other Project Centers

Ultimately, all of our deliverables can be implemented at other project centers.

- Survey to collect data
 - Questions used in this survey provide information to process other deliverables.
- Infographics
 - Similar infographics can be made at other project centers using a general template and information gathered from surveys.
- Shared Google Maps
 - An advisor or student at another project center can create a shared Google Map for their location using ours as an example.
- Project Center Website Suggestions:
 - It would be beneficial to have all project center wordpress websites updated with FAQs and for the page to be more accessible.
- ID 2050 Quiz
 - Can have a universal format, updated using survey responses and handbook information to form site specific questions.

Appendix N: Week 1 Data Summary Tables

Week 1 Data Summary for Iceland (6 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	0	2	Navigation App	2
Food Service	5	3	Cohort Members	1
Groceries	4	3	Students Who Previously Traveled	1
Entertainment	1	0	Advisors	0
Workspaces	1	0	Found While Exploring	3
Shopping	1	0	Personal Research	3
Other	0	0	Locals	1
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	1	0	Navigation App	0
Museums	0	0	Cohort Members	0
Performances	0	0	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	0
Historic sites	0	0	Found While Exploring	0
Other	0	0	Personal Research	0
			Locals	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
		Other	0
Mental Health	0	Climate and Weather	0
Expenses	2	Expenses	2
Transportation	0	Transportation	3
Finding Things To Do	0	Recommended Places to Visit	0
Living Conditions	2	Housing Details	2
Cultural Differences	2	Cultural Differences	0
Other	1	Other	0

Week 1 Data Summary for Other A23 (13 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	9	5	Navigation App	2
Food Service	10	7	Cohort Members	2
Groceries	10	6	Students Who Previously Traveled	2
Entertainment	3	0	Advisors	2
Workspaces	3	0	Found While Exploring	4
Shopping	1	1	Personal Research	2
Other	2	0	Locals	2
			Other	1
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	3	2	Navigation App	0
Museums	5	2	Cohort Members	0
Performances	0	0	Students Who Previously Traveled	0
Celebrations	1	1	Advisors	1
Historic sites	3	1	Found While Exploring	1
Other	2	1	Personal Research	1
			Locals	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
		Other	0
Mental Health	0	Climate and Weather	2
Expenses	0	Expenses	0
Transportation	1	Transportation	2
Finding Things To Do	0	Recommended Places to Visit	0
Living Conditions	1	Housing Details	1
Cultural Differences	3	Cultural Differences	2
Other	2	Other	2

Week 1 Summary of Data for All A23 (19 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	9	7	Navigation App	4
Food Service	15	10	Cohort Members	3
Groceries	14	9	Students Who Previously Traveled	3
Entertainment	4	0	Advisors	2
Workspaces	4	0	Found While Exploring	7
Shopping	2	1	Personal Research	5
Other	2	0	Locals	3
			Other	1
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	4	2	Navigation App	0
Museums	5	2	Cohort Members	0
Performances	0	0	Students Who Previously Traveled	0
Celebrations	1	1	Advisors	1
Historic sites	3	1	Found While Exploring	1
Other	2	1	Personal Research	1

			Locals	0
			Other	0
Unexpected Challenges		Information Students Wished They Had Before Travel		
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This	
Mental Health	0	Climate and Weather	2	
Expenses	2	Expenses	2	
Transportation	1	Transportation	5	
Finding Things To Do	0	Recommended Places to Visit	0	
Living Conditions	3	Housing Details	3	
Cultural Differences	5	Cultural Differences	2	
Other	3	Other	2	

Appendix O: Week 2 Data Summary Tables

Week 2 Data Summary for Iceland (6 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	4	1	Navigation App	1
Food Service	3	2	Cohort Members	0
Groceries	3	1	Students Who Previously Traveled	1
Entertainment	3	0	Advisors	0
Workspaces	1	1	Found While Exploring	0
Shopping	0	0	Personal Research	1
Other	1	2	Locals	0
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	0	0	Navigation App	0
Museums	1	0	Cohort Members	1
Performances	0	0	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	0
Historic sites	0	0	Found While Exploring	0
Other	1	0	Personal Research	0
			Locals	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
		Other	0
Mental Health	0	Climate and Weather	1
Expenses	0	Expenses	1
Transportation	0	Transportation	2
Finding Things To Do	0	Recommended Places to Visit	0
Living Conditions	1	Housing Details	0
Cultural Differences	1	Cultural Differences	1
Other	0	Other	0

Week 2 Data Summary for Other A23 (15 Responses)

Local Resources Used

Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	5	2	Navigation App	2
Food Service	12	8	Cohort Members	3
Groceries	13	5	Students Who Previously Traveled	2
Entertainment	6	4	Advisors	4
Workspaces	1	0	Found While Exploring	5
Shopping	0	0	Personal Research	7
Other	3	0	Locals	3
			Other	0

Cultural Resources Used

Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	4	2	Navigation App	0
Museums	1	1	Cohort Members	1
Performances	1	0	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	3
Historic sites	1	1	Found While Exploring	1
Other	2	1	Personal Research	2
			Locals	0
			Other	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
Mental Health	1	Climate and Weather	3
Expenses	3	Expenses	2
Transportation	3	Transportation	2
Finding Things To Do	1	Recommended Places to Visit	2
Living Conditions	1	Housing Details	2
Cultural Differences	3	Cultural Differences	1
Other	0	Other	1

Week 2 Summary of Data for All A23 (21 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	9	3	Navigation App	3
Food Service	15	10	Cohort Members	3
Groceries	16	6	Students Who Previously Traveled	3
Entertainment	9	4	Advisors	4
Workspaces	2	1	Found While Exploring	5
Shopping	0	0	Personal Research	8
Other	4	2	Locals	3
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	4	2	Navigation App	0
Museums	2	1	Cohort Members	2
Performances	1	0	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	3
Historic sites	1	1	Found While Exploring	1
Other	3	1	Personal Research	2
			Locals	0
			Other	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
Mental Health	1	Climate and Weather	4
Expenses	3	Expenses	3
Transportation	3	Transportation	4
Finding Things To Do	1	Recommended Places to Visit	2
Living Conditions	2	Housing Details	2
Cultural Differences	4	Cultural Differences	2
Other	0	Other	1

Appendix P: Week 3 Data Summary Tables

Week 3 Data Summary for Iceland (5 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	2	1	Navigation App	1
Food Service	1	0	Cohort Members	1
Groceries	3	1	Students Who Previously Traveled	0
Entertainment	3	2	Advisors	0
Workspaces	1	0	Found While Exploring	0
Shopping	1	0	Personal Research	2
Other	1	1	Locals	0
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	0	0	Navigation App	0
Museums	0	0	Cohort Members	0
Performances	1	1	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	0
Historic sites	1	1	Found While Exploring	0
Other	2	2	Personal Research	0
			Locals	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
		Other	0
Mental Health	0	Climate and Weather	0
Expenses	1	Expenses	1
Transportation	0	Transportation	0
Finding Things To Do	0	Recommended Places to Visit	0
Living Conditions	2	Housing Details	2
Cultural Differences	0	Cultural Differences	0
Other	0	Other	1

Week 2 Data Summary for Other A23 (6 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	2	1	Navigation App	1
Food Service	5	2	Cohort Members	2
Groceries	3	0	Students Who Previously Traveled	0
Entertainment	1	2	Advisors	2
Workspaces	0	0	Found While Exploring	4
Shopping	0	0	Personal Research	2
Other	2	0	Locals	1
			Other	1
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	0	0	Navigation App	0
Museums	1	0	Cohort Members	1
Performances	0	0	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	2
Historic sites	2	0	Found While Exploring	0
Other	1	2	Personal Research	1
			Locals	0
			Other	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
Mental Health	0	Climate and Weather	0
Expenses	0	Expenses	3
Transportation	1	Transportation	0
Finding Things To Do	0	Recommended Places to Visit	0
Living Conditions	2	Housing Details	0
Cultural Differences	1	Cultural Differences	0
Other	1	Other	1

Week 3 Summary of Data for All A23 (11 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	4	2	Navigation App	2
Food Service	6	2	Cohort Members	3
Groceries	6	1	Students Who Previously Traveled	0
Entertainment	4	4	Advisors	2
Workspaces	1	0	Found While Exploring	4
Shopping	1	0	Personal Research	4
Other	3	1	Locals	1
			Other	1
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	0	0	Navigation App	0
Museums	1	0	Cohort Members	1
Performances	1	1	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	2
Historic sites	3	1	Found While Exploring	0
Other	3	4	Personal Research	1
			Locals	0
			Other	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
Mental Health	0	Climate and Weather	0
Expenses	1	Expenses	4
Transportation	1	Transportation	0
Finding Things To Do	0	Recommended Places to Visit	0
Living Conditions	4	Housing Details	2
Cultural Differences	1	Cultural Differences	0
Other	1	Other	2

Appendix Q: Week 4 Data Summary Tables

Week 4 Data Summary for Iceland (3 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	3	3	Navigation App	3
Food Service	3	3	Cohort Members	3
Groceries	3	2	Students Who Previously Traveled	0
Entertainment	2	2	Advisors	0
Workspaces	3	3	Found While Exploring	2
Shopping	1	2	Personal Research	1
Other	0	0	Locals	0
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	2	2	Navigation App	1
Museums	1	1	Cohort Members	1
Performances	0	0	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	0
Historic sites	1	1	Found While Exploring	2
Other	0	0	Personal Research	1
			Locals	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
		Other	0
Mental Health	0	Climate and Weather	0
Expenses	0	Expenses	0
Transportation	0	Transportation	1
Finding Things To Do	0	Recommended Places to Visit	0
Living Conditions	0	Housing Details	0
Cultural Differences	0	Cultural Differences	0
Other	0	Other	1

Week 4 Data Summary for Other A23 (8 Responses)

Local Resources Used

Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	4	3	Navigation App	5
Food Service	7	5	Cohort Members	6
Groceries	7	6	Students Who Previously Traveled	2
Entertainment	3	4	Advisors	5
Workspaces	3	3	Found While Exploring	2
Shopping	3	1	Personal Research	2
Other	0	0	Locals	0
			Other	0

Cultural Resources Used

Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	1	3	Navigation App	1
Museums	4	5	Cohort Members	1
Performances	0	1	Students Who Previously Traveled	1
Celebrations	0	2	Advisors	3
Historic sites	5	4	Found While Exploring	3
Other	0	0	Personal Research	1
			Locals	0
			Other	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
Mental Health	0	Climate and Weather	0
Expenses	2	Expenses	1
Transportation	1	Transportation	1
Finding Things To Do	0	Recommended Places to Visit	1
Living Conditions	2	Housing Details	0
Cultural Differences	0	Cultural Differences	1
Other	0	Other	0

Week 4 Summary of Data for All A23 (11 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	7	6	Navigation App	8
Food Service	10	8	Cohort Members	9
Groceries	10	8	Students Who Previously Traveled	2
Entertainment	5	6	Advisors	5
Workspaces	6	6	Found While Exploring	4
Shopping	4	3	Personal Research	3
Other	0	0	Locals	0
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	3	5	Navigation App	2
Museums	5	6	Cohort Members	2
Performances	0	1	Students Who Previously Traveled	1
Celebrations	0	2	Advisors	3
Historic sites	6	5	Found While Exploring	5
Other	0	0	Personal Research	2
			Locals	0
			Other	0

Unexpected Challenges		Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This
Mental Health	0	Climate and Weather	0
Expenses	2	Expenses	1
Transportation	1	Transportation	2
Finding Things To Do	0	Recommended Places to Visit	1
Living Conditions	2	Housing Details	0
Cultural Differences	0	Cultural Differences	1
Other	0	Other	1

Appendix R: Week 5 Data Summary Tables

Week 5 Data Summary for Iceland (3 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	3	3	Navigation App	1
Food Service	3	3	Cohort Members	3
Groceries	3	3	Students Who Previously Traveled	0
Entertainment	3	3	Advisors	0
Workspaces	3	2	Found While Exploring	2
Shopping	1	1	Personal Research	3
Other	0	0	Locals	0
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	3	3	Navigation App	0
Museums	2	2	Cohort Members	3
Performances	0	0	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	1
Historic sites	0	0	Found While Exploring	0
Other	0	0	Personal Research	1
			Locals	0
			Other	0
Unexpected Challenges			Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type		Information Category	# of Students Who Wished They Knew More About This
Mental Health	0		Climate and Weather	0
Expenses	0		Expenses	0
Transportation	0		Transportation	0

Finding Things To Do	0	Recommended Places to Visit	1
Living Conditions	0	Housing Details	0
Cultural Differences	0	Cultural Differences	0
Other	0	Other	0

Week 5 Data Summary for Other A24 (7 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	4	4	Navigation App	5
Food Service	7	7	Cohort Members	5
Groceries	6	6	Students Who Previously Traveled	1
Entertainment	4	5	Advisors	1
Workspaces	3	2	Found While Exploring	4
Shopping	5	2	Personal Research	2
Other	1	0	Locals	3
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	1	3	Navigation App	1
Museums	3	4	Cohort Members	2
Performances	0	2	Students Who Previously Traveled	1
Celebrations	1	3	Advisors	2
Historic sites	1	2	Found While Exploring	2
Other	0	0	Personal Research	1
			Locals	1
			Other	0
Unexpected Challenges			Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type		Information Category	# of Students Who Wished They Knew More About This
Mental Health	1		Climate and Weather	0
Expenses	0		Expenses	2
Transportation	1		Transportation	1
Finding Things To Do	0		Recommended Places to Visit	1
Living Conditions	0		Housing Details	0

Cultural Differences	1	Cultural Differences	0
Other	0	Other	0

Week 5 Summary of Data for All A23 (10 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	7	7	Navigation App	6
Food Service	10	10	Cohort Members	8
Groceries	9	9	Students Who Previously Traveled	1
Entertainment	7	8	Advisors	1
Workspaces	6	4	Found While Exploring	6
Shopping	6	3	Personal Research	5
Other	1	0	Locals	3
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	4	6	Navigation App	1
Museums	5	6	Cohort Members	5
Performances	0	2	Students Who Previously Traveled	1
Celebrations	1	3	Advisors	3
Historic sites	1	2	Found While Exploring	2
Other	0	0	Personal Research	2
			Locals	1
			Other	0
Unexpected Challenges		Information Students Wished They Had Before Travel		
Challenge Category	# of Students Who Encountered This Type	Information Category	# of Students Who Wished They Knew More About This	
Mental Health	1	Climate and Weather	0	
Expenses	0	Expenses	2	
Transportation	1	Transportation	1	
Finding Things To Do	0	Recommended Places to Visit	2	
Living Conditions	0	Housing Details	0	

Cultural Differences	1	Cultural Differences	0
Other	0	Other	0

Appendix S: Overall Data Summary Tables

Overall Summary of Data for Iceland (23 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	12	10	Navigation App	8
Food Service	15	11	Cohort Members	8
Groceries	16	10	Students Who Previously Traveled	2
Entertainment	12	7	Advisors	0
Workspaces	9	6	Found While Exploring	7
Shopping	4	3	Personal Research	10
Other	2	3	Locals	1
			Other	0
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	6	5	Navigation App	1
Museums	4	3	Cohort Members	5
Performances	1	1	Students Who Previously Traveled	0
Celebrations	0	0	Advisors	1
Historic sites	2	2	Found While Exploring	2
Other	3	2	Personal Research	2
			Locals	0
			Other	0
Unexpected Challenges			Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type		Information Category	# of Students Who Wished They Knew More About This
Mental Health		0	Climate and Weather	1
Expenses		3	Expenses	4

Transportation	0	Transportation	6
Finding Things To Do	0	Recommended Places to Visit	1
Living Conditions	5	Housing Details	4
Cultural Differences	3	Cultural Differences	1
Other	1	Other	2

Survey Response Data

Number of Responses By Week

Week #	# of Responses	# of People Polled	Response Rate	Total # of Responses:	23
1	6	26	23.08%	Highest Response Rate:	23.08%
2	6	26	23.08%	Week With Highest Response Rate:	1, 2
3	5	26	19.23%	Lowest Response Rate:	11.54%
4	3	26	11.54%	Week with Lowest Response Rate:	4, 5
5	3	26	11.54%		

Overall Summary of Data for Other A23 (49 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	24	15	Navigation App	15
Food Service	41	29	Cohort Members	18
Groceries	39	23	Students Who Previously Traveled	7
Entertainment	17	15	Advisors	14
Workspaces	10	5	Found While Exploring	19
Shopping	9	4	Personal Research	15
Other	8	0	Locals	9
			Other	2
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	9	10	Navigation App	2
Museums	14	12	Cohort Members	5
Performances	1	3	Students Who Previously Traveled	2
Celebrations	2	6	Advisors	11
Historic sites	12	8	Found While Exploring	7
Other	5	4	Personal Research	6
			Locals	1
			Other	0
Unexpected Challenges			Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type		Information Category	# of Students Who Wished They Knew More About This
Mental Health		2	Climate and Weather	5
Expenses		5	Expenses	8
Transportation		7	Transportation	6

Finding Things To Do	1	Recommended Places to Visit	4
Living Conditions	6	Housing Details	3
Cultural Differences	8	Cultural Differences	4
Other	3	Other	4

Survey Response Data

Number of Responses By Week

Week #	# of Responses	# of People Polled	Response Rate	Total # of Responses:	49
1	13	140	9.29%	Highest Response Rate:	10.71%
2	15	140	10.71%	Week With Highest Response Rate:	2
3	6	140	4.29%	Lowest Response Rate:	4.29%
4	8	140	5.71%	Week with Lowest Response Rate:	5
5	7	140	5.00%		

Overall Summary of Data for All A23 (72 Responses)				
Local Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# of Students Who Used This Method
Transportation	36	25	Navigation App	23
Food Service	56	40	Cohort Members	26
Groceries	55	33	Students Who Previously Traveled	9
Entertainment	29	22	Advisors	14
Workspaces	19	11	Found While Exploring	26
Shopping	13	7	Personal Research	25
Other	10	3	Locals	10
			Other	2
Cultural Resources Used				
Resource Category	# of Students Who Used This Type	# of Students Who Recommend This Type	Ways to Learn About Resource	# Of Students Who Used This Method
Tours	15	15	Navigation App	3
Museums	18	15	Cohort Members	10
Performances	2	4	Students Who Previously Traveled	2
Celebrations	2	6	Advisors	12
Historic sites	14	10	Found While Exploring	9
Other	8	6	Personal Research	8
			Locals	1
			Other	0
Unexpected Challenges			Information Students Wished They Had Before Travel	
Challenge Category	# of Students Who Encountered This Type		Information Category	# of Students Who Wished They Knew More About This
Mental Health		2	Climate and Weather	6
Expenses		8	Expenses	12
Transportation		7	Transportation	12

Finding Things To Do	1	Recommended Places to Visit	5
Living Conditions	11	Housing Details	7
Cultural Differences	11	Cultural Differences	5
Other	4	Other	6

Survey Response Data

Number of Responses By Week

Week #	# of Responses	# of People Polled	Response Rate	Total # of Responses:	72
1	19	166	11.45%	Highest Response Rate:	12.65%
2	21	166	12.65%	Week With Highest Response Rate:	2
3	11	166	6.63%	Lowest Response Rate:	6.02%
4	11	166	6.63%	Week with Lowest Response Rate:	5
5	10	166	6.02%		

Appendix T: Tutorials for Using Qualtrics

Listed below are tutorials on how to use various features within Qualtrics:

- Instructions for importing and exporting Qualtrics surveys from Qualtrics support are available at <https://www.qualtrics.com/support/survey-platform/survey-module/survey-tools/import-and-export-surveys/>.
- An overview of the survey builder tool in Qualtrics from Qualtrics support is available at <https://www.qualtrics.com/support/survey-platform/survey-module/survey-module-overview/?parent=p0027>.
- An overview of the data analysis tools in Qualtrics from Qualtrics support is available at <https://www.qualtrics.com/support/survey-platform/data-and-analysis-module/data-and-analysis-overview/?parent=p002>.
- A variety of other tutorials and answers to frequently asked questions regarding Qualtrics can easily be found through searching the Qualtrics support page at <https://www.qualtrics.com/support/>.

Appendix U: Infographic Templates

Dress for Success:
[Blank Template](#)
[Iceland Version](#)



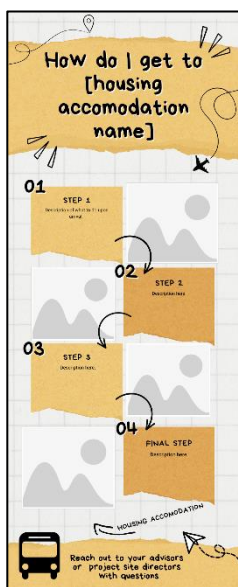
Money Matters:
[Blank Template](#)
[Iceland Version](#)



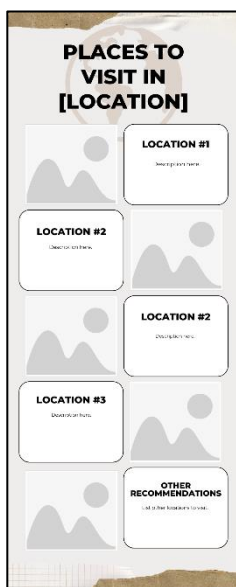
Grocery Guide:
[Blank Template](#)
[Iceland Version](#)



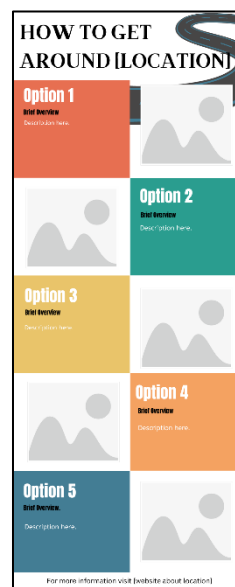
How do I get to Downtown Reykjavík Apartments?:
[Blank Template](#)
[Iceland Version](#)



Places to visit:
[Blank Template](#)
[Iceland Version](#)



How to get around Iceland:
[Blank Template](#)
[Iceland Version](#)



Appendix V: Tutorials for Using Custom Map Feature in Google Maps

Listed below are links to tutorials describing how to create, edit, and share custom maps created in Google Maps:

- Instructions for creating and editing custom maps from Google support are available at <https://support.google.com/mymaps/topic/3024924?hl=en&sjid=6967515671860043197-NA>.
- Instructions for creating and publishing custom maps from Berkeley Advanced Media Institute are available at <https://multimedia.journalism.berkeley.edu/tutorials/create-custom-maps-in-google-maps/>.
- Instructions for using layers in custom maps from Google support are available at https://support.google.com/mymaps/answer/3024933?hl=en&ref_topic=3024969&sjid=2817647448740082244-NA.
- Instructions for sharing and changing edit permissions for custom maps from Google support are available at https://support.google.com/mymaps/answer/3109452?hl=en&ref_topic=3024969&sjid=2817647448740082244-NA.

Instructions for importing a KMZ file into Google Maps are as follows:

1. Go to <https://www.google.com/maps/d/> and click on **Create A New Map**.
2. An empty map should open. On the left pane under the first blank layer, click on **Import**.
3. A menu should pop up asking what file you want to import. Go to **Upload > Browse** and find where your KMZ file is located.
4. After selecting this file, its data should be imported into the current map.

Instructions for how to find the edit history of custom maps created in Google Maps are as follows:

1. In Google Drive, find where your custom map is stored.
2. Right click on the custom map file. In the drop-down menu, select **File Information > Activity**.
3. From here you will see a list of edits made to the file under the **Activity** tab. Under the **Details** tab you can also manage who currently has access to the map and edit its description.

Appendix W: ID 2050 Quiz Questions and Answers

1. What is the 911 equivalent in Iceland? (Short answer, correct answer: 112)
2. What is the name of your housing accommodation? (Short answer, correct answer: Downtown Reykjavík Apartments)
3. How can you pay for bus fares on Straeto? (Checkbox multiple choice, correct answer: cash and Klappið app)
 - a. Cash
 - b. Klappið app
 - c. Credit card
 - d. Apple Pay
4. Weather in Iceland during A term is comparable to that of Worcester in November/December. (True/false, correct answer: true)
 - a. True
 - b. False
5. What is the approximate exchange rate of USD to ISK? (Multiple choice, correct answer: 1:100)
 - a. 1:1000
 - b. 1:7
 - c. 1:100
 - d. 1:2
 - e. 1:10
6. Which of the following stores is most affordable for buying groceries? (Multiple choice, correct answer: Bonus)
 - a. 10-11
 - b. Bonus
 - c. Euro Market
 - d. 2Guys
7. Which adaptors are compatible with Icelandic outlets? (Multiple answers, correct answers: Type C and Type F)
 - a. Type F
 - b. Type B
 - c. Type C
 - d. Type E
8. Taxis are an affordable way to traverse Iceland. (True/False, correct answer: false)
 - a. True
 - b. False
9. All banks and credit card companies charge foreign transaction fees for purchases made in Iceland. (True/False, correct answer: false)
 - a. True
 - b. False

10. Credit or debit cards are the preferred method of payment for most restaurants and stores in Iceland. (True/False, correct answer: true)
- a. True
 - b. False

Appendix X: Resources for Updating Project Center Website

Suggested FAQ Questions

What follows is a list of the questions we suggest adding to a FAQ page on the Iceland WordPress website, along with the answers for each and resources that can be used to keep these answers up-to-date going forward. For more information on our recommendations regarding the FAQ page, see the [Project Center Website Updates section](#) of our recommendations.

- **Q:** Where can I buy halal/kosher/vegan/gluten-free food?
 - **A:** A variety of food for any diet can be found among the many grocery stores and restaurants in Reykjavík. Some popular halal options in the city can be found at <https://www.halalzilla.com/muslim-friendly-iceland-things-to-do/89978> and https://www.tripadvisor.com/Restaurants-g189970-zfz10751-Reykjavik_Capital_Region.html. An overview of kosher options in the city can be found at <https://www.jewishiceland.com/visitors>. Popular vegan options can be found at <https://www.happycow.net/europe/iceland/Reykjavik/> and https://www.tripadvisor.com/Restaurants-g189970-zfz10697-Reykjavik_Capital_Region.html. Popular gluten-free options can be found at <https://www.findmeglutenfree.com/is/Reykjavik> and <https://adventures.is/blog/guide-to-eating-gluten-free-in-iceland/>. Options for other diets or food allergies in Reykjavík can easily be through a Google search.
 - The answer to this question shouldn't require much updating. In the case any of the links above are taken down, new lists can be found through a quick Google search.
- **Q:** How do I get to the apartment from the airport?
 - **A:** There are several bus companies that offer transfer between Keflavík International Airport and Reykjavík. For a step-by-step guide on how to get the accommodation from the airport see this infographic: [insert link to “How Do I Get To Downtown Reykjavík Apartments?” infographic]
 - The link to the infographic in the answer to this question should be updated as the infographic is updated. For more details on this infographic, see [How Do I Get To Downtown Reykjavík Apartments section](#) of our infographic final recommendations.

- **Q:** Where can I do laundry while on site?
 - **A:** Downtown Reykjavík Apartments has a washing machine and a dryer available in the building, with each machine costing 1000 ISK (~7.30 USD). There are also laundromats available to use around the city, such as Laundromat Wash (see <https://laundromat-wash-reykjavik.business.site/> for more information).
 - Current laundry options and their cost should be confirmed with the housing provider, or students who have recently stayed at the site. Other laundry options in Reykjavík can be found through Google search or on Google Maps.
- **Q:** How much more expensive are common items like groceries in Iceland?
 - **A:** Most items, including food, will be more expensive in Iceland than in the US, since all goods have to be shipped in. For example, a 1 kg (~2.2 lb) chicken breast will cost around 18 USD in Iceland vs. around 12 USD in the US. See <https://livingcost.org/cost/iceland/united-states> for an overview of how other prices compare for other common items and services.
 - Current crowdsourced data comparing the cost of living in Iceland vs. the US can be pulled from <https://livingcost.org/cost/iceland/united-states>. Additionally, some Iceland-focused travel companies, such as Artic Adventures, will periodically post about the cost of different items in Iceland on their blogs. These kinds of posts can easily be found through a Google search.
- **Q:** Where can I get groceries?
 - **A:** There are several different supermarkets and convenience stores around Reykjavík where you can buy groceries, with one of the cheapest and most popular among students being Bónus. For an overview of grocery options in the city and how they compare, see this infographic: [insert link to “Grocery Guide” infographic].
 - The link to the infographic in the answer to this question should be updated as the infographic is updated. For more details on this infographic, see the [Grocery Guide section](#) of our infographic final recommendations.
- **Q:** Where can I buy items I might’ve forgotten to bring with me (adapter, mouthwash, etc.)?

- **A:** Common travel items, like outlet adapters, ear plugs, and toiletries, can easily be found at convenience stores like 10-11 and gift shops catering to tourists. A good place to look for other items is at the Kringlan shopping mall in Reykjavík (see <https://www.kringlan.is/english/> for more information).
- This question shouldn't require any updating in the future.

Tutorials for Updating WordPress Websites

Listed below are links for creating and editing pages in websites created using WordPress:

- A tutorial on creating new pages is available from WordPress support at <https://wordpress.com/support/pages/>.
- A tutorial on using the site editor is available from WordPress support at <https://wordpress.com/support/site-editor/>.
- Other tutorials on designing WordPress websites can be found on their support blog at <https://wordpress.com/support/category/design-your-site/>.