

Academic trips in higher education: identifying trends through a systematic literature review

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Abstract

Objectives: Higher education institutions have a mission to train and equip tomorrow's leaders with a comprehensive set of skills they can use anywhere in the world. For example, the creation of the Erasmus Programme in Europe became a driving force for study mobility among university students. At the same time, many institutions have also organised academic trips to give students more specialised experiences that complement the knowledge provided in the classroom and open up new environments for cultural immersion. However, despite the existence of studies on this aspect, the diverse objectives of these trips and the use of different terminology to describe them in published research make it difficult to identify them and group them together.

The aim of this paper is to present a literature overview of academic trips as a learning tool in higher education.

Methodology: The methodology was based on a systematic analysis of the literature, carried out using the Web of Science (WoS) search engine. For this purpose, specific search

criteria were employed using various keywords related to academic trips, enabling the construction of a solid corpus of relevant studies.

Results: The results of the corpus analysis revealed that works on academic travel experiences in higher education are fragmented given their remarkable terminological diversity, thus making it very difficult for stakeholders to identify them. Most of the papers found belong to the teaching and STEM disciplines, while other papers that have reported interesting findings have gone unnoticed.

Keywords: academic travel; field trip; study trip; extracurricular activity; higher education

JEL Codes: J24; I23; I24

1. Introduction

In recent years, contemporary higher education has undergone a drastic transformation process to address a number of factors such as advances in technology, globalisation and internationalisation, changes in labour market demands, inclusion and diversity, and sustainability (Rahiman & Kodikal, 2023; Alalwan et al., 2019). This has created the need to teach and learn through a variety of methodologies that promote active, autonomous and responsible learning, as well as encouraging meta-reflection. Undergraduates must be equipped with a series of skills to help them perform labour and academic tasks more effectively for their future careers (De Prada et al., 2021, Merino, 2007). These include soft skills that refer to cross-cutting personal competencies and other personality traits that characterise interpersonal relationships (Ogunrinde, 2022).

In this social context, extending education beyond the campus and incorporating experiential learning opportunities helps students connect theory with practice through real-life examples (Kember & McNaught, 2007). Thus, universities provide a diverse range of activities that serve as educational complements to traditional academic settings. They may be included directly in the curriculum as mandatory activities or offered as optional opportunities for students. Many of these activities involve travel, accommodating a variety of objectives and formats that enrich the participants' educational experience.

Educational trips as learning tools are not a new concept. They are more prevalent during school education (from 3 to 18 years of age) (Dawson & Leytham, 2020). However, their frequency declines significantly with age and they are nearly absent when students reach higher education (Rebar, 2012). Several factors contribute to this trend: universities often retain a degree of rigidity inherited from traditional academic structures and are slow to adapt to the demands of an evolving social context. Additionally, it is easier to include these activities in earlier stages of education as they are more flexible, given that standardised curricula enable broader reach and impact. Conversely, higher education brings unique challenges and constraints that limit the inclusion of these experiential learning opportunities.

The concept of “academic trip” is broad and encompasses several terms that sometimes overlap, such as educational travel, study trip and field trip. Regardless of the expression used, the concept of academic travel is understood here as a type of curricular or extracurricular activity that takes place outside the higher education institution (Bartkus et al., 2012, Buckley & Lee, 2021, Chan, 2016). It is a form of experiential learning through which students undertake an activity related to their training, and which aims to deepen or complement the knowledge acquired during their university learning (Tchibozo, 2007).

In this scenario, our initial hypothesis is as follows:

H1. Academic travel activities exist in higher education. However, their identification and categorisation are hindered by the diverse terminologies used to describe them across institutions and contexts.

Thus, this article presents the scientific community’s thematic overview of academic travel experiences in higher education, which will enable us to identify the different research trends in this field, observing emerging and prevalent topics, as well as possible shifts in the focus of study. Moreover, it aims to detect gaps in knowledge as well as emerging areas, thus providing a comprehensive vision to facilitate the development of a more solid and coherent conceptual framework for this phenomenon.

This paper is organised as follows. Section 2 provides a scholarly review of the literature on academic travel in higher education, while Section 3 details the methodology used to search the documents that were analysed. The results are presented in Section 4, and are followed by the discussion, conclusions, limitations and future research in the final section.

2. Background

The origins of educational travel date back to the end of the 17th century, when privileged British families embarked their offspring on what was known as the “Grand Tour”, where travel was conceived as a tool to enhance their education (Brodsky-Porges, 1981).

The current concept of higher education has embraced new forms of learning that complement classroom studies through a positive impact on undergraduate development.

Academic trips respond to industry demands for work-ready graduates, and this has encouraged their implementation in higher education (Leggett, 2019). University classrooms are still microenvironments where relationships occur between relatively few individuals. Travelling while studying at college is a comprehensive experience that provides total immersion in a setting outside the normal learning context, generally in a new, unfamiliar environment, where the students must apply the knowledge acquired. The experience implies a radical change of their daily life, combining

recreation, pleasure and knowledge acquisition through direct experiences (Ishikawa & Montello, 2006).

These types of experiences constitute a “lived social event” (Scarce, 1997), adding complementary experiences to purposeful educational endeavours (Craggs et al., 2017). The cognitive, affective, social, physical and behavioural (Morag & Tal, 2012) benefits of academic travel include improved understanding of coursework (Scherle & Reiser, 2017), better knowledge retention (Falk & Balling, 1982), a more confident approach towards the subject of study (King & Zhang, 2017), greater student involvement (Craggs et al., 2017), promotion of group interaction and a more remarkable academic experience (Scarce, 1997). Other works have also highlighted more robust relationships with stakeholders in the community (Haines & McClure, 2020). In general, students’ learning experiences and learning outcomes represent a useful way to generate deep learning (Hayes et al., 2021).

The vast range of activities and the overwhelming number of academic offerings make it challenging to find suitable experiences for different levels of specialisation in higher education. In addition to the difficulties of organising this type of experience, lecturers may be reluctant to organise them unless they receive some kind of recognition in exchange, which requires the backing of the entire institution. This highlights a gap in documenting academic travel experiences in higher education.

Academic literature describes a wide variety of experiences based on off-site learning through academic trips using vastly different terminology. The most common instance is the field trip, understood as any formal field experience, though generally limited to the area of sciences (Jones & Washko, 2022). Work-Integrated Learning (WIL) is another example. This is a trip-based programme that combines and integrates learning and its application in the workplace (Mukuria, 2022). Other forms of educational journeys in higher education include volunteering experiences, research projects, service-learning, and other modes through which students are required to acquire and practice a range of skills, such as debates, hackathons, moot courts and professional development activities. These learning experiences have the potential to transform a student’s life (Liang, Canton & Hill, 2015). They appeal to students and shape their employability narrative, while serving as marketing tools that the institution uses as a differentiation and positioning strategy.

3. Method

This study conducted a systematic literature review (SLR) to explore experiences related to academic travel in higher education. SLRs provide structured, unbiased syntheses of research, offering a comprehensive overview of existing studies while identifying trends and gaps (Lame, 2019; Saura et al., 2021; Saura et al., 2023). They ensure transparency and replicability and are widely used across disciplines. This review followed established methodologies employed in economics and education research, applying predefined inclusion and exclusion criteria (Jormanainen

& Koveshnikov, 2012; Surdu & Mellai, 2016). Literature reviews' replicable search processes enhance transparency and enable ongoing assessment of scholarly advancements (Grant et al., 1981; Grant & Booth, 2009; Harris et al., 2014; Plotzky et al., 2021). Searches were conducted in November 2023 for terms related to academic travel, using WoS. Filters limited results to higher education and university contexts, excluding grey literature and non-English sources, refining the final selection of studies.

The final selection of articles is shown in Table 1 below.

Table 1. Number of papers after applying filters

Topic	Number of papers obtained before the filter "higher education" or "university"	Number of papers obtained after the filter "higher education" or "university"	Number of papers after discarding grey literature
<i>Study trip/study trips</i>	720	63	13
<i>Educational travel</i>	134	13	13
<i>Academic travel</i>	38	14	14
<i>Field trip/field trips</i>	3,212	423	98
<i>Total</i>	4,104	513	138

Source: authors' own.

The initial search identified 4,104 articles, which was reduced to 513 academic papers after applying the first filter. Subsequent filtering narrowed the selection to 138 papers. These final articles were thoroughly analysed, as revealed in the section below.

4. Results

This section presents an analysis of the results obtained from the WoS database search. The findings were organised according to the areas of study or the topics addressed in each search. They are presented collectively to emphasise key issues, distinctive characteristics, and groups of primary interest (Linnenluecke, et al., 2020), thus enabling a comprehensive overview of each concept.

4.1. Search results for the words *study trip*

The papers identified in this search encompassed various disciplines but mostly belong to engineering and education as shown in Table 2.

Table 2. *Study trips.* Benefits

Description		Authors	Degree studies	Other Studies at University
Multilingualism and language development for specific purposes		Juzeleniene et al., 2017	Tourism	
		Liang et al. 2015		Foreing language
		Matijašević, 2022	Law	
		Tsareva et al., 2021	Engineering	
Cross-cultural intelligence or intercultural competencies through cultural immersion		Balci, 2012	Gepgraphy	
		Boks et al., 2008	Engineering	
		Gajda & Pazik, 2014	Education	
		Leggett, 2019	Education	
		Rustambekov & Mohan, 2017	Business	
Work Integrated Learning (WIL)	Experience in the environment known as real work	Leggett, 2019	Education	
	International work environment	Boks et al., 2008	Engineering	
		Herrera & Carvalho, 2016	Tourism	
		Jones et al., 2023	Social Education	
	Yigitcanlar, 2011	Engineering		
Transformational learning		Liang, Catton and Hill, 2015	Tourisim	

Source: authors' own.

The benefits of study trips, based on a systematic literature review, can be divided into four categories: language learning, intercultural competence acquisition, WIL (including real work experience and international work exposure), and academic trips as transformative experiences in students' lives.

4.2. Search results for the words *educational travel*

Since 2013, the term “educational travel” has gained prominence in research, influenced by the Rio+20 Conference (2012) and the subsequent Sustainable

Development Goals. Studies on academic travel and sustainability have emphasised its role in enhancing learning and addressing participants' challenges. Research indicates that academic travel fosters greater environmental awareness, particularly among students not enrolled on sustainability-focused courses. Additionally, educational travel offers socio-cultural and educational benefits, including global citizenship, cross-cultural competence and personal development. Embedding sustainability and travel into education equips students to be globally conscious and workforce-ready. However, some studies analysed experiences without specifying academic disciplines as shown in Table 3.

4.3. Search results for the words *academic travel*

Table 1 identified 14 studies which were classed as “academic travel,” making up the focus of this section. It is worth mentioning that all these studies have been published within the last 15 years. They all centre on addressing the challenges associated with academic travel for faculty members. As shown in Table 4 below,

Table 3. Topics studied under *educational travel*

Description	Authors	Degree studies
The impact of academic travel from the point of view of sustainability	Hale et al., 2013	n/a
	Long et al., 2014	n/a
Environmental education, sustainability education and the Sustainable Development Goals	Hale, 2019b	n/a
	Ling et al., 2021	n/a
	Melles, 2015	n/a
Educational and socio-cultural impacts on the student body	Chau, 2021	Tourisim
	Hale, 2019a	n/a
Global citizenship	Bell et al., 2016	n/a
	Stoner et al., 2014	Tourisim
	Young et al., 2017	Law, Business, Education, Arts, Speech pathology
Cross Cultural understanding	Grabowski et al., 2017	n/a
Study abroad or educational tourism	Bell et al., 2016	n/a
	Grabowski et al., 2017	n/a
	Iskhakova et al., 2023	n/a
	Lejealle et al., 2021	n/a

Source: authors' own.

Table 4. Topics studied under *academic travel*

Description	Authors
The historical analysis of academic travel or sabbatical travel of faculty, understanding travel-travel as exchanges of scientific knowledge	Jöns, 2008, 2010, 2016
	Macfarlane, 2023
The issue between sustainability and the carbon footprint derived from academic research stays	Crumley-Effinger & Torres-Olave, 2021
	Mendoza-Flores et al., 2019
	Sahakian et al., 2021
Faculty mobility policies and their internationalization	Crumley-Effinger & Torres-Olave, 2021
	Hopkins et al., 2016
	Jöns, 2016
	Storme et al., 2013
Gender issues and faculty mobility	Cohen et al., 2020
Sojourns, interculturality and cultural competence	Rusnak et al., 2019
Academic tourism or academic hospitality	Herrera & Carvalho, 2016
	Phipps & Barnett, 2007
	Storme et al., 2013
Travel strategies with the aim of expanding scientific network and progress in academic activity	Crumley-Effinger & Torres-Olave, 2021
	Macfarlane, 2023
	Storme et al., 2013

Source: authors' own.

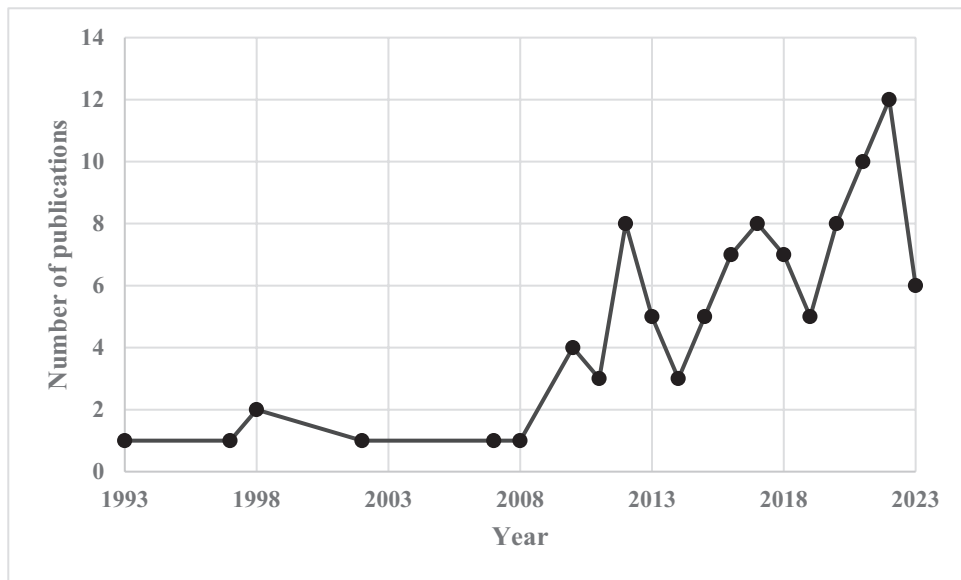
these works specifically explore key research areas, such as the various dimensions, impacts and implications of academic travel within the higher education context.

4.4. Search results for the words *field trip*

The systematic literature review reveals growing scholarly interest in field trips as of 2014, as shown in Figure 1. The decrease in 2023 can be attributed to the fact that this is the year when the bibliometric analysis was carried out.

The articles analysed present initiatives promoted by lecturers in different disciplines (Table 5).

The 35 papers that came under the topic of education were divided into those studying the didactics of field trips in general —mostly focused on lecturers— and those addressing the particularities of science teaching as a specialisation for future lecturers (Table 6).

Figure 1. Number of publications under the term *field trip*

Source: authors' own.

Table 5. Number of publications by disciplines

Topic	Number of publications	
Education	35	35.71%
STEM	27	27.55%
Geography	14	14.29%
Tourism	7	7.14%
Languages	3	3.06%
Business	2	2.04%
Arts	2	2.04%
Law	2	2.04%
Undefined	4	4.08%
Not matching the search	2	2.04%
Total	98	

Source: authors' own.

Table 6. References by Topic of Education

Topic	Number of publications	References
Education	21	(Adefila et al., 2023; Alvarez Pineros et al., 2016, 2016; Bozdogan, 2012; Dawson & Leytham, 2020, 2020; Eriksson et al., 2023; Fernandes, 2011; Gilbert et al., 2013; Green, 2017; Harker & Badger, 2015; Kras, 2022; Kraybill, 2014; Lesko & Bloom, 1998; Martínez-Hernández et al., 2021; Mintz & Tal, 2013; Mudaly, 2018; Mukuria, 2022; Pombo & Talaia, 2012; Sanchez de Brooke, 2015; Torres-Porras et al., 2017)
Science Education	14	(Ajaps & McLellan, 2015; Ateşkan & Lane, 2016; Dawborn-Gundlach et al., 2017; L. S. Jones, 1997; Kousa et al., 2018; Larsen et al., 2017; Maskour et al., 2022; Ordon et al., 2021; Plummer & Krajcik, 2010; Robertson, 2007; H. S. Tortop, 2012; Tsybulsky et al., 2018; Tsybulsky, 2019; Villalba Gomez, 2018)
Total	35	

Source: authors’ own.

Research divided field trips into four key areas, as seen in Figure 2 below.

Figure 2. Field trip areas

1. Academic process:	2. Students’ perspectives:	3. Teachers’ perspectives:	4. Miscellaneous:
• Preparation and teaching materials, focusing on experiential learning, integration into curricula, and the use of immersive technology.	• Emphasizing benefits in employability, personal growth, and curriculum adaptations post-COVID.	• Addressing the workload, instructional challenges, and strategies for balancing engagement with structured learning.	• Integrating sustainability, science and social justice in a globalized world.

Source: authors’ own.

Thus, field trips significantly enhance soft skills, interdisciplinary learning, and real-world experience, particularly in tourism and science education. However, studies highlight the need for better workload management for educators to sustain their effectiveness in facilitating these trips.

4.4.1. Academic processes

Table 7 shows the academic works that focused on all the aspects involved in preparing field trips divided by academic areas and the topic studied.

Table 7. Preparation of field trips by academic areas

Academic areas	Authors	Study areas
Education	Alvarez Pineros et al., 2016; Bozdogan, 2012; Eriksson et al., 2023; Harker & Badger, 2015; Martínez-Hernández et al., 2021; Sanchez de Brooke, 2015; Torres-Porras et al., 2017	Preparation, teaching material, experiential learning
Science Education	Ateşkan & Lane, 2016; Maskour et al., 2022; Ordon et al., 2021; Plummer & Krajcik, 2010; Villalba Gomez, 2018; Larsen et al., 2017	How to planing the travel,experiential learning
Geography	Ari, 2020; Gill et al., 2012; Holgersen, 2021; Ozdemir, 2010; Peasland et al., 2019	Integrating field trips into curricula, developing professional skills
STEM	Kee et al., 2023; Pfeiffer et al., 2012	Use of immersive technology
Tourism	Hong et al., 2023; Sanders & Armstrong, 2008	WIL: the academic tryp serves as a form of real-world experience

Source: authors’ own.

4.4.2. Students’ point of view

There is a notable lack of published research that explicitly investigates students’ perceptions of the learning process, as illustrated in Figure 3.

Figure 3. Field trips and students’ point of view by academic area

Science Education	STEM	Tourism
• Larsen et al., 2017	• Goulder et al., 2013; • Peasland et al., 2019; • Spero et al., 2019	• Hong et al., 2023; • Sanders & Armstrong, 2008

Source: authors’ own.

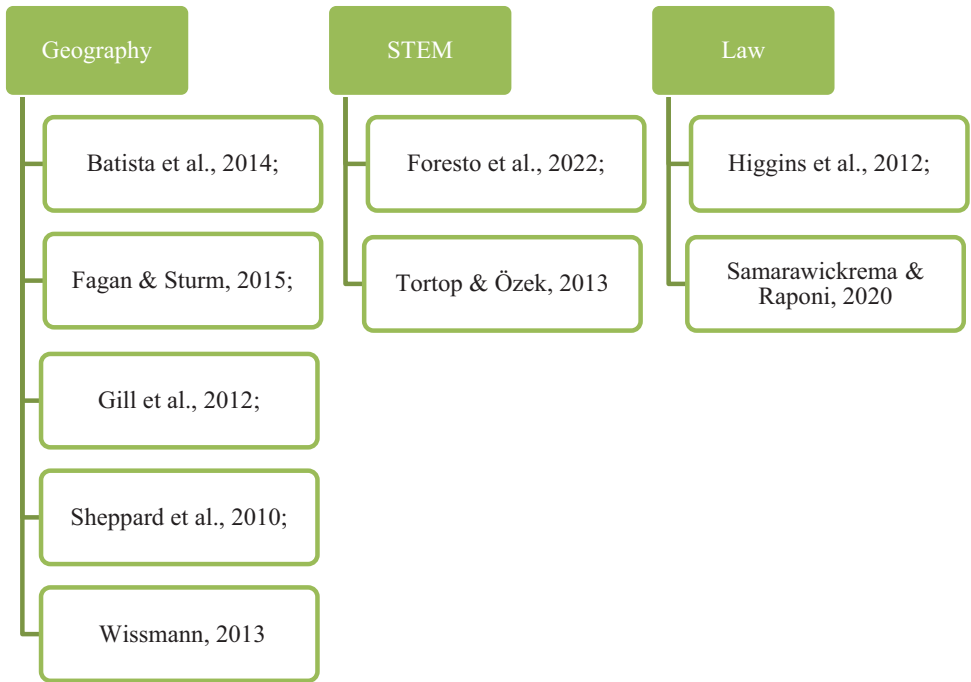
Participation in field trips has positive effects for students in terms of developing their employability skills, boosting personal growth and adding learning outcomes.

Other studies explored student perceptions of changes to the curriculum in terms of field trips during COVID.

4.4.3. Lecturers’ point of view

A third group of papers analysed the role of lecturers involved in geography, science education and STEM field trips, as shown in Figure 4.

Figure 4. Lecturers’ point of view on field trips by academic area



Source: authors’ own.

Studies highlighted the learning benefits of field trips while acknowledging the significant workload they place on educators. Geography involves extensive fieldwork, unlike other disciplines such as law. Some educators recommend balancing travel and learning through student involvement in preparation and the use of pre-recorded audio tours. Challenges such as the “zoo phenomenon” are addressed with structured planning and follow-up activities. Though they involve personal sacrifices, field trips offer valuable learning experiences for both students and lecturers, emphasising the need for flexible teaching methods and curriculum design.

4.4.4. Miscellaneous

Table 8 shows how field trips contribute to sustainability education, scientific outreach, professional skill development, social justice and internationalisation by mapping study topics and references.

Table 8. Field trips as a teaching tool

Topic	Study Topics	Reference
Education for Sustainability and the Environment	Integration of sustainable education into curricula through SDGs	Mintz & Tal, 2013
	Sustainability competence: Development of pro-environmental behaviors in science education,	Ajaps & McLellan, 2015
	Sustainability-related learning outcomes	Steiger, et al. 2016; Tedrow, 2018
Approaching Science to Society	Promotion of science through field trips in schools	Hoffman & Hoffman, 1993; Masson et al., 2016; Stapleton & Lynch, 2021; Stevens et al., 2016; Wiest et al., 2017
	Field trip collaborations in STEM and health sciences	Schwartz et al., 2022
	University-society collaborations in science education	Dawborn-Gundlach et al., 2017; Robertson, 2007; Tortop, 2012; Tsybulsky et al., 2018
	Informal science program for young scientists	Jones, 1997
Connecting students with real-world work environments. Work-integrated learning (WIL) as a professional skill development tool	Education	Green, 2017; Harker & Badger, 2015; Kavanagh & McCartney, 2018; Kraybill, 2014; Torres-Porras et al., 2017 Dawson & Leytham, 2020; Mukuria, 2022
	Science Education	Kousa et al., 2018; Demssie et al., 2023
	Geography	Staddon et al., 2021; Gill & Gough, 2023
	STEM	Ellis et al., 2012; Peasland et al., 2019; Carbone et al., 2020; Bashir et al., 2021; Tedrow, 2018; Tetreva & Vlckova, 2020

(continued)

Table 8. Field trips as a teaching tool (*continued*)

Topic	Study Topics	Reference
	Law	Higgins et al., 2012; Samarawickrema & Raponi, 2020
	Business	Samuel et al., 2022
	Tourism	Chung-Shing et al., 2020; Intriago et al., 2018; Sotomayor, 2021; Tavitiyaman & Zhang, 2022; Weeden et al., 2011
Social Justice and Human Rights	Addressing racism, sexism, and oppression through field trips	Lesko & Bloom, 1998
	Bringing refugees closer to host country language and culture	Kavanagh & McCartney, 2018
	Indigenous student preparation for the workforce	Mukuria, 2022
	Understanding indigenous crops for educational use	Mudaly, 2018
	Inclusive teaching in geography field trips	Hughes, 2016
	Addressing special needs of students with disabilities in STEM field trips	Rodríguez-Calvo, 2014
International Field Trips	Interdisciplinary benefits of field trips	Adefila et al., 2023
	Cross-cultural experiences in health education	Powell & Biederman, 2017
	Development of soft skills in STEM fields	Foresto et al., 2022; Karen & Bush, 2010
	Challenges for universities with international students during COVID	Thompson et al., 2022
	Online international learning benefits in business education	Taylor, 2017
	Hospitality in international field trips	Fuller, 2015
	Cultural learning for Arts students	Gu & O'Connor, 2019; Ke Xiao, 2022
	Language learning and communication skills in international settings	López Montero & Rodríguez-Chaves, 2017; Sato & Miller, 2021; Xie, 2020

Source: authors' own.

5. Discussion

Universities have moved forward and prioritize active learning methodologies, placing students at the core of knowledge transfer (Alalwan et al., 2019; De Prada et al., 2021). The job market now demands graduates with both technical skills and workplace competencies (Kember & McNaught, 2007), turning academic trips into valuable experiences where students apply their knowledge in real-world settings (Parrello & Valentine, 2022).

A systematic literature review on academic travel revealed diverse terminology, with “field trip” being the most common term used. While a minority of studies acknowledge the varied terminology, most tended to adopt a specific term without a discernible pattern to justify their choice.

Academia generally uses the term “study trip” to analyse aspects such as multilingualism, cross-cultural issues and work-integrated learning. Conversely, the keyword “educational travel” encompasses broader concepts such as sustainability, study abroad and educational tourism, with fewer articles addressing cross-cultural learning concepts such as citizenship and intercultural impact.

“Field trip” is the most popular term and appears to have gained prominence in the second half of the 2010s, likely driven by the emerging trend in higher education that began to encourage hands-on training as a complement to on-campus learning. The traditional association of the term “field trip” with STEM disciplines may be the reason why other experiences have not been included in this term.

This analysis reveals a correlation between significant events, societal transformations, and increased scientific output, suggesting that these events act as catalysts for research and steer scholarly focus towards contemporary issues. More recently, the scope of academic travel has expanded to encompass emerging themes, including gender perspectives and the development of intercultural competence. The most engaged disciplines in academic trips include the areas that train future educators and engineers.

Finally, the specific objectives of academic trips in higher education include aspects related to their international nature, logistics management, and other elements such as scientific inquiry, sustainability and professional development. There are few studies examining the specific impact they have on student participants and, to a lesser extent, on faculty members.

6. Conclusions

Academic travel enhances higher education by providing students with global perspectives and experiential learning opportunities. This systematic literature review offers an overview of the many initiatives and the consequent benefits and challenges that these experiences bring in their various forms. Despite benefits for students, faculty and institutions, research on this topic has largely been fragmented,

due to the use of varied terminology, making it difficult to categorise and analyse the phenomenon.

The results obtained from the systematic literature review confirm the hypothesis put forward at the beginning of this study: academia contains numerous works on travel-related activities in higher education, but these are scattered across various terminologies without a clear pattern. This requires a unified conceptual framework that facilitates better categorisation and analysis of these activities, thus enhancing their inclusion and comparison in the field of higher education.

In addition, more works on academic travel are needed, especially in other areas where these activities actually take place but probably do not come to light as they do not employ standard terminology. Likewise, more empirical studies are required to complete the academic journey map in higher education, as this would encourage institutions to engage in this type of experience.

6.1. Theoretical implications

This study fills a gap in academic travel research by mapping its presence beyond STEM and teaching disciplines, enriching theories on experiential learning and internationalisation in higher education. Standardising terminology would enable clearer comparisons, better study integration, and the development of consistent theoretical frameworks for analysing comprehensive, global educational experiences and student mobility.

6.2. Practical implications

In terms of practical implications, consistently detailed categorisation and documentation of academic travel would enable educational institutions to establish best practices and maximise the benefits of these experiences. This could also serve as the cornerstone for programmes that strengthen the competitive profile of universities, offering students a distinct advantage in a highly challenging global educational environment. Secondly, by providing more reliable and comprehensive data, higher education institutions may be more inclined to invest in academic travel programmes, especially if they contribute to the development of global, intercultural and professional skills, which would enhance students' employability.

6.3. Limitations and future research

This study is limited to the WoS database. Future research could be expanded to include the SCOPUS, PubMed, and ERIC databases for a more comprehensive overview. Additionally, academic travel in fields such as business and law remains

underexplored. Increasing visibility in these areas could lead to their improved integration into the curricula and greater faculty participation, beyond traditional disciplines.

Declaration of conflicts of interest

The authors declare that they have no conflicts of interest in relation to the research, authorship or publication of this work.

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