

DOCUMENTATION AND DEVELOPMENT ON INTERCULTURAL COMPETENCE IN
SHORT-TERM STUDY ABROAD

by

ANNIE NGUYEN

Bachelor of Architecture, 2007
The University of Texas at Austin
Austin, Texas

Master of Business Administration, 2015
Texas Christian University
Fort Worth, Texas

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ABSTRACT

According to most recent figures reported by the Institute of International Education (2014), the majority of American students (60.3%) are choosing to participate in short-term study abroad programs. Considering the role that short-term programs play in institutional goals related to global citizenship and intercultural competency, this mixed-methods study examines possible gains and factors influencing such gains that are made in students' overall intercultural competency following participation. This research endeavor involved pre-testing, post-testing, and follow up three months later which analyzed data for fifty-five students across eight different short-term programs at three distinct institutions within the state of Texas. The Intercultural Effectiveness Scale (IES) survey was used as a quantitative instrument for assessing intercultural competency. In addition, in-depth interviews and document analysis of program syllabi and participant photographs provided qualitative narratives on student perceptions of intercultural growth. Findings indicate the capacity of short-term study abroad programs ranging from two to five weeks to provide formative experiences and have significant impacts on students' self-perceived intercultural competency. There is a clear implication that components of intercultural competency are most affected by intentional structures, which support recommended practices of incorporating intercultural objectives alongside discipline related goals, preparing students for change, structuring activities with guided reflection, and providing opportunities for meaningful and immersive local interaction. Although study limitations make it difficult to presume certainty, this research reveals important areas for future research in terms development of intercultural competency and how educational leaders might begin to address such goals at both the programmatic and institutional levels.

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DEDICATION

To my family and friends.

My parents, for instilling in me a sense of determination about my endeavors and a sense of wonder about the world.

My sister, for always cheering me on and being a constant companion ready for adventure.

My brother and his family, for always being there with games and laughter and love.

My extended family, all my cousins and aunts and uncles, for always bringing me joy, giving me a place to stay during my travels, and setting the bar high for any food I come across.

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Many hugs and safe travels!

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PREFACE

A HISTORY OF TRAVEL

For me, there is wonder in wandering. The sensation compels me to travel; a wanderlust that has settled into my very bones. Travel is not just about places, but people who embody the diversity in our world. And within that space exists my desire for constant learning—to adapt and experience more. When people ask me why I travel so much, it is both desire and opportunity.

There is a certain freedom in travel and in my childhood, travel took no time at all. Of course, as I grew older I understood that it took time to go places. All the road trips just meant naptime in the back of the big blue striped van with my siblings. If you wanted to go somewhere, you simply drove. In my head, the eight hours it took to leave the state of Texas was just the way things were. And flying spanned transitions just as long. My first international flight was to visit my grandmother in Vietnam. My first journey alone was to work in Sydney, Australia the summer after my third year of architecture school. My first study abroad was ten days in Barcelona, Spain as part of a travel studio course. If I wanted to go, I found a way.

So when I graduated, I went to Japan. This final consolidation of my passion for travel lasted three years where I taught at Jonan High School and the School for the Blind. Despite the initial language barriers, it was the most immersive journey I had taken. That time gave me a chance to examine a multitude of views; the kind that starts to shape our idea of culture and expand our own perspectives. Tucked inside that experience were small and entertaining moments, conversations where neither of us knew the other's language. Those moments where you stare at each other a bit before looking up to the sky in a thoughtful “that conversation didn't really work” sort of way, and then laugh at the complete failure to understand or convey your meaning. When you look back after your short fit of amusement, you try again. And you learn.

Japan was not my last adventure; however, it solidified in me a relationship with travel

and cities and expanding perspectives. I believe that our concept of self and values is shaped and reshaped from fixed views to include more open and complex systems when faced with challenging or transformational experiences. It is through such moments that a person can start to reflect on the core ideas or philosophies he or she has built. Certainly, there are moments when a person falls back to old habits, especially in times of stress; however, I also believe values grow through meaningful learning and reflection over time.

Travel in that manner provides context. Individually, a person can isolate his or her frame of view in a way that can be detrimental or even debilitating, but intercultural experiences allow insights into the various emotions, values, and behaviors that exist in the world. International experiences expand our range of perspectives and disrupt initial mindsets, particularly when coupled with purposeful reflection. This blurring of perspective when faced with challenges in diversity or culture allows for a period of refinement to process new ideas and information.

What then am I hoping to understand about travel and its role in education? Is it just individual inclination? Perhaps I hope to advance our ability to open perspectives even in small doses and provide a more intentional frame for engaging learners in international contexts. International experiences are, to me, a significant part of extending the borders of one's educational map. If travel is about facing challenging perspectives to reshape or solidify our own thoughts, then perhaps I can affect the opportunities for others to face such differences.

It is with this mindset that I approach this study. My passion for travel and belief in expanding perspectives is what led me here. I want to encourage not just a penchant for travel, but a true learning experience. I want to understand how education currently structures and considers the quality of international programming. That is to say, I want to share ideas that help students have greater perspective to better solidify who they are, why they believe that, and how to integrate and adapt those thoughts when faced with an increasingly intercultural environment.

CHAPTER 1

INTRODUCTION

This world is filled with diversity. We see it in homes, workplaces, and education. Altbach, Reisberg, and Rumbley (2010) illustrate how “the rapid pace of globalization, the increasing mobility of students and scholars, the movement of academic programs and institutions across borders, the extraordinary impact of technology, and... massification" have dramatically changed the environment in higher education (p. 155). As our society continues to grow more interconnected, education must also consider how to include this expanded system of scholarship and foster more global perspectives.

Context

In thinking about the purpose of education as teaching engaged citizenship, higher education has increasingly extended that purpose to include global citizenship. Bok (2006) places a substantial emphasis on educating students to live in a global society as among the core purposes for an undergraduate education. Many universities seem to agree with this notion as mission statements now commonly cite global citizenship as an outcome for students (Green, 2012a; Stebleton, Soria, & Cherney, 2013). Although there are many aspects to developing global citizenship, study abroad is a form of international programming that eighty-five percent of American colleges provide (Bok, 2006, p. 236). To situate this study, it is important to understand not only the trends in study abroad, but also the leadership surrounding study abroad within a university and the perceived goals or competencies students are meant to achieve from participating in study abroad experiences.

Definition of Terms. Before delving into the overall context for this study, a general overview of terminology being used is provided. Within the scope of this research, study abroad

will be seen as the act of a student pursuing educational opportunities for academic credit in a country other than one's own (Institute of International Education, 2014). The term study abroad brings with it many preconceived notions both positive and negative, such that it may be useful to think about how the international community reclaims or re-terms the concept of study abroad; however, this research will examine the study abroad programs as they exist today.

In assessing study abroad programs, there has been much discussion on the definition of **intercultural competence**, but both Deardorff (2006) and Bennett (2009) synthesize it as a multifaceted ability to adapt behavior and communication to intercultural contexts. The Association of American Colleges and Universities (AAC&U, 2013) uses Bennett's (2009) definition wherein intercultural knowledge and competence are seen as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (p. 97). This definition comes with a glossary of terms that related specifically to the *Intercultural Knowledge and Competence VALUE Rubric*. Among these terms, several stand out as meaningful to this research:

- **Bicultural Identity:** "An individual who retains a strong ethnic identity while also identifying with the new society" (Phinney, Horenczyk, Liebkind, & Vedder, 2001, p. 495).
- **Comprehensive Internationalization:** "A commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education" (Hudzik, 2011, p. 10).
- **Global Citizenship:** A term used by many higher education institutions that is characterized by active inclusion of diversity of thought, self-awareness and awareness of others, cultural empathy, principled decision-making, and participation

in social and political life of one's community (Green, 2012a).

- **Globalization:** “The broad economic, technological, and scientific trends that directly affect higher education” (Altbach et al., 2010, p, 23).
- **Intercultural experience:** “The experience of an interaction with an individual or groups of people whose culture is different from your own” (AAC&U, 2013, p. 1).
- **Intercultural/cultural differences:** “The differences in rules, behaviors, communication, and biases, based on cultural values that are different from one's own culture” (AAC&U, 2013, p. 1).
- **Intercultural learning:** The focus “on knowledge and skills to understand and navigate cultural differences” (Olson, Green, & Hill, 2006, p. v).
- **Internationalization:** “The specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to [respond to] globalization” (Altbach et al., 2010, p, 23).
- **Long-term Study Abroad:** Programs with a duration of at least one semester, including yearlong programs. For the purposes of this study, long-term study abroad has combined the Institute of International Education (2014) definitions for mid-length and long-term programs.
- **Short-Term Study Abroad:** Programs with a duration of eight weeks or less (Institute of International Education, 2014).
- **Worldview:** “The cognitive and affective lens through which people construe their experiences and make sense of the world around them” (AAC&U, 2013, p. 1).

As with study abroad, new terms and concepts are being introduced (or reintroduced) to help address issues of globalization, global citizenship, and intercultural identity. The ideas of

transnationalism and global mindedness work to provide comprehensive ideas and strategies on the direction of internationalization efforts. These terms will be mentioned in relation to the definition and assessment of intercultural competence in study abroad. Specific terms related to instruments will be discussed within Chapter Three. Throughout this research, this glossary should help to establish the basis for understanding the context moving forward.

Trends in study abroad. There has been a long history of study abroad at universities and colleges within the United States that other countries are now attempting to follow. For example, Cardiff University in Wales is working to build its study abroad programs, remarking that many American universities have a head start in the infrastructure for such programs (C. Bartlett, personal communication, May 23, 2013). Japan as well is investing more heavily with subsidies from the education ministry to develop study abroad programs in its universities (Japan Invests in Study Abroad, 2012).

Often, study abroad programs pertain to language learning and involve semester to yearlong sojourns, but increasingly short-term study abroad programs are becoming the option of choice for many students (Hulstrand, 2006; IES Abroad, 2011; Institute of International Education, 2011; Kehl & Morris, 2007). In the most recent figures released by the Institute of International Education (2014) in its Open Doors Report, 289,408 university students studied abroad for credit during the 2012-2013 academic year, 250,338 of which were undergraduate students. The majority of these students focused on fields of study related to social sciences (22.1%), business (20.4%), and humanities (10.4%). The most recent data also combined several fields of study with the designation of Science, Technology, Engineering, and Mathematics (STEM) at 22.5%. Among the various programs, 60.3% of them were considered short-term which include summer term at 37.8%, January term at 7.1%, and programs during the academic

term that are eight weeks or less at 15.3% (with 0.1% categorized as other). This figure has risen more than 10% since the 2000-2001 academic year with the greatest gains being in programs eight weeks or less, up 7.9%, and a 4.1% increase in summer term programs (Institute of International Education, 2014). This is not to say that there have not been some periods of stagnation or even drops in the last decade (Fischer, 2010; McMurtrie, 2012); however, this issue of international education and programming is likely to grow as universities add global citizenship to mission statements and begin assessment plans for campus internationalization.

Leadership and global citizenship. In what ways are universities developing programs within their internationalization efforts? Those looking at assessment of internationalization have seen institutions framing the efforts “in terms of student learning, student diversity, and sometimes—in rare moments of administrative honesty—tuition revenue” (Sutton, 2010, p. 60). Green (2012b) has also commented on how “some institutions see internationalization as a means of rising in the rankings and enhancing institutional prestige and visibility” (p. 1). Even study abroad programs are increasingly seen by institutions as “a recruitment tool, [where] prospective students make institutional selection based on study abroad opportunities as well as academic offerings and campus life” (Anderson, Lawton, Rexeisen, & Hubbard, 2006, p. 458). Knowing that some of these factors are in play, how are educational leaders connecting these programs to the purported purpose of global citizenship? What values are really being cultivated?

Both for educational leaders and the students under their watch, the mission of global citizenship and developing a global mindset is fast becoming part of terminology used in determining learning outcomes for study abroad and other international programming (Deardorff, 2006; Green, 2012a; Kehl & Morris, 2007; Stebleton et al., 2013). The concept of a

global mindset has been described in business and education literature alike (Deardorff & Hunter, 2006; Green, 2012a; Javidan & Bowen, 2013; Levy, Beechler, Taylor, & Boyacigiller, 2007), particularly in leadership where Gupta (2009) asserts that “cultural competency and cultural adaptability are foundational skills vital to the success of anyone working in a cross-cultural environment, domestically or internationally...[and] all leaders today must possess these skills due to the tremendous diversity found in many working environments” (p. 147). A bold statement to be sure, and yet the topic is fueling a surge of efforts in assessment on what characterizes a global mindset and how institutions can begin to determine student gains in intercultural competence through survey instruments or qualitative inquiries.

Intercultural competence. Study abroad has been shown to have positive effects on participants (Anderson et al., 2006; Jackson, 2008; Pedersen, 2010; Williams, 2005). Still, more research can be done on the specific programmatic factors that are ‘transforming’ participants’ intercultural effectiveness. The rush to create programs has not necessarily been followed by an equal effort to assure those programs are pursuing the outcome of global citizenship. Based on her study of yearlong study abroad programs, Pedersen (2010) advocates the “need to add intercultural effectiveness as a learning outcome for students in study abroad and develop curriculum (regardless of academic content) that incorporates opportunities for such learning and development in students” (p. 77). In order to do that, it is important to understand the dialogue around assessment of study abroad in general and intercultural competence specifically.

Though Chapter Two will allow far more depth on the topic, this study is concerned with the current endeavors to provide meaningful assessment of study abroad in the context of broader learning objectives. Engle (2013) discusses this issue of assessment in study abroad noting that “ninety five percent of these assessments aimed to document student satisfaction with far fewer

attempting to document other, more educational, parameters” (p. 112). With the declared purpose of developing global citizens, universities are beginning to examine international programs for methods of assessment that go beyond satisfaction.

Significance of the Study

What is developing is the next level of integration within study abroad. Given the present global environment, educational leaders must evaluate how best to enhance and support the goals of global citizenship and intercultural competence. As Rexeisen (2013) noted, the “research on the effectiveness of study abroad programs continues to evolve [and] we are beginning to see a gradual shift in focus from ‘Is study abroad effective?’ to ‘What can we do to improve the quality of the study abroad experience?’” (p. 166).

This study seeks to assist educational leaders involved in study abroad to recognize possible areas where learning occurs as perceived by the students. By understanding exactly how students view learning in an international setting, educators can establish a variety of best practices for building and supporting programs abroad. To that end, how learning occurs within the study abroad experience is a vital part of the future development and assessment of these programs in higher education.

Purpose of the Study

Considering their growth, how are these short-term study abroad experiences being developed in ways that complement the goals of global citizenship and intercultural competence? The purpose of this study is to examine non-language learning, short-term study abroad programs and the impacts of those programs on students. That is to say, how can institutions assess programs based on student growth more than student satisfaction, and what factors influence the quality of learning that occurs in these programs?

Research Questions

Two main research questions guided this work:

- 1) What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program?
- 2) What factors, including both structured and unstructured activities, influence any gains in intercultural competence?

On the whole, this study uses mixed-methods incorporating both quantitative and qualitative elements that work to better understand the phenomenon of short-term study abroad programs and “how people make sense of their world and the experiences they have in the world” (Merriam, 2009, p. 13). Using an assortment of eight short-term study abroad programs from three different higher education institutions, the study aims to learn more about the activities and growth occurring in short-term programs, the typology that accounts for more than 60% of study abroad annually in the United States (International Institute of Education, 2014).

Theoretical Framework

The theoretical constructs underlying this study comprise three parts: how student growth is perceived within the study abroad experience, what type of learning defines the experience, and what learning outcomes frame the experience? More than simply outlining an institutional purpose, university leaders may want to use the following frameworks to assess and further develop study abroad programs.

Intercultural transformation. Vande Berg, Paige, and Lou (2012) challenge the previous assumption that learning will evolve just by having gone abroad. Rather, with such a range of travel experiences possible, study abroad should provide opportunities for intercultural transformation that differ from a less intentional journey. One such process of acculturation and

deculturation is illustrated by Kim (2001) in her theory on cross-cultural adaptation and the intersection between communication and becoming intercultural. This process is further illuminated by Kim's (2008) argument for encouraging intercultural personhood through the dynamic of stress-adaptation-growth wherein a person responds to stressful experiences with intercultural difference by drawing back and then finding an adaptive energy that allows him or her to grow (Figure 1.1).

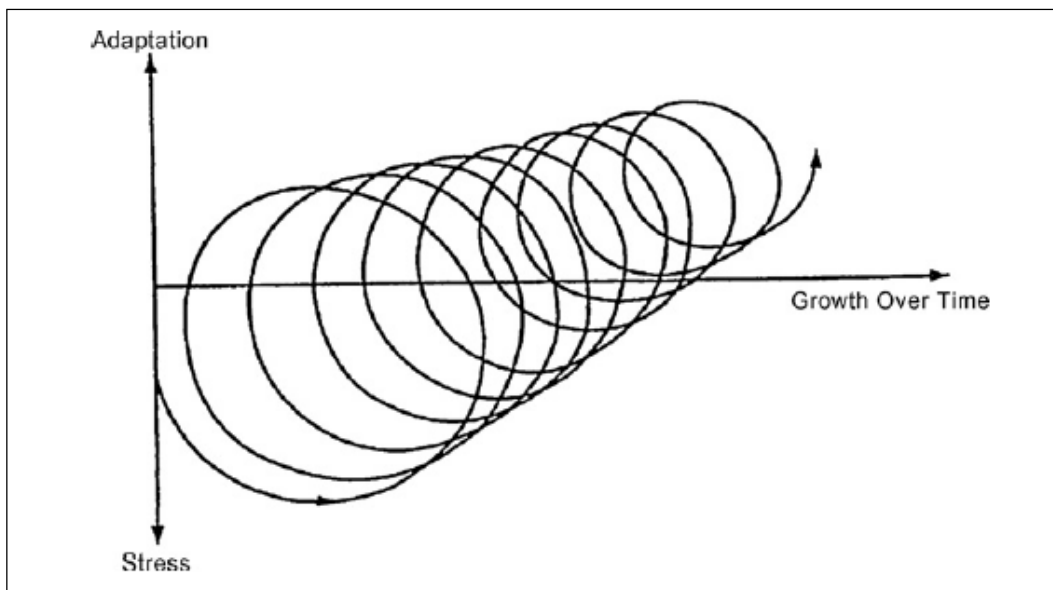


Figure 1.1. Kim's Stress-Adaptation-Growth Dynamic. Reprinted from *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation* (p. 59), by Y.Y. Kim, 2001, Thousand Oaks, CA: Sage.

Recent discussion of outcomes for study abroad involve being able to adjust communication and behavior appropriately—to adapt. Kim's (2001) model of stress, adaptation, and growth, which will be discussed further in Chapter Two, gives a theoretical foundation for the sort of student development that occurs during study abroad experiences. The question being answered in this research is how those shorter experiences are faring in initiating transformations in global perspectives. And, during those stressful international experiences that students are unaccustomed to, how do educators structure learning and growth?

Experiential learning. Study abroad has been described as a “transformative life experience” (Long, 2013, p. 25). Programs are often rooted in constructivist concepts and developed with experiential learning theories in mind. Kolb (1984) defines experiential learning theory as a “process whereby knowledge is created through the transformation of experience... [that] results from the combination of grasping and transforming experience” (p. 41). Experience is further delineated into grasping modes—concrete experience and abstract conceptualization—and transforming modes—reflective observation and active experimentation (Kolb & Kolb, 2005, p. 194). These four modes create an ideal learning cycle (Figure 1.2).

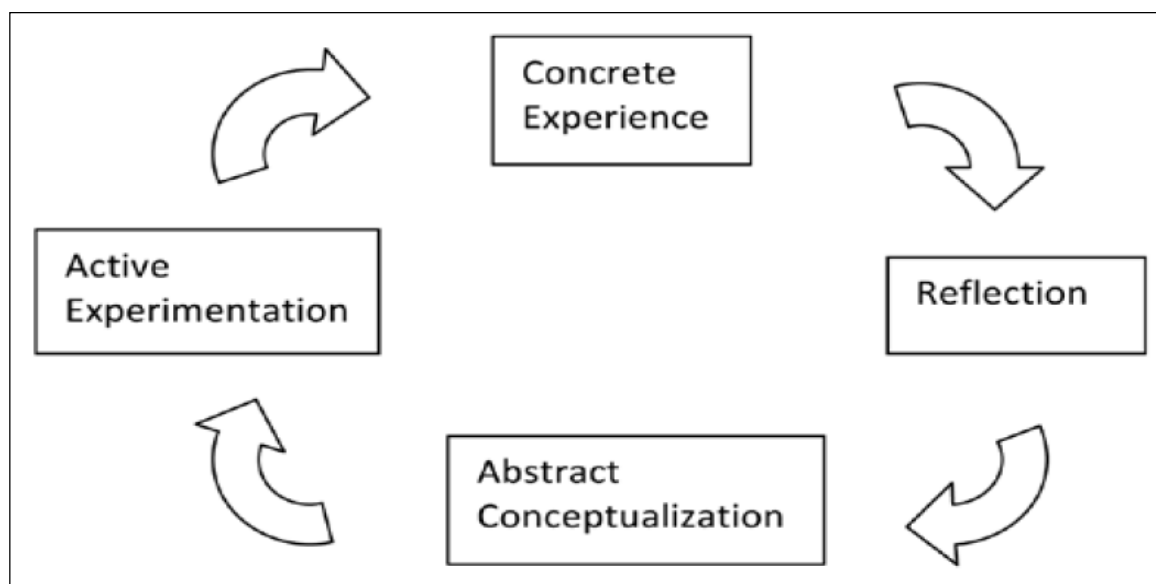


Figure 1.2. Kolb's Experiential Learning Cycle. Reprinted from “Examine your LENS: A tool for interpreting cultural differences,” by T.R. Williams, 2013, *Frontiers: The Interdisciplinary Journal of Study Abroad*, 22, p. 152.

By overlaying Kolb's experiential learning cycle onto Kim's stress-adaptation-growth model, one can begin to understand student development as a progression shaped by intercultural encounters (See Figure 1.3). There are moments of stress and adaptation during those grasping moments of experience and conceptualization woven into moments of growth during reflection and active applications. By incorporating this cycle of experiential learning with intercultural

development, study abroad programs can start to focus on building experiences that integrate learning toward the purpose of increasing intercultural competence.

Intercultural competence. In order to position the study abroad experience into the theoretical models, an examination of the tools and assessments being used is essential. As a programmatic experience, study abroad is but one part of cultivating intercultural competence. Still, the conversation happening in universities now is how to leverage such frames in a way that meets the aspirational purpose of developing globally competent students.

Taking Kolb's learning cycle as a base, Williams (2013) proposes a learning tool, LENS, specific to study abroad. This four step process asks students to direct their learning with the following steps: (1) **Look** objectively, (2) **Examine** your assumptions, (3) **Note** other possibilities, and (4) **Substantiate** with locals (Williams, 2013, pp. 155-157). By modeling the process of experiential learning theory, the approach of LENS contextualizes learning for study abroad and dealing with new situations in international settings.

On a national scale, the AAC&U has released a series of rubrics it considers Valid Assessment of Learning in Undergraduate Education (VALUE) including one specific to *Intercultural Knowledge and Competence*. Couched in the same terminology surrounding discussions on intercultural competence, AAC&U (2013) sets out six values spread across three main categories:

- *Knowledge*: Cultural Self-Awareness, Knowledge of cultural worldview frameworks
- *Skills*: Empathy, Verbal and nonverbal communication
- *Attitudes*: Curiosity, Openness (p. 2)

Intercultural Growth Framework. It is from the combination of these theoretical frameworks that this research approaches the study abroad experience. The alignment of experiential learning and intercultural competence values brings together a process for expanding international perspectives. Rather than simply a cycle, the learning and growth occurs as a spiral (Figure 1.3). The skills for adaptation advance with each intercultural experience and continue through reflection and reintegration of new perspectives.

Using these theories as a foundation suggests that intercultural competence is rooted in learning theory. Based on the work of Williams (2013), Table 1.1 portrays the connections between the idea of stress-adaptation-growth in becoming an intercultural person and the experiential learning and tools that lead to developing core elements of intercultural competence.

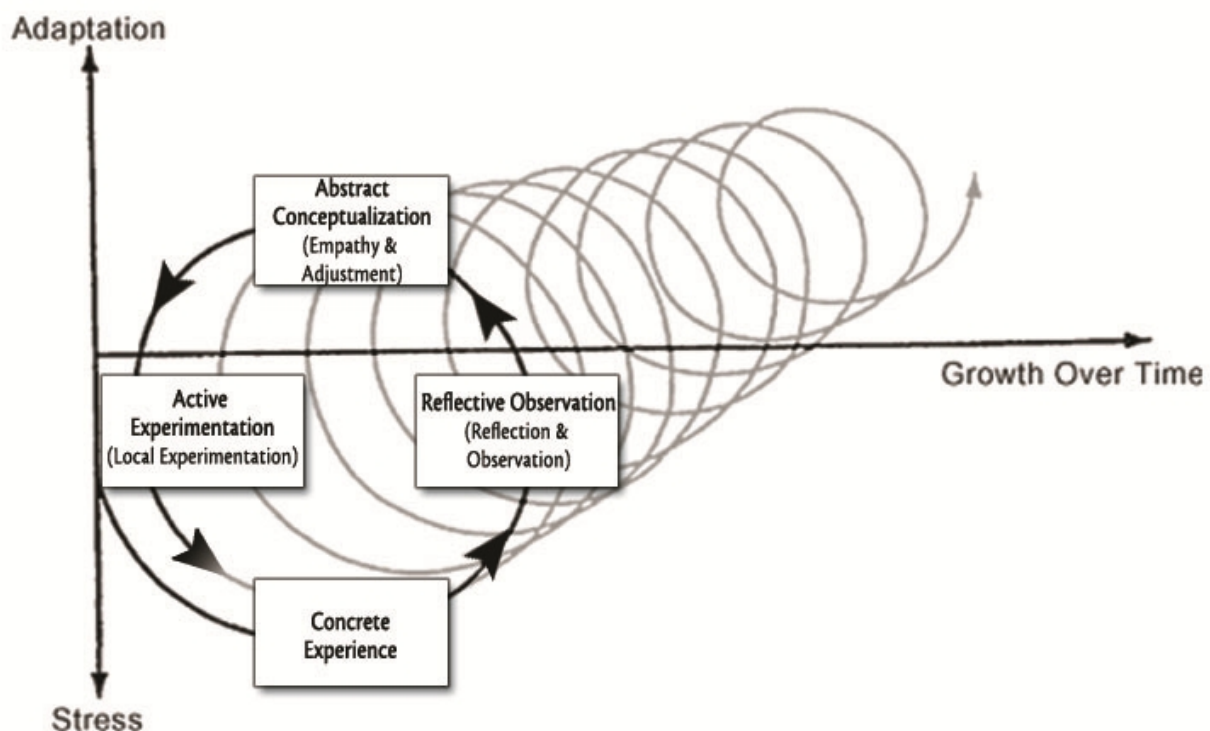


Figure 1.3. Intercultural Growth Framework. Adapted from *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation* (p. 59), by Y.Y. Kim, 2001, Thousand Oaks, CA: Sage and "Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education," by A.Y. Kolb & D.A. Kolb, 2005, *Academy Of Management Learning & Education*, 4(2), p. 194

Table 1.1*Theoretical Framework Connections to Intercultural Competence*

Development Framework Stress-Adaptation Growth Model	Learning Theory Kolb's Experiential Learning Cycle	Learning Tools William's LENS Approach	Learning Outcomes Intercultural Competence Component
Stress	Concrete Experience	Look objectively	<ul style="list-style-type: none"> • Observation
Growth	Reflective Observation	Examine Your Assumptions	<ul style="list-style-type: none"> • Cultural Self-Awareness • Curiosity • Openness
Adaptation	Abstract Conceptualization	Note Other Possibilities	<ul style="list-style-type: none"> • Knowledge of cultural worldview frameworks • Empathy
Growth	Active Experimentation	Substantiate with Locals	<ul style="list-style-type: none"> • Verbal and nonverbal communication • Curiosity • Openness

Limitations and Biases

Many of the limitations and biases, particularly those dealing with the methodology, will be explained further in Chapter Three. While this study offers many interesting elements in the evaluation of short-term study abroad programs, there are several limitations. The most significant is that intercultural competency is assessed based on the observations of those traveling and not those from other cultures who interact with the traveler. The concept of “appropriate behavior” in this case can only be observed through self-reflection. While the research may uncover many characteristics of an experience, it is limited in what it can assess on the students’ ability to practice the perceived intercultural skills.

Additionally, the research examined the typical study abroad experience and wishes as much as possible not to intervene in the normal activities involved; however, the act of collecting data and asking some students to reflect on documents outside of the experience may in itself influence some of the outcomes of the survey instrument. I kept this in mind during the collection and analysis process so that the attention was on uncovering existing phenomenon

without asking more of students than what they would ordinarily do.

In general, this research only focused on three institutions and the students of eight programs. Given the variety of context in the programs, faculty, and implementation of activities, findings may not be generalizable to other short-term study abroad experiences. The research design as described in Chapter Three discusses those limitations and biases that were a product of time and available documentation of activities.

Finally, there are also personal biases at play. My history with travel and my perspective on the transformative nature of travel give me a positive outlook on the benefits of study abroad. However, my experience with personal and long term travel outweighs my experiences with short-term study abroad and so my idea of what travel should entail could have colored how I approached the data. Despite this slant, I believe the design and frameworks in place allowed me a different perspective on the phenomenon of short-term study abroad and provided stabilizing elements to counter those potential biases.

CHAPTER 2

LITERATURE REVIEW

International education and professional development for leaders in more diverse and global contexts is not a new topic; however, the concern with quality and assessment of programs and people striving toward the purpose of global understanding is intensifying (Deardorff, 2011; Green, 2012a; Olson et al., 2006). An ample body of research has been conducted on the topic of international education and study abroad. The review of pertinent literature will focus on the following areas: discussion of global citizenship as a purpose for higher education, theories on intercultural development, learning outcomes in study abroad, effects of duration in study abroad, use of program interventions in study abroad, and the role of documentation in intercultural learning assessment.

Global Citizenship and Global Mindset

How has globalization influenced the purpose of higher education? For Bok (2006), colleges need to “prepare their students adequately for lives increasingly affected by events beyond our borders” (p. 226). And colleges are heeding the call by including in their mission this purpose of being part of a global society (Green, 2012a; Stebleton et al., 2013). Although the concept of global citizenship is broad and varies with each college or university, “many institutions cite global citizenship in their mission statements and/or as an outcome of liberal education and internationalization efforts” (Green, 2012a, p. 124). Though the term is somewhat ambiguous, according to Green (2012a) global citizenship is characterized by active inclusion of diversity of thought, self-awareness and awareness of others, cultural empathy, principled decision-making, and participation in social and political life of one’s community. Not completely decoupled from other purposes of higher education, global citizenship is in many

ways working to broaden the range of ideas with which students interact.

To that end, internationalization efforts among educational leaders have presented two faces in the realm of higher education, one marked by prestige and revenue and another focused on the hard to pin down objective of student learning (Green, 2012a, p. 125). The notion of student learning deals with what Green (2012a) describes as “divergent, but not incompatible goals of workforce development (developing workers to compete in the global marketplace) or as a means of social development (developing globally competent citizens)” (p. 125). In that way, it is often both goals that drive development of global citizenship. For educational leaders, the recent spotlight on global citizenship brings attention to “why internationalization is central to a quality education and emphasizes that internationalization is a means, not an end” (Green, 2012a, p. 126).

Both for developing global citizens and global workers, research is being done on the purpose and significance of global competence. Deardorff and Hunter (2006) contend that “whether through the curriculum, education abroad, extracurricular activities, campus collaborations, or innovative partnerships, it is crucial that institutions include the preparation of globally ready students as part of their strategic plan” (p. 81). The pressure to respond to globalization has spurred research in both education and business literature on definitions for global competence and the importance of global skills in developing future leaders.

Deardorff and Hunter (2006) describe a globally competent person as someone “able to identify cultural differences to compete globally, collaborate across cultures, and effectively and appropriately participate in both social and business settings whether in the United States or abroad” (p. 81). For corporate leadership, Javidan and Bowden (2013) define the global mindset as “the set of individual qualities and attributes that help a manager influence individuals, groups

and organizations who are from other parts of the world” (p. 147). In each case, global competence includes development of intellectual knowledge, social behaviors, and psychological attitudes. The later discussion of research on intercultural competence will use similar categorizations.

The idea of global citizenship or global mindsets is not a new concept, but this swell of publications and discussions lays the groundwork for current assessment efforts. Though specific components may differ slightly in the research, the purpose of both in education and business contains the ability to adapt and behave appropriately in the context of diversity. As educational leaders strive to develop such skills, it will be important to keep in mind that this is not a casual effort, but will require of students the “skills to mentally process, understand, and explain many pieces of complex and often contradictory information at a time” (Javidan & Bowen, 2013, p. 152).

Theories on Intercultural Development

Given this purpose of global citizenship, the assessment of intercultural learning in study abroad continues to hold the attention of leaders in international education. Such assessment has led to theories on the development of an intercultural person (Bennett, 1993; Kim, 2001) and more recently specific skills related to intercultural competence (Bennett, 2009; Deardorff, 2006). These theories on intercultural development frame much of the subsequent research in terms of how learning outcomes are determined and assessed. This section will provide an overview of Kim’s (2001) Stress-Adaptation-Growth Process Model, Bennett’s (1993) Developmental Model of Intercultural Sensitivity, and subsequent discussion of intercultural competence by Bennett (2009), Deardorff (2006), and the AAC&U (2013).

Stress-Adaptation-Growth Dynamic. Although this research will focus on the

development of intercultural competence in study abroad, that competence is considered part of a larger process of transformation into an intercultural identity. Kim (2001) writes on this process as part of adaptive change that cycles through periods of stress, adaptation, and growth. The theory is that growth occurs following moments of conflict and stress with a person's original identity. This turmoil between acculturation and deculturation leads to temporary states of disequilibrium reflected in emotional struggles with anxiety and ambiguity (Kim, 2001, p. 55). Kim (2008) emphasizes adaptation as "the phenomenon of individuals who, through direct and indirect contacts with an unfamiliar environment, strive to establish and maintain a relatively stable, reciprocal, and functional relationship with the environment" (p. 363). As a cyclical process, each new experience with cultural difference allows for subtle growth toward intercultural personhood. That interaction with other cultures frames what Kim (2001) terms an intercultural transformation. This is characterized by growth in daily functions and psychological health in new environments "and a movement from the original cultural identity to a broader, 'intercultural' identity" (Kim, 2001, p. 61).

The development of intercultural personhood through the stress-adaptation-growth dynamic parallels similar ideas on experiential learning as a basis for study abroad in creating opportunities for cross cultural interactions. Kim (2001; 2008) describes this process of continuous incremental growth in a way that speaks to this broader goal of personal transformation toward intercultural personhood, but less about the measurement and assessment of that subtle growth.

Developmental Model of Intercultural Sensitivity (DMIS). Rooted in constructivist concepts, Bennett (1993; 2012) describes the Developmental Model of Intercultural Sensitivity (DMIS) as a stage model for building an intercultural identity. The DMIS offers six distinct

moments with other stages in different contexts (pp. 103-104).

Discussed further in Chapter Three, the Intercultural Development Inventory (IDI) instrument was created to assess intercultural competence based on these stages of the DMIS (Hammer et al., 2003). The current IDI v3 adjusted the posited DMIS into the Intercultural Development Continuum (IDC) (Hammer, 2009; Hammer, 2012). The IDC follows the same structure as DMIS; however, the position of *Integration* is removed because its focus is on the “construction of an intercultural identity rather than the development of intercultural competence” (Hammer, 2012, p. 119). This instrument has been used in many of the studies discussed later that will look at learning outcomes and student growth in study abroad.

Intercultural competence. As discussed in Chapter One, intercultural competence is becoming the objective of choice (AAC&U, 2013; Deardorff, 2006; Olson et al., 2006) that has been a topic of research working to define the term and its components in a way that allows for assessment and enhancement of internationalization efforts. In a very broad sense, researchers agree that intercultural competence involves that ability to adapt behavior and communication to intercultural contexts using a variety of skills and knowledge (Bennett, 2009; Bird, Mendenhall, Stevens, & Oddou, 2010; Deardorff, 2006; Deardorff, 2011; Gertsen, 1990; Schaettim, Ramsey, & Watanabe, 2009). Within the context of the AAC&U, intercultural competence involves “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, 2009, p. 97).

As with research on the global mindset, studies often categorize intercultural competence into areas of cognitive, affective, and behavioral components (Bennett, 2009; Bird et al., 2010; Gertsen, 1990). These three groupings usually consist of a subset of skills or attitudes that make up the overall concept of intercultural competence and are seen as necessary for developing

intercultural competencies. Deardorff and Hunter (2006) pointed out components of openness, curiosity, and respect acquired through exploration of “cultural self-awareness, which can be best achieved through self-reflection and moving students beyond their own cultural comfort zones, whether through education abroad, cross-cultural simulations, or through meaningful intercultural interactions on campus or in the community” (p. 79). Stahl (1998) believes that intercultural competence contains behaviors of “willingness to learn, contact initiative, empathy, self-reflection, frustration tolerance, control of impulse, optimism, tolerance of ambiguity, responsibility, and goal orientation” (as cited in Behrnd & Porzelt, 2012, p. 214). The studies above list just some of attributes considered to be related to intercultural competence.

Deardorff (2006) conducted an extensive study on the definition and components of intercultural competence noting heavy agreement on characteristics of “curiosity, general openness,...respect for other cultures...[,] cultural awareness, various adaptive traits, and cultural knowledge (both culture-specific knowledge as well as deep cultural knowledge)” (p. 248). Perhaps most important among Deardorff’s (2006) findings was “that only one element received 100% agreement from the intercultural scholars, which was ‘the understanding of others’ world views” (p. 248). Deardorff (2006) regards these elements of intercultural competence as part of an ongoing process to inform the development and assessment of learning outcomes in international education.

The ambiguous nature of intercultural competence in research has been an issue that recent assessment efforts are working to resolve. According to Behrnd and Porzelt (2012), “the challenge of measuring intercultural competence is, besides the lack of a single commonly used definition, the assessment of not only knowledge and skills but also of attitudes and awareness” (p. 215). To address such concerns, AAC&U (2013) worked on the *Intercultural Knowledge and*

Competence VALUE Rubric in an effort to guide institutional internationalization efforts.

Informed by Bennett (2009) and Deardorff (2006), this rubric by AAC&U (2013) was “developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty” (p. 1).

Intercultural Knowledge and Competence is just one of several VALUE rubrics that has been released by AAC&U. Similar to the terminology used before, AAC&U (2013) sets out six values spread across three main categories analogous to the cognitive, behavioral, and affective skills described by Bennett (2009):

- *Knowledge*: Cultural Self-Awareness, Knowledge of cultural worldview frameworks
- *Skills*: Empathy, Verbal and nonverbal communication
- *Attitudes*: Curiosity, Openness (p. 2)

Although relatively new, such rubrics and assessment guides at institutions are attempting to create more definitive learning outcomes to better determine the quality and effectiveness of international programming. This practice of assessing intercultural competence is one that Deardorff (2011) sees as “not only possible but also necessary as postsecondary institutions seek to graduate global-ready students” (p. 76). The next sections cover some of those investigations and assessments in four parts: defining learning outcomes in study abroad, effects of duration in study abroad, effects of program interventions in study abroad, and findings from documentation during study abroad.

Learning Outcomes in Study Abroad

“Given the growing importance of intercultural competence within postsecondary

education, it becomes imperative to more closely examine what this concept is and how best to assess it in our students” (Deardorff, 2011, p. 65). This increase in assessment for study abroad programs is apparent in Vande Berg, Connor-Linton, and Paige’s (2009) notes on intercultural learning as an aim of many United States institutions and organizations such as the Forum on Education Abroad, NAFSA Conference workshops, and the Summer Institute for Intercultural Communication (p. 68). Vande Berg et al. (2009) comment that “as institutions focused more attention on student learning outcomes at home, interest in assessing and documenting what students are learning abroad was a natural development” (p. 3). Although the terms of global citizenship and intercultural competence are making their way into institutional missions and evaluations, the results of research on what those gains are in higher education is mixed. Most studies agree that something is happening, but not always on what is happening. The findings here represent three varied outcomes that have appeared in the literature.

Positive gains. In general, study abroad assessments have indicated positive effects on outcomes of intercultural effectiveness and intercultural communication (Jackson, 2008; Pedersen, 2010; Williams, 2005); however, the exact factors involved are still vague. Using Bennett’s IDI instrument in her study of year-long programs, Pedersen (2010) found significant gains in students who study abroad particularly with the use of some form of intercultural pedagogy, but felt the “relationship between the pedagogy utilized in study abroad and student outcomes such as intercultural effectiveness [remained] largely unanswered” (p. 71). Williams’ (2005) observed that students who studied abroad generally had greater gains in intercultural communication as measured by the Cross-Cultural Adaptability Inventory compared to students on campus, but found a stronger relationship to the number of intercultural interactions and that “study abroad experience alone was not the major predictor of total intercultural communication

skills” (p. 369).

Minimal gains. Several studies agree that study abroad alone may not be the major factor and found gains in intercultural development to be minimal (Anderson et al., 2006; Savicki, 2013). Savicki (2013) points to issues of psychological skills affecting gains made or not made during a study abroad experience. Another study using the IDI found little movement along the DMIS (Anderson et al., 2006). Bennett (2012) as well points out that at the level of study abroad, gains may be more subtle than administrators expect. In discussing the DMIS, Bennett (2012) notes that the cultural immersion in study abroad most likely serves the purpose of moving students from *Defense* positions toward *Minimization* of cultural differences; for those looking to create a more ethnorelative experience, a conscious effort is needed engage with intercultural learning throughout the experience (p. 107).

Reversal of gains. One study has suggested no gains or a reversal of effects in the period of time after the study abroad has ended (Rexeisen, 2013). In those cases, intercultural effectiveness gains do not hold to be as transformative or sustaining as educational administrators seem to think. Rexeisen (2013) found that gains often revert after the experience and encourages “further research into the causes and potential treatment of this lack of progress..., in other words ‘when does significant improvement become educationally meaningful?’” (p. 175).

Overall, the research indicates the need for further study not just on the effect of study abroad, but in discovering the ways educators influence those effects. Many studies are measuring student growth using the IDI (Hammer et al., 2003). Other international offices are creating rubrics similar to the one put forth by AAC&U (2013). The current climate in international education appears to be basing desired learning outcomes on growth in intercultural

competence using some form of measured feedback with surveys, interview, or quantitative instruments. Educators are looking to foster skills that are relevant to students becoming better global citizens. Still, given the multitude of programs and discipline specific goals, how widespread is this goal of intercultural competence at the level of those designing the study abroad experience?

Effects of Duration in Study Abroad

With increasing growth in short-term study abroad (Institute of International Education, 2012), the effects of that compact program model is of particular interest to this research. A variety of studies have examined the impact of duration on gains in intercultural competence and other possible benefits. This particular review will focus on research comparing long-term and short-term study abroad as well as studies specific to gains made in short-term study abroad.

Long-term versus short-term study abroad. As a typology, short-term study abroad programs cover more than 60% of all programs (Institute of International Education, 2014). The issue of effectiveness in developing intercultural competence or global mindedness between short-term and long-term programs has become even more significant given the growth in short-term study abroad programs (Kehl & Morris, 2007, p. 67). Although the methods differ, the research seems to demonstrate greater gains for those in program with a longer duration. That is not to say gains were not made in short-term study abroad, simply that they may not have been as significant.

Most of the research indicates that study abroad with longer duration show greater gains or at least were an important factor in intercultural development (Behrnd & Porzelt, 2012; Kehl & Morris, 2007; Medina-Lopez-Portillo, 2004; Vande Berg et al., 2009). With a focus on comparing short and long-term study abroad programs, Kehl and Morris (2007) examined gains

in global-mindedness, which was defined as “a worldview in which an individual perceives his or herself as connected to the world community and is aware of his or her responsibility for its members” (p. 69). Using the Global-Mindedness Scale as an instrument, Kehl and Morris (2007) compared students planning to study abroad, students who completed a study abroad of eight weeks or less, and students who completed a semester long study abroad. While the data were not conclusive for some research questions, Kehl and Morris (2007) did find a statistically significant difference with greater gains in global-mindedness for those in the semester long programs versus those in programs eight weeks or less. In a different study using the IDI, Medina-Lopez-Portillo (2004) compared growth in intercultural sensitivity for American student participants in a seven week study abroad program to those in a sixteen week program. The study involved a pre- and post-test of twenty-eight students, with eighteen in the shorter program to the city of Taxco, Mexico and ten in the longer program to Mexico City. In this case, results supported Medina-Lopez-Portillo (2004) hypothesis that duration had a significant impact on gains in intercultural sensitivity as defined by the IDI.

While these comparative studies seem to demonstrate that the programs of longer duration showed greater gains, others indicated that while duration can be a factor, some short-term programs show similar or greater gains than their longer counterparts. In a study of participants in programs operated by the Institute for the International Education of Students, Dwyer (2004) reported a longitudinal study on a wide range of programs that used an Institute developed survey with findings “across five areas: general findings, academic attainment, intercultural development, career impact and personal growth” (p. 154). This study compared full year study abroad to semester long study abroad to summer term study abroad of six weeks in duration (Dwyer, 2004). While full year study abroad had a more sustainable and significant

impact than other programs, across several elements summer programs showed a greater impact than semester long programs. Dwyer (2004) posits that the growth in shorter programs might be explained by careful, well-planned implementation though she cautions that this may not apply to programs shorter than six weeks.

In looking further out, research focused on outcomes multiple years beyond the study abroad experience indicate that both short-term and long-term study abroad participation had a lasting influence on future involvement in global engagement activities (Paige, Fry, Stallman, Josić, & Jon, 2009). Presentations on this research at the Forum on Education Abroad “suggest that students who go overseas for a short period of time, four weeks or less, are just as likely as those who study abroad for several months or even a year to be globally engaged” (Fischer, 2009). Though not explicitly comparative, the study does indicate that short-term study abroad experiences can be perceived by students to have equal lasting impacts on future global engagement.

Short-term study abroad. While duration may be a factor, for studies focused purely on short-term programs, gains were still seen in varying contexts (Anderson et al., 2006; Chieffo & Griffiths, 2004; Jackson, 2008; Lewis & Niesenbaum, 2005a). Two studies considered intercultural development as measured in pre-/post-test research designs using the Intercultural Development Inventory (IDI) (Anderson et al., 2006; Jackson, 2008). Anderson et al. (2006) studied American students participating in a 4-week, non-language learning program to England and Ireland. Conclusions found that overall gains in intercultural sensitivity were weak. In terms of strong statistical support, Anderson et al. (2006) found that “as a group, the students lessened their tendency to see other cultures as better than their own (Reversal) and improved their ability to accept and adapt to cultural differences (Acceptance/Adaptation)” (p. 464). Even though the

gains in overall IDI scores were minimal, the subscale changes were significant. Though not necessary generalizable to American students, Jackson (2008) also observed Chinese students competent in English and traveling to England for 5-weeks, all of whom had minimal to no previous travel experience. Again, Jackson (2008) found that the IDI illustrated that students developed greater empathy and a more complex understanding of other cultures. Although the exact skills or components of intercultural competence were not examined in these studies, the concept of gains through meaningful educational support is a theme in the writing. Jackson (2008) especially notes the usefulness of IDI as a mentoring tool for understanding levels of development in students' intercultural skills and comments that "intercultural learning is a challenging process that students need to work on before, during, and after a study abroad experience, no matter the length of the sojourn" (p. 357).

Studies using other survey instruments also found that "short-term programs, even as short as one month, are worthwhile educational endeavors that have significant self-perceived impacts on students' intellectual and personal lives" (Chieffo & Griffiths, 2004, p. 174). Evaluating international awareness and activities, Chieffo and Griffiths (2004) found significant differences in the perceived learning outcomes of those who participated in short-term study abroad programs and those who remained on campus. Similarly, Lewis and Niesenbaum (2005a) asked survey questions related to the influence participation in a short-term service learning program in Costa Rica had on students' subsequent academic, professional, and personal lives. While not specific to intercultural competence, these additional studies support increases in areas of intercultural awareness and functional knowledge (Chieffo & Griffiths, 2004) as well as interdisciplinary study and issues related to globalization (Lewis & Niesenbaum, 2005a). Undoubtedly, duration of the study abroad experience will be a factor in this research, as it is in

other studies, but more importantly, it will be interesting to see how program interventions throughout short-term study abroad experiences play a role.

Program Interventions in Study Abroad

From the previous research on study abroad experiences, Behrnd and Porzelt (2012) remarked that “findings about the actual benefits of studying abroad lack constancy” (p. 213). Pedersen (2010) comments that simply sending “students to a location abroad for academic study is not sufficient toward facilitating the larger goal of creating effective global citizenship” (p. 71) and that specific learning outcomes need to be made in order to enhance existing programs. Those researchers looking into assessment of study abroad have made similar remarks that student growth in intercultural competence will not just happen naturally by being immersed in another culture (Behrnd & Porzelt, 2012; Deardorff, 2011; Pedersen, 2010; Vande Berg et al., 2012). Behrnd and Porzelt (2012) critique the current system of study abroad, particularly the “decision makers at universities [who] often ignore this fact and are not aware that intercultural learning by being abroad works only under certain conditions” that include meaningful preparation and intercultural training (p. 213). The following research demonstrates ways educational interventions can be used to enhance study abroad experiences both during the course itself and as part of a larger sequence before, during, and after.

Intervention during study abroad. The literature on interventions that occur during study abroad offers insights into the variety of program characteristics and how they might benefit students. Within the study abroad experiences, Vande Berg et al. (2009) found several program features related to gains in intercultural development: duration, content coursework in the language of the host country, targeted language courses, mixed population of American and host country students, group mentoring, perceptions of a dissimilar culture, student housing,

more time spent with host families or host nationals, and minimal time spent with American nationals (pp. 20-24). While the focus of Vande Berg et al. (2009) research was connected to language learning and longer study abroad durations, one notable intervention form was the use of a cultural mentor onsite (p. 25). Pedersen (2010) showed similar findings where students who participated in “intercultural pedagogy” during their study abroad experience had greater gains than students who studies abroad without such intervention (p. 76). These studies point to the use of onsite interventions like structured learning or cultural mentoring as a significant part of study abroad program development. Such research speaks to the advantage of guided reflection *during* a study abroad experience.

Intervention beyond the study abroad experience. Beyond the study abroad experience alone, many institutions are looking for ways to support and integrate these programs. Deardorff (2011) provides a frame for addressing intercultural competence as an ongoing process that “manifests differently depending on the discipline” (p. 69). Internationalization efforts according to Deardorff (2011)

[entail] finding multiple ways throughout a course to bring in diverse perspectives on issues, helping students begin to see from multiple cultural perspectives, using students’ diverse backgrounds within a course, and requiring students to have either a local cultural immersion or an education abroad experience (possibly through research, service learning, or internship, in addition to study) related to the major. (p. 69)

Going further, Deardorff (2011) encourages sufficient preparation for students on intercultural learning before study abroad opportunities take place so students can better communicate the growth occurring during these programs (p. 71). In line with these recommendations, the research suggests preparation and associated coursework to bolster study abroad programs.

In one such study, Behrnd and Porzelt (2012) surveyed a group of German students to explore the utility of intercultural training as a follow up to education abroad experiences. Duration was found to be a significant factor, but in terms of continued intercultural training Behrnd and Porzelt (2012) found that “the experience of having been abroad seems to have created the optimal precondition to benefit from intercultural training” (p. 220). In that regard certain features of intercultural training may benefit from comprehensive use with other education abroad programs. Huq and Lewis (2012) illustrate this mentality with Global Orientation (GO!) initiative at University of North Carolina at Chapel Hill. The focus of the GO! Program is to provide students with “comprehensive intercultural and ethical training prior to their departure and after their return” (p. 46) in order to help students get the most out of their cultural experiences. The focus on support before, during, and after the study abroad program is often recommended to link the experience to educational learning outcomes.

Interventions may seem a strange word for developing purposeful programmatic activities, but research suggests that international education leaders have moved beyond the idea that learning will just happen while abroad (Behrnd & Porzelt, 2012; Deardorff, 2011; Hunter, 2008; Pedersen, 2010; Vande Berg et al., 2012). Although duration is certainly a factor in development of intercultural competence, this research endeavor is interested in how institutions are working to augment short-term study abroad programs. If education leaders are to match the length of study abroad with attainable learning outcomes, then work needs to be done on the types of interventions that encourage the development of ‘global citizens.’ Hunter (2008) stresses that programs will be more effective if they “do not rely on the haphazard chance of students engaging in this process on their own, but instead very intentionally organize learning activities to encourage it” (p. 99).

Document Insights in Study Abroad

Though Chapter Three will discuss the specific document analysis that will be used in this study, it is helpful to understand how previous study abroad research has included forms of documentation. Assessment guides such as the *Handbook for Advancing Comprehensive Internationalization* include student portfolios as an area of evidence of student learning, but there is less research focused on documentation for insights into study abroad (Olson et al., 2006).

Those studies offering descriptive findings using document analysis have been Jackson (2008) and Williams (2009). Jackson's (2008) research required students to write essays and reflective journals as a part of her study on the short-term sojourn of Chinese students to England. Williams (2009) incorporated photographs as part of a multidimensional approach to assessing intercultural competence in study abroad. The study employed entries from a Photo Contest for study abroad participants sponsored by Texas Christian University's Center for International Studies. These photographs are given in line with a rubric centered on the learning outcomes for study abroad, which allowed insights in the perceived intercultural development of students (Williams, 2009).

One case study specifically incorporated images alone to examine students study abroad experiences (Kelly, 2009). Removing students ability to add a specific narrative, Kelly (2009) asserts that "students as intentional, critical observers can deconstruct the meaning(s) of their study abroad sites by approaching what they see in a focused and systematic way, through semiotics, the study of signs" (p. 104). This activity along with a photo essay, spur class discussion and provided students an opportunity to see how photographs alone can be interpreted in many ways (Kelly, 2009).

The use of image-based research has a long history and is expanding in the types of visual forms used for understanding social and cultural contexts (Prosser, 1998). Though not explicitly used for study abroad, visual anthropology and ethnography offers another avenue for student documentation and insights. Although less discussed than their quantitative counterparts, these studies illustrate ways that documents have been used to make observations on intercultural development and process the lens that students are using while abroad.

Summary of the Literature

The literature included in this review focused on the current trend of objectives and assessments occurring in study abroad that are most relevant to this research endeavor. Three major themes are connected to this research: 1) the objective of global citizenship and intercultural competence and the theories behind their development; 2) how those objectives have been assessed in study abroad; and 3) which factors and activities have been found to influence gains in study abroad.

The discourse around global citizenship and intercultural competence has been growing (Bok, 2006; Deardorff, 2011; Deardorff & Hunter, 2006; Green, 2012a; Javidan & Bowden, 2013; Stebleton et al., 2013; Vande Berg et al., 2009). This discussion has led many higher education institutions to begin including it in mission statements and looking at methods of evaluation (Deardorff, 2011; Green, 2012a; Stebleton et al., 2013). The theories surrounding development of intercultural competence are seen in Kim's (2001) Stress-Adaptation-Growth Process Model and Bennett's (1993) Developmental Model of Intercultural Sensitivity. To assess development, intercultural competence is commonly broken down into cognitive, affective, and behavioral skills that allow a person to effectively adjust to other cultural situations (AAC&U, 2013; Bennett, 2009; Bird et al., 2010; Deardorff, 2006; Deardorff, 2011; Gertsen, 1990;

Schaettim et al., 2009). For the purposes of this research, these objectives and theories were critical to defining the significance and purpose of the study in examining intercultural competence with the higher education context.

The actual research examining study abroad so far has provided mixed results, with some showing positive gains (Jackson, 2008; Pedersen, 2010; Williams, 2005), some minimal gains (Anderson et al., 2006; Savicki, 2013), and one a reversal of gains (Rexeisen, 2013). Specific to the area of duration, many studies agree that longer duration has a greater impact on students involved (Behrnd & Porzelt, 2012; Kehl & Morris, 2007; Medina-Lopez-Portillo, 2004; Vande Berg et al., 2009); however, several studies have illustrated that short-term study abroad programs can have significant and meaningful effects on students intercultural development (Anderson et al., 2006; Chieffo & Griffiths, 2004; Dwyer, 2004; Jackson, 2008; Lewis & Niesenbaum, 2005a). Given the large amount of student participation in short-term study abroad (Institute of International Education, 2014), the focus of this research was meant to explore the impact that short-term programs could have within a compact timeframe.

The literature has also noted the necessity of programmatic interventions as a way of supporting intercultural development (Behrnd & Porzelt, 2012; Deardorff, 2011; Hunter, 2008; Huq & Lewis, 2012; Pedersen, 2010; Vande Berg et al., 2012). In terms of creating educational experiences in an international setting, recent studies are looking at intentional activities and structures. To add to that, some of that research has included possibilities for alternative forms of documentary evidence in the form of reflective narratives and photographic essays (Jackson, 2008; Kelly, 2009; Williams, 2009). This area of literature reinforces for this research the consideration of programmatic activities and assignments, as well as the inclusion of photographic documents.

In keeping with the literature most current and pertinent to this study, certain cases that focused on language-learning or service-learning were not included as they concentrated on different outcomes and assessment tools. Still, the literature here provides a foundation as to the purpose and intended contribution of this research for understanding intercultural growth in short-term study abroad program models.

CHAPTER 3

METHODOLOGY

This research endeavor explored the following research questions: (1) What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program? and (2) What factors, including both structured and unstructured activities, influence any gains in intercultural competence?

This investigation was meant to reflect on both the administrative assessment process involved in higher education leadership and the scholarly assessment of intercultural competence as a part of student development. In a study by Deardorff (2006), 95% of administrators supported “using a mix of qualitative and quantitative measures to assess students' intercultural competence” (p. 250). Within that, it should be noted that administrators (90%) more strongly supported the use of pre- and post-testing than scholars (65%) for assessing intercultural competence (Deardorff, 2006, p. 251). The significance here is that multiple methods are necessary to avoid single method biases (Deardorff, 2005; Olson et al., 2006; Braskamp, 2011). Deardorff (2011) cautioned that “for short-term study abroad programs in postsecondary institutions, outcomes must realistically match the length and learning interventions of the program” (p. 73). Bearing that in mind, this research used a mixture of quantitative and qualitative measures, using a survey instrument measuring intercultural competencies, in-depth interviews, and document analysis.

The following study involved pre-testing, post-testing, and follow up as recommended by Vande Berg—once “at the beginning and end of the program, and [once] several months after the students' return” (Medina-Lopez-Portillo, 2004, p. 191). As a base for assessing overall intercultural competency (and underlying competencies), a quantitative survey instrument was

used. In conjunction with that instrument, qualitative methods of individual interviews and document analysis were employed in a similar pre, post, follow up manner. Structured study abroad activities were limited to what was written in each syllabus; however, of particular interest to this study is the actual photographic documentation by student participants. By adding a visual component, I hoped to understand more deeply the lens through which students perceive the phenomenon of study abroad. This combination of methods and analysis of data across the phenomenon provided a broad view of the student perspective on study abroad experiences.

Limitations and Biases

To reiterate and expand on those limitations and biases mentioned in Chapter One, this section focuses on concerns regarding the design of this study. In particular the use of a quantitative instrument for assessing intercultural competency is limited by who is making the observation. In this case, student participants made self-reflections about concepts of intercultural effectiveness and how they identified their own behaviors and actions. Self-reporting instruments for intercultural competence, while commonly used, have also had some concerns in how well changes or perceived behaviors are measured (Behrnd & Porzelt, 2012; Deardorff, 2006). Thus, there are limitations to how personal gains reported will translate into equally appropriate intercultural behaviors if observed by others.

Moreover, the design of the study is limited in time and types of documentation examined. Any assessment of the long-term effects of these experiences will go beyond the scope of this research. Time also limited the focus of this study to short-term programs in the summer as opposed to those occurring in winter or during the school term. While there was some examination of the types of activities conducted in each program, the assessment of how those activities relate to specific intercultural competencies are limited by what is outlined in the

syllabi. As well, student driven documentation coupled their photography with post interview narratives in order to gain a deeper look at the visual composition and observational lens students use when participating in study abroad programs. As opposed to Kelly's (2009) case study, students were not given added assignments in how photographs should be presented, and so interview narratives helped to supplement the visual documents.

Again, results are not generalizable to all short-term study abroad experiences as the study focused on eight programs at three institutions and whether there are practices that facilitate intercultural learning during short-term study abroad. Documentation activities focused on existing assignments and refrained from asking student participants to do more than is typical of their program. The following design works to minimize personal biases and undue influence on participants during the course of this research. Specifically, I kept to semi-structured protocols during the interview process and analyzed data according to specific codes stemming from literature on intercultural development.

Selection of Instrument

A growing focus on assessment of internationalization has led to the development of an array of instruments focused on intercultural competence. As a significant part of the methodology for this study, the selection of the instrument requires thoughtfulness on how intercultural competence is measured in connection to the first research question. Bird and Stevens (2013) outline the many instruments being used for research in assessing global competencies. The student outcome of skills gained through study abroad emphasizes intercultural adaptability assessments. In that category, Bird and Stevens (2013) list the following assessment tools: Kelley and Meyers' (1995) Cross Cultural Adaptability Inventory (CCAI); Hunter's (2004) Global Competence Aptitude Assessment (GCAA); Bird, Stevens

Mendenhall, Oddou, and Osland's (2008) Intercultural Effectiveness Scale (IES); Hammer and Bennett's (1993) Intercultural Development Inventory (IDI); Zee and Oudenhoven's (2000) Multicultural Personality Questionnaire; Zee and Brinkman's (2004) Intercultural Readiness Check; Earley and Ang's (2003) Cultural Intelligence (CQ) assessment; and Costa and McCrae's (1985) Big Five Personality Inventories.

Among these various instruments, two stand out in current education focused assessments: the IDI, which has been used widely since its inception in much of the quantitative research surrounding study abroad; and the IES, which while newer, expressly examines intercultural competencies as a part of overall intercultural competence. While both assess the ability to adapt in intercultural environments, these instruments stress different outcomes. The IDI is a fifty item questionnaire that places individuals on their overall position in the Intercultural Development Continuum (Hammer, 2009, p. 205). This continuum, founded on Bennett's Developmental Model of Intercultural Sensitivity (DMIS), lays out the progression from a monocultural mindset to an intercultural mindset in the following stages: denial, polarization/defense/reversal, minimization, acceptance, and adaptation (Hammer, 2009, p. 206). The IES is a sixty item survey that generates an in-depth graphic profile based on three areas of intercultural effectiveness: continuous learning, interpersonal engagement, and hardiness (Bird & Stevens, 2013; Mendenhall, Stevens, Bird, Oddou, & Osland, 2012). What Mendenhall et al. (2012) describes as a less complex version of the Global Competencies Inventory (GCI), which focuses on global leadership skills in the workforce, IES emphasizes those competencies that it considers necessary for intercultural effectiveness (p. 6).

For the purposes of this study, I chose to use the IES. As opposed to the general mindset evaluated in IDI, the IES profiles specific skillsets in line with many of the learning outcomes at

Though not generalizable, the number of short-term programs evaluated provided insights into a variety of student experiences and program typologies. For each institution considered, the selection of participants followed a four step process as illustrated in Figure 3.1. After institutions with relevant interest in building study abroad programs were identified, the Study Abroad Office was contacted in order to determine short-term programs that met the selection criteria and request research participation from the faculty leading those programs. Once faculty cooperation was obtained, consent meetings or digital consent letters were arranged to recruit student participants from each program.



Figure 3.1. Recruitment Process.

Institution selection. The higher education institutions used in this study included three types: a mid-sized private university, a large regional public university, a large national public university. Multiple sites were used to gain perspective from different types of institutions within the Texas region invested in study abroad programs, but also to include a different type of student participant from each institution. All institutions chosen were SACS accredited universities open to research in study abroad assessment with a diverse pool of short-term study abroad programs.

Program selection. Two to three study abroad programs were used from each institution and efforts were made to obtain a similar number of participants from each program. For this study, short-term study abroad programs were considered to be eight weeks or less, the same definition used by the Open Doors Report (2014). Due to time constraints of the study, the focus was on short-term summer programs. The criteria for selecting programs were as follows:

undergraduate study abroad programs, eight weeks or less in the summer term, and non-language learning or service learning. Beyond these conditions, diversity of location and discipline were allowed to supply possible factors of difference in study abroad outcomes.

Student selection. Due to the nature of study abroad, students were selected based on their participation in chosen short-term programs. While this study focused on undergraduate students, I did not select specific types of students. Rather, findings include some demographic context for the students taking part in the chosen programs, but concentrated on the questions of intercultural development and programmatic structure. Within each program, all students who consented to this research were asked to participate in The Intercultural Effectiveness Scale (IES) surveys to examine perceived gains in intercultural competency. One student from each program was selected by lottery from among those who additionally consented to an interview. Interviewing individual students allowed a closer look at each study abroad experience and in-depth qualitative methods of inquiry. In addition to the IES surveys, each interview participant took part in a pre-interview, a post interview wherein the student provided 10 photographs he or she felt encapsulated the experience, and one follow up survey. In a use similar to Williams (2009), this added layer of assessment provided a larger narrative from the student perspective on each study abroad experience.

Faculty inclusion. Cooperation from faculty and supervisors were needed during recruitment as a point of contact to the students. Program faculty supplied syllabi and general information about each program, as well as showed a vested interest in what would occur in the assessment. While not included in this research, future research may want to include faculty for interviews or other work related to international program development within varying disciplines.

Program Descriptions

Following the stated method of recruitment for this study, three SACS accredited institutions were chosen each with two to three short-term study abroad programs. The higher education institutions represented a mid-sized private university, a large regional public university, and a large national public university within the state of the Texas. Of note, following the trends mentioned in Chapter One, the mission statements of each of these institutions made reference to addressing either global citizenship or the global economy. Two of the institutions clearly state their mission as educating or preparing “responsible citizens in the global community” and “thoughtful, engaged citizens of the world.” The third institution includes in its mission the need to consider an “increasingly diverse population and a global economy.” With these goals in mind, all institutions were open and supportive during the course of this research.

Table 3.2

Description of Participating Programs

	Duration (Days)	Location	Field of Study	Pre-Trip Meetings	Pre-Trip Activity	In Trip Activities	Post Trip Meetings	Post Trip Activities
1	14	Peru	Business	3	Pre-Trip Exam	Activities needed for Post Trip assignments	0	Group Marketing Report; Group Pricing Report; Individual Photo Journal
2	21	Ghana	Humanities	4	Pre-Trip Exam	Daily Journals	0	Individual Research Paper
3	25	France; Netherlands	Life Sciences	2-3	None	15 Onsite Activities; 5 Observations; 3 Reflection Journals; 3 Blog Posts	0	None
4	16	China	Social Sciences	3	None	Daily Journals; Group Presentation	0	6-8 Page Reflection Paper
5	31	Italy	Fine Arts	2	None	Daily Sketch Journal; Research Task; Figure Drawing Assignments	0	Complete unfinished Sketchbook Entries
6	26	Mexico	Other: Journalism	1	None	Daily Journals; Training Assignments; 1 st Draft of Group Project	1	2 nd Draft of Group Project; Spanish Version of Group Project
7	35	Germany, Austria	Health Professions	3	1 Pre Trip Blog Post	Weekly Blogs; Group Presentation; Individual Presentation; Oral Final	0	1 Final Blog and Later 6-week Follow Up Blog
8	31	Turkey, Germany, Poland, Hungary, Austria, Czech Republic	Social Sciences	6	None	Daily Lecture Journal; 2 Page Essay	0	None

In total, eight programs participated in this research as outlined in Table 3.2. Three each were from the small private university and large regional public university and two were from the large national public university. All programs were undergraduate study abroad programs held in the summer for eight weeks (fifty-six days) or less. Though there were a range of locations and disciplines, none of the programs were language learning or service learning.

Peru. The shortest of the eight programs, the Peru Program was a fourteen day experience focused on marketing and communication. The purpose for this program is described as examining “consumers through a cross-cultural and multi-cultural lens” to understand “how economic and cultural factors influence and inform the consumption experiences” as related to international markets (*Course Syllabus, Peru*). Though compact, the program included three pre-trip lectures along with a pre-trip exam. No assignments were due during the experience; however, assignments due after returning required students to engage in activities during the trip. While there were no formal classes after returning, students did meet in small groups to complete the required assignments: two group reports based on experiential activities during the trip and one individual daily photo journal with accompanying reflections.

Ghana. This twenty-one day experience in Ghana focused on history and cultural awareness. The objectives included providing “some level of understanding of African life and the social and historical development of post-colonial Ghana” as well as the broader goal of understanding how “similarities and differences manifest in the way human societies work but, at the same time, [developing] a sincere respect for difference” (*Course Syllabus, Ghana*). The three weeks were preceded by three lectures and one orientation session along with a pre-trip exam. During the trip, a daily reflection journal was required. Following the trip, no formal classes were held, but a research paper was due based on a topic of choice related to the

experience.

France and the Netherlands. Mainly in Paris and Amsterdam, this twenty-five day experience combined two courses on different aspects of psychology in international contexts. While students were each part of only one course many of the class schedules and cultural experiences were shared, differing mainly in certain outings and assignments. For the course that was the subject of the interview, the program looked at “cross-cultural differences in historical conceptualizations of children, current government policies aimed at promoting healthy children and families, parenting, and adolescent risky behaviors” (*Course Syllabus, France & the Netherlands*). There were a few informal orientation meetings prior to the trip. All assignments were done during the trip, including several class assignments, five observations in public spaces, three reflection journals, and three online blog posts. No formal meetings or assignments occurred after returning.

China. Specifically Beijing, China, this sixteen day experience also focused on psychology. Several objectives were listed as promoting “knowledge and awareness on the role cultures play in human behavior, especially how China’s cultural values affect people’s relationships and conflict resolution, and mental health” and enhancing “students’ adaptability to international learning environment and ability to effectively cope with challenges during cultural transitions” (*Course Syllabus, China*). Distinct from most of the other programs, China was one of two programs to provide an integrated partnership with another university in the host location. The American students were paired with another Chinese student to act as their “buddy” and had communicated by email three months before the trip. Three lectures were held before the trip covering cultural aspects and general orientation. During the trip, daily journals were required as well as a group presentation. No meetings were held upon returning, but an individual cultural

reflection paper was required.

Italy. This thirty-one day experience located mainly in Florence focused on the fine arts, specifically two courses covering figure drawing and printmaking. The overall purpose included demonstrating “an awareness of Design and Architecture in Italy across time through a cultural and societal lens” (*Course Syllabus, Italy*). Two pre-trip meetings were held to prepare for the trip. During the trip, a sketch journal was kept for each course: one daily sketch journal, where students would freely draw and keep written reflections, and one figure drawing journal that consisted of three to five drawing assignments each week that incorporated observations of the local people and culture. A brief research assignment related to site visits was also presented along with two required Facebook posts for the program group. After returning, no meetings were held, but students were expected to complete any unfinished sketch journal entries.

Mexico. This twenty-six day experience in Mexico City and Valle de Bravo dealt with photojournalism in partnership with a university in Mexico. With goals of “stepping outside of your own culture, delving deeply into the art of factual narration, and discovering yourself as a non-fiction writer, photographer or multimedia producer” (*Course Syllabus, Mexico*), students were placed in groups of four with two American students and two Mexican students to complete a narrative documentary. One in-depth lecture and orientation was held before the trip and cultural training continued into the first week of the experience. During the trip daily journals were required along with course assignments and a first draft of a narrative project to be presented at the partner school. There was also one class meeting upon return for critiques, as well as several optional individual and group meetings to complete various aspects of the narrative project. Moreover, while technically complete, students made a good faith commitment to complete and work on final revisions as well as a Spanish version of the narrative project that

was presented in fall of 2014.

Germany and Austria. The longest of the eight programs, this thirty-five day experience on the history of human and veterinary medicine in Europe took place mostly in Germany with a four day excursion to Vienna, Austria. Outcomes for the class were described as understanding aspects of medical history from ancient times to the present and being able to analyze the similarities and differences in international health care systems, medical practices, drug and device development, bioethics, and scholarly journals (*Course Syllabus, Germany & Austria*). There were three program meetings held before the trip covering cultural aspects and orientation. A pre-trip blog post was also required on a course blog viewable by the entire class. During the trip weekly blog posts were required along with a group presentation and an individual presentation related to European medical practices and an oral final. While no meetings were held upon return, blog posts were required upon return and six weeks following. Of note, though not required, conversational German classes were given to students during the first week of the program.

Europe. The final of the eight programs covered thirty-one days and spanned six countries in Europe—Istanbul, Turkey; Berlin, Germany; Poznan, Poland; Budapest, Hungary; Vienna, Austria; and Prague, Czech Republic. This program described its purpose as allowing students to “appreciate and understand the narrative, logic and structure of the supra-national process of European political, economic, social and security integration through extensive and direct interaction” and to “enhance the impact of cross-cultural learning” (*Course Syllabus, Europe*). Six meetings, held before the trip, consisted mainly of orientation with one lecture on the European Union. Throughout the trip a daily journal was required based on the lectures and a two-page reflection essay was expected at the end of the course. No meetings or assignments

were due following the course.

Each of these eight programs offers a distinct method of program development around the idea of a condensed, but meaningful intercultural experience. How these programs then manifested into both quantitative and qualitative outcomes across the overarching research themes is described in Chapter Four.

Data Collection

In bringing together a blend of information connected to student growth in short-term study abroad programs, the types of data considered for collection from each of these eight programs enhance each iterative layer. This section expands on the selected IES instrument, which was used for all program participants, and the qualitative tools of interview and document analysis, employed with designated students from each participating program.

Intercultural Effectiveness Scale (IES). Developed by the Kozai Group, the IES is a sixty item survey that takes approximately ten minutes to complete. Survey items are self-reporting statements written for responses to a 5-point Likert format, ranging from ‘Strongly Disagree’ to ‘Strongly Agree’ (Mendenhall et al., 2012, p. 13). The instrument includes three **dimensions** each with two subscales, assessing six *competencies* of intercultural effectiveness. The overall coefficient alpha reliabilities of the three dimensions are all above .84 and for each of the six subscales the alpha reliability is above .76 (Mendenhall et al., 2012, pp. 13-16). The instrument was designed to evaluate an individual’s ability to interact “effectively with people who are from cultures other than [their] own” (The Intercultural Effectiveness Scale, 2013).

Not only do the group and individual feedback reports generated from the IES cover three critical dimensions to intercultural effectiveness, but each **dimension** includes two *intercultural competencies* that are similar to the competence objectives set out by AAC&U (2013) and other

institutions. Below is a brief description of each dimension and its relevant competencies as summarized from the IES Technical Report (Mendenhall et al., 2012):

Continuous Learning: The assessment of an individual's curiosity in learning about other cultures and about themselves.

- *Self-Awareness* – Measures the degree of awareness concerning strengths and weaknesses, personal worldviews, and the impact of past experiences and relationships with others.
- *Exploration* – Measures openness and active pursuit of learning about new and different ideas, values, and norms.

Interpersonal Engagement: The assessment of an individual's interest in understanding people with other viewpoints and developing meaningful relationships with different people.

- *Global Mindset* – Measures the degree of interest in learning about different cultures and the people that make up those cultures.
- *Relationship Interest* – Measures the degree of effort people are willing to put into maintaining relationships with people from other cultures.

Hardiness: The assessment of an individual's capacity to cope with the psychological and emotional stress of interacting with people from other cultures.

- *Positive Regard* – Measures the degree to which an individual will generally view other cultures in a positive light.
- *Emotional Resilience* – Measures the degree to which an individual has the mental strength to handle challenging intercultural situations. (pp. 7-12)

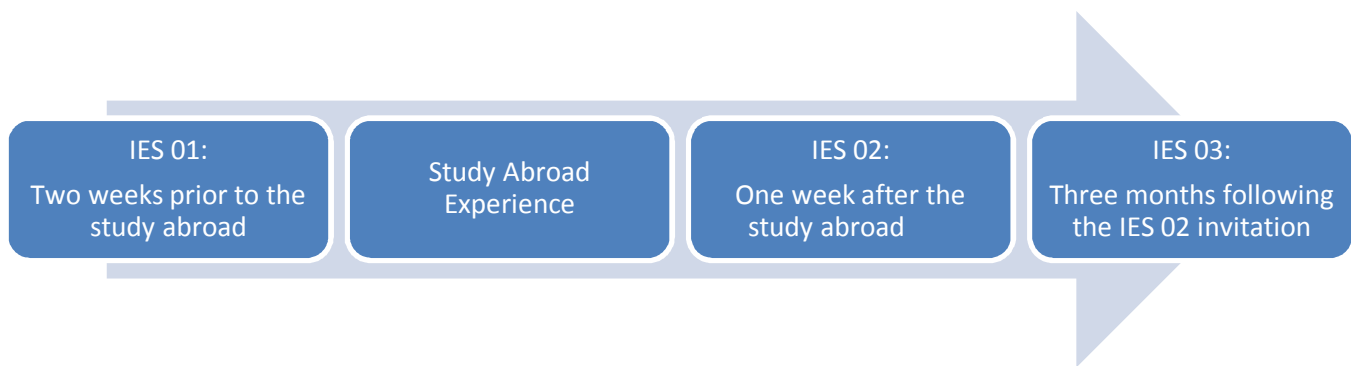


Figure 3.2. IES Survey Invitation Schedule.

These dimensions of the IES frame the areas of learning that may be influenced by the study abroad experience. The IES was distributed online to all participants in the eight programs selected for this study. Participants took the IES three times: once before, once immediately after, and once three months following the study abroad experience (Figure 3.2).

Table 3.3

Response Rate among Participating Programs

	Duration (Days)	Location	Participant Pool	Students Respondents	Response Rate
1	14	Peru	21	13	61.90%
2	21	Ghana	8	7	87.50%
3	25	France; Netherlands	6	6	100.00%
4	16	China	13	6	46.15%
5	31	Italy	11	6	54.55%
6	26	Mexico	7	6	85.71%
7	35	Germany, Austria	4	4	100.00%
8	31	Turkey, Germany, Poland, Hungary, Austria, Czech Republic	10	9	90.00%
			80	57	71.25%

In total, fifty-seven of the eighty consenting students participated in taking the IES Survey before, after, and three months following their short-term study abroad experience. This provided a combined response rate of 71.25% for the initial pre-trip survey (Table 3.3). Students who did not complete the pre-trip survey were not contacted for any subsequent surveys. Those

fifty-seven respondents were derived from eight different short-term study abroad experiences at three distinct institutions. While there were fifty-seven respondents, two of the participant's data were excluded from the analysis of the findings leaving fifty-five total students. One student was participating in the cross-listed graduate level course as a doctoral student and one whose responses in the follow up survey were not completed in good faith.

Interviews and survey. Deardorff (2006) found that student interviews were among the highest rated methods of assessment at institutions and had a high consensus of use among scholars. Olson et al. (2006) support the use of interviews as meaningful to elaborate on what helped or hindered learning and in some cases to provide evidence of growth based on how information is synthesized. Engle (2013) agrees that interview questions crafted to understand student development more than student satisfaction can bolster program development. While the IES offers a base of data on intercultural development in students, interviews and open-ended survey questions offer a deeper look at the overall study abroad phenomenon from the eyes of the student participants.

From among the eight programs selected, one individual student from each program was chosen for pre and post interviews, as well as a follow up survey with open-ended questions. These interviews and survey followed the same timeline as the IES distribution where pre and post interviews were conducted before and after the study abroad experience and the follow up survey was distributed three months after the post interview. Prior to the interview, all participants were told of the research purpose, that all responses would be kept confidential, and that at any point, they could abstain from answering. With the permission of the participant, the interview was recorded via a digital voice recorder for use in the research and possibly as part of

a conference presentation. Participants were assured that any information shared in publications or conference presentations will take every precaution to mask participant identities.

Using the interview protocols in Appendix A and B, students were interviewed one-on-one about various aspects of the study abroad experience related to his or her overall mindset, perceived development, local interactions, and assignments and documentation activities. These questions were informed by the research literature that aligns qualitative questioning with the theoretical framework to examine specific experiences of stress and adaptation in terms of reflection and active intercultural interactions. Williams (2009; 2013) offers two models of qualitative reflection: one that follows descriptive inquiry on experiences related to programmatic learning outcomes (2009) and one discussed in the theoretical framework that align with Kolb's learning cycle. This study veered away from student satisfaction and focused more on "formulating questions which acknowledge the difficulty in adapting to cultural difference, and placing emphasis on what the program hoped to achieve [to] glean a sense of the student's lived experience while reinforcing intercultural respect and understanding" (Engle, 2013, p. 118). Moreover, two practice interviews were conducted with nonparticipant students for both the pre and post interview protocols in order to make any clarifications or additions based on the resulting feedback.

The pre-interview (Appendix A) included general questions on study abroad, the student participant's current worldview, expectations of the study abroad experience, expected academic activities, and personal documentation habits. The post interview (Appendix B) focused more on changes in the student participant's worldview, perceptions of academic activities, and directed narratives surrounding personal documentation in the form of photographs. Follow up questions were used to confirm interpretation of data. The survey (Appendix C) given three months after

questioned the stability of the transformed worldview, perceived continuation of the experience in other academic activities, and considerations of future travel or intercultural interactions.

Document and photograph collection. In assessing these short-term study abroad experiences, it was important to include multiple levels of evidence. Documents can contextualize the experiences and offer a method to “uncover meaning, develop understanding, and discover insights relevant to the research problem” (Merriam, 2009, p. 163). Deardorff (2011) describes such evidence in study abroad through the use of student portfolios that can “include reflection papers, term papers, photos, and other documentation of student learning” (p. 74). Part of the reflecting process is not just questioning the experiences through student interviews, but connecting those experiences to meaningful academic intervention and documentation. Williams (2009) recommends using a reflective model that encourages “students to reflect on their experiences abroad and to articulate their own outcomes...through specific instances and examples” (p. 304). One unique source of information Williams (2009) discussed was the photo contest sponsored by the Texas Christian University Center for International Studies, where photos were submitted to various categories that align with the learning outcomes for study abroad (p. 294). This study provides an example of how documentation, in this case photographs with written explanation, can add another layer of insight in the perceived intercultural development of students.

Documents collected for this study included syllabi for each of the eight programs and ten self-selected photographs from each student interviewed. These syllabi were collected before the distribution of the IES and before interviews took place to provide a frame for the types of activities and documentation expected on which student participants commented. The collection of photographs occurred after the student participant had traveled, but before the post interview.

Again, the photographs provided a point of conversation in the post interview about why the photos were chosen and if there were any particular narratives that encapsulate the student's feelings about the experience. It was made clear to those interviewed that the photographs are self-selected, so any documents they did not wish to share was at their discretion. Furthermore, participants could request that certain photographs are not used in publications or presentations or that aspects of the photograph be masked. In general, every effort has been made to mask the identity of study participants in any shared findings.

Intercultural Development Codes

In setting the stage for the process of data analysis, both the quantitative and qualitative information were connected to themes stemming from the literature and within the Intercultural Growth Framework. Each means of analysis for the data collected during this study was guided by coding along defined components of intercultural competency and the experiential cycle of intercultural growth through stress and adaptation. In keeping with the Intercultural Growth Framework described in Chapter One, considerations of intercultural development and documentation fell into the following development cycles: concrete experiences (stress), reflection and observation (growth), empathy and adjustment (adaptation), and local experimentation (growth).

Table 3.4 outlines the coding structures used throughout the data analysis to understand intercultural development through the intercultural competencies used in the Intercultural Effectiveness Scale (IES) Survey, features of predisposition as described in the literature, and experiential narratives in line with the Intercultural Growth Framework. Each of these frames matched aspects of the IES data, pre-interviews, post interviews, photo directed interviews, follow up surveys for interview participants, and program syllabi to values related to the

Table 3.4*Intercultural Development Codes for Data Analysis*

CODING STRUCTURES	Intercultural Effectiveness Subscales	Predisposition	Intercultural Growth Framework
(Related Values: Observation)		<ul style="list-style-type: none"> • Preparedness for Change 	Concrete Experience (Stress)
(Related Values: Cultural Self-Awareness, Curiosity, Openness)	<ul style="list-style-type: none"> • <i>Self-Awareness</i> • <i>Exploration</i> 	<ul style="list-style-type: none"> • Openness • Curiosity 	Reflection & Observation (Growth)
(Related Values: Knowledge of cultural worldview frameworks, Empathy)	<ul style="list-style-type: none"> • <i>Global Mindset</i> • <i>Relationship Interest</i> 	<ul style="list-style-type: none"> • Respect 	Empathy & Adjustment (Adaptation)
(Related Values: Verbal and nonverbal communication, Curiosity, Openness)	<ul style="list-style-type: none"> • <i>Positive Regard</i> • <i>Emotional Resilience</i> 	<ul style="list-style-type: none"> • Positivity • Strength 	Local Experimentation (Growth)
MEANS OF ANALYSIS	IES Data, Follow Up Survey, & Program Syllabi	Pre-Trip Interview	Post Trip Interview, Photograph Interview

development and documentation of intercultural competence.

Concrete experience (stress). A reflection of both Kolb's (1984) Experiential Learning Cycle and Williams' (2013) grouping of the AAC&U (2013) Intercultural Learning Values, concrete experiences serve as a point of objective observation. While useful in setting the stage for qualitative narratives, the connection to the IES Survey is absent as this instrument looked at growth in skill areas and was not meant to illustrate specific experiences. In terms of pre-interview analysis, the concept of preparedness for change, which will be discussed further in predisposition findings, considered specific incidences of preparation conducted before departure. For the remaining post trip interview and photograph interview, concrete experiences were coded when participants named specific incidences related to his or her study abroad experience.

Reflection and observation (growth). Following Kolb's idea of reflective observation, this stage is best described as instances that allow for the examination of cultural assumptions (Williams, 2013, pp. 155-156). Within the context of the IES, this included the intercultural components of *Self-Awareness* and *Exploration*, which fell into the dimension of **Continuous Learning**. For pre-interviews, this was coded as it relates to the idea of openness and curiosity that participants may have displayed. Within the qualitative data following the study abroad experience, this theme presented itself as mentioned in reflection and examination of assumptions, but more specifically in regards to cultural self-awareness and comments on place, culture, and similarities or differences about the experience.

Empathy and adjustment (adaptation). The point at which Kim's (2001) Stress-Adaptation-Growth Dynamic looks at actual adaptations during an intercultural experience corresponds to empathy or adjustment. A version Kolb's idea of abstract conceptualization, this idea of empathy and adjustment is where students begin, as Williams' (2013) puts it, to note other possibilities and start to develop other cultural frameworks. In connection to the IES, such ideas were seen in **Interpersonal Engagement**, specifically the subscales of *Global Mindset* and *Relationship Interest*, which focus on developing multiple worldviews and interest in maintaining relationships with others. As well, that kind of respect for other cultures might be seen as an area of predisposition examined in the pre-interviews. And for qualitative data after the study abroad experience, this was coded with points of reaction to cultural differences and similarities, daily adjustments or sense of normalcy, adaptations to unexpected situations, and areas that required either mental or physical changes to the students' frame of reference.

Local experimentation (growth). The final area for growth falls in this idea of local experimentation. Otherwise known to Kolb as active experimentation, this is the point where

students would substantiate with locals (Williams, 2013, p. 157). For the IES, this can certainly involve *Relationship Interest*, but also requires the dimension of **Hardiness**, specifically *Positive Regard* and *Emotional Resilience*, which looks at overall optimism in outcomes and the mental fortitude for challenging intercultural interactions. In predisposition, those possible comments on overall positivity and the need for emotional and psychological strength are noted in the pre-interviews. The ways in which these incidences stand out in the post interviews, photo narratives, and follow up surveys were through clear mentions of interactions with locals of the host country or countries, either through meaningful intercultural conversation or to clarify an experience of reflection or adaptation.

Data Analysis

Given these intercultural development codes, the following section covers the process at each level of information: IES data, pre-trip interviews, post trip interviews, activities and assignments, follow up surveys, and visual ethnography. As Merriam (2009) notes, “simultaneous data collection and analysis occurs both in and out of the field” and analysis was conducted throughout the collection with areas of analysis as seen in Appendix D (p. 171). Although there was a considerable amount of data, each added a layer of information about the study abroad phenomenon and student perception of the experience. Keeping in mind the initial research questions, the analysis of data concentrated on how each relates to the overarching questions of gains in intercultural competency and related factors and activities in short-term study abroad.

IES data. During the course of the data collection, I attended a *Training the Trainer Session* provided by the Kozai Group in order to better understand the IES instrument and the resulting raw data given in SPSS format (as well as Excel). Within the individual feedback

reports, IES scores are norm referenced and considered low, moderate, or high; however, in terms of analysis, the IES data used were raw scores ranging from one to five based on a 5-point Likert scale. For the fifty-five respondents to the IES survey whose data were used, each of the ten IES components was analyzed using all survey participants in total and then again at the programmatic level.

To inform the first research question, SPSS was used to conduct a repeated measures analysis of variance (ANOVA) on the total IES quantitative data to determine what gains, if any, are made over a time period spanning from before to three months following a short-term study abroad. At each interval, the data was reviewed for outliers. Standard deviations and means were then computed for each of the ten components scales of the IES: Overall IES as a measure of total intercultural competency, **Continuous Learning** (*Self-Awareness, Exploration*), **Interpersonal Engagement** (*Global Mindset, Relationship Interest*), and **Hardiness** (*Positive Regard, Emotional Resilience*) (Mendenhall et al., 2012, pp. 7-12). These means considered each pre, post, and follow up interval. Paired sample *t*-tests were used for post-hoc analysis comparing pre to post, post to three months, and pre to three months. At the programmatic level, non-parametric analyses were run using a Friedman's analysis of variance with Wilcoxon Signed Rank Test for post-hoc comparison.

Pre-trip interviews. In discussing transformational experiences in study abroad, studies have discussed the importance of preparation before cultural transitions (Fiedler, Mitchell, & Triandis, 1971; Kim, 2001; Searle & Ward, 1990), as well as this idea of requisite attitudes (Deardorff & Hunter, 2006; Kim, 2001). In particular, the concept of "adaptive potential" is described by Kim (2001) as incorporating preparedness for change, "openness, strength, and positivity [to] help define the inner resources with which [individuals] can facilitate their own

adaptation process” (p. 85). These elements also align with Deardorff and Hunter’s (2006) prerequisites, “specifically, the attitudes of openness, respect (valuing all cultures), curiosity and discovery (tolerating ambiguity) are viewed as fundamental to intercultural competence” (p. 74). Characteristics from this literature guided the following codes used in examining pre-trip interview transcripts: preparedness for change, openness and curiosity, respect, and positivity and strength. Each pre-trip interview was coded by hand using different colors for each category and used in analysis to determine patterns of predisposition in the interview participants.

Post trip interviews. As outlined regarding intercultural development codes, interviews were transcribed and coded to match concepts within the Intercultural Growth Framework as they inform both research questions. This included aspects of the experiential learning cycle (Kolb, 1984) with the cycle of stress-adaptation-growth (Kim, 2001) as a part of intercultural growth: concrete experience (stress), reflection and observation (growth), empathy and adjustment (adaptation), and local experimentation (growth). These transformations in student perception were directed toward reflective changes, connections to academic assignments, and connections to photographic documentation. In particular, what activities or narratives, if any, did the student perceive to be most meaningful to their intercultural experience?

As a follow up to coding of intercultural growth and adaptation, concrete experiences were also designated as being a structured or unstructured event. Student accounts of specific instances that were planned as part of the program were considered structured, whereas instances of unplanned student activity was considered unstructured. These designations were made in order to compare the frequency of intercultural **growth** and **adaptation** codes to the frequency of structured concrete experiences.

Activities and assignments. The analysis of program documents helped illuminate the

second research question. While IES and student interviews provided a broad view of the study abroad experience, program syllabi offered a look at the type of documentation activities that occur within each program. The structured activities and assignments speak to the academic nature of the program which distinguished the experience from other casual travels. From the program syllabi and confirmed through interviews, coding was done to match activities and assignments described to the IES *intercultural competencies* they may be influencing. *Self-Awareness* was coded for assignments or activities that indicated student reflection on their own experience or culture such as the student presentation on Texas culture in China or the reflection journals students did during or after the experience. *Exploration* and *Global Mindset* were more difficult to separate. *Exploration* was coded in areas that had students open in new environments and able to explore new aspects of the culture. *Global Mindset* was often involved with similar activities, but also included more specific lectures about cultural differences. Both dealt mainly with aspects of obtaining cultural knowledge and understanding cultural difference that are part of pre-trip exams, cultural site visits, and student reflections. *Relationship Interest* was coded for activities and assignments that encouraged relationships with local residents, for example graduate student round tables and group projects with local students. *Positive Regard* was coded for activities that were specific to showing the local culture in positive light such as World Cup viewings or farewell dinners with local guests. *Emotional Resilience* is not something normally discussed in syllabi beyond maybe references to “intensive;” however, instances that student interviews confirmed were emotional and physically taxing were noted such as all day travel through the Amazon to the Peru group’s destination or long project hours and difficulty in story finding in Mexico.

Follow up surveys. Three months following the experience a survey of open-ended

questions was sent to each of the eight interview participants. This survey revisited questions from the post trip interviews and looked at how students were able to integrate their intercultural experiences in other ways. Using a more open coding method, this particular area of analysis incorporated themes related to: travel, continued reflection, communication, and further skills and opportunities. When appropriate, some connections were also made to IES *intercultural competencies*.

Visual ethnography. Photographs presented a layer of compositional analysis not normally studied in current research on study abroad. The visual connection between travel and student perception echoed a form of photoethnography that allowed for distinct narratives that enhanced the student interview. As Merriam (2009) points out, “photos alone can tell the story of what a photographer thought was important to capture, what cultural values might be portrayed by the particular photos, and so on” (p 145). In describing themes of visual anthropology in photography and film Devereaux (1995a) notes that “representation is always happening across notional boundaries of psychological, social, or cultural specificities” (p. 5). For how those photographs are exhibited, Kratz (2002) feels “all representation is selective” (p. 111). It is through that selection of representation by students that we can employ photography in two ways: as an interpretative document for reconstructing the study abroad experience and as a narrative device for understanding what students see through the act of photography. To create these visual narratives, the photographs were analyzed in four ways: student selection process, compositional focus, intercultural growth, and structured versus unstructured activities.

The selection process was examined for themes or patterns in why students chose the particular set of photographs. Next, the image-based research provided an interesting form of compositional analysis that categorized photographs as determined by their main visual focus:

place, objects and signs, photographs of self in a still position, photographs of self actively doing something related to an activity or emotion, still group photographs, photographs of the group actively doing something, and finally photographs that include locals from the host location. Finally, the narratives from the photograph interviews were coded in the same way as the post trip interviews. Photograph directed interviews were coded by hand for comments related to the Intercultural Growth Framework. Each photograph was then designated as either a structured or an unstructured event in order to understand the ways that students communicate growth and development as a product of programmatic structure. As discussed more so within the Chapter Four, the inclusion of photographs offered a way of capturing the study abroad phenomenon through visual storytelling.

And yet we know that the photograph is not merely the result of a process or apparatus but also, always, the product of intention, selection, editing, chance, desire, convention and ideology: a cultural object, in other words, the outcome of human will and interest.

(Nickel, 2009, p. 42)

CHAPTER 4

FINDINGS

Over the course of nine months of data collection, this research was guided by two main questions: (1) What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program? and (2) What factors, including both structured and unstructured activities, influence any gains in intercultural competence?

Presented here are the in-depth findings across three areas: intercultural competency and related competencies as measured by the Intercultural Effectiveness Scale (IES); development within the Intercultural Growth Framework based on narratives told through predisposition, post trip interviews, assignments and activities, and follow up surveys; and finally visual documentation of intercultural experiences based on participant selected photographs. The development of students as measured by the Intercultural Effectiveness Scale (IES) Survey will be covered in total and for each of the eight programs. The eight participants' pre and post interviews, along with a discussion of their self-selected photographs, provided a rich swathe of qualitative data to enhance the quantitative assessment by the IES. As such, the intercultural narratives from both the interviews and photographs will be presented taking into account the intercultural development codes in relation to IES data.

Though each will be discussed further, what stands out among these findings is the measured gains in overall intercultural competency as driven by changes in three of the six competencies (*Self-Awareness*, *Global Mindset*, and *Relationship Interest*) and the meaningful accounts of development and documentation that touch on each stage of the Intercultural Growth Framework and appear supported through structured experiences. Within the data on these short-term programs, what begins to emerge is the understanding that the changes occurring for these

students are rooted in thoughtful and intentional decisions. These developments as illustrated in the information that follows will lay the foundation for Chapter Five where a summary of the research findings most relevant to the research questions will be presented.

Development along the Intercultural Effectiveness Scale (IES)

Perhaps at the forefront of this study is the examination of Research Question One: What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program? It is with this in mind that aided in the compilation of the IES data for each program. Again, the IES was given at a schedule before, after, and three months following the study abroad experience. Within the IES are three main **dimensions**, each with two *intercultural competencies*: **Continuous Learning** (*Self-Awareness, Exploration*), **Interpersonal Engagement** (*Global Mindset, Relationship Interest*), and **Hardiness** (*Positive Regard, Emotional Resilience*). In order to more clearly analyze the first research question, it will be important to keep in mind two associated concerns (a) What specific *competencies* changed during the course of the study abroad experience? And (b) were there other significant differentiating factors such as duration, institution, or program?

Overall findings. To reiterate, the IES data provided raw scale scores based on a 5-point Likert format that are then norm-referenced for each scale in individual feedback reports. Only the raw data were used with minor references to how those scales might be perceived in terms of low, moderate, and high when norm-referenced. As a reminder as to what each IES component is measuring, these results will cover an overall IES score (total intercultural competency) as well as each **dimension** and corresponding *competencies* described as follows by the IES technical report (Mendenhall et al., 2012):

Continuous Learning: Curiosity in learning about other cultures and about themselves.

- *Self-Awareness* – Awareness concerning strengths and weaknesses, personal worldviews, and the impact of past experiences and relationships with others.
- *Exploration* – Openness and active pursuit of learning about new and different ideas, values, and norms.

Interpersonal Engagement: Interest in understanding people with other viewpoints and developing meaningful relationships with different people.

- *Global Mindset* – Interest in learning about different cultures and the people that make up those cultures.
- *Relationship Interest* – The degree of effort people are willing to put into maintaining relationships with people from other cultures.

Hardiness: Individual's capacity to cope with the psychological and emotional stress of interacting with people from other cultures.

- *Positive Regard* – The degree to which an individual will generally view other cultures in a positive light.
- *Emotional Resilience* – The degree to which an individual has the mental strength to handle challenging intercultural situations. (pp. 7-12)

Each program proceeded as originally designed by the faculty leader with no specific interventions made as part of the research. While the criterion for short-term programs was considered less than eight weeks, the longest program was only five weeks (*Germany & Austria*) and the shortest programs were close to two weeks (*Peru; China*). Despite being in very different programs, all students shared a time-constrained international experience and it is with this consideration that I look at the resulting data for fifty-five students.

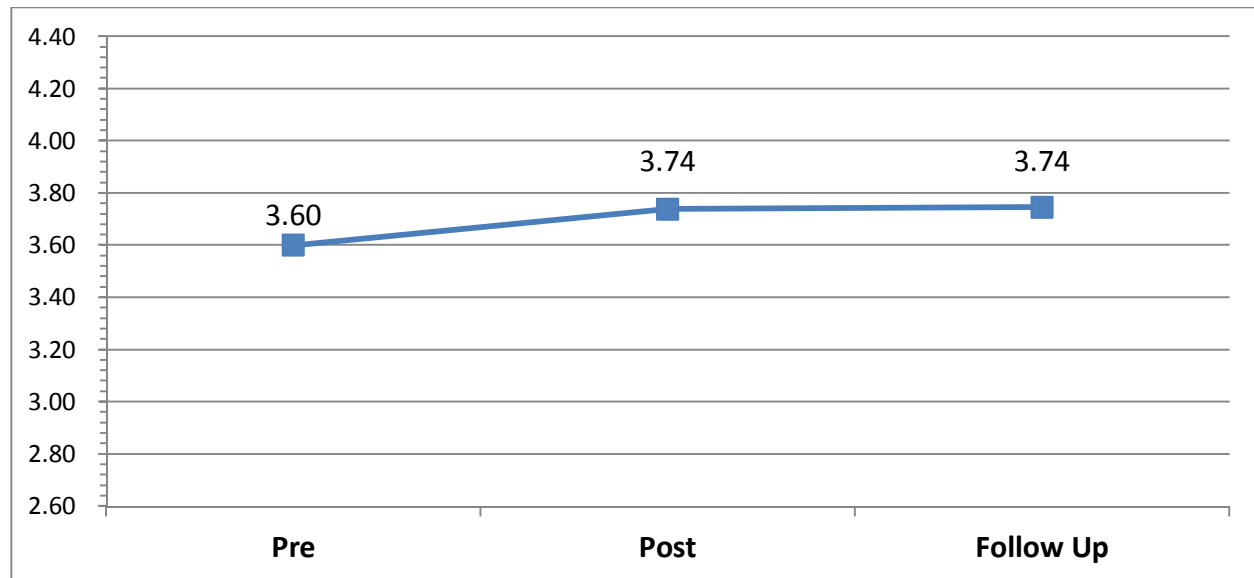


Figure 4.1. Mean Scores for Overall IES Competency over Time.

By and large, the fifty-five students participating in a short-term program demonstrate an upward trend in intercultural competency as defined by their overall Intercultural Effectiveness Scale (IES) mean scores (Figure 4.1). While the full range possible is from 1.00 to 5.00, the mean scores for all ten IES components fell within the range of 2.60 and 4.40 (Table 4.1); it is with this range that we examine each trend line. Students were shown to have a starting mean score of 3.60 before their study abroad experience and a mean score of 3.74 afterwards. Even three months later, the mean score among students remained at 3.74. Norm referenced, these averages would be considered a moderate score shifting toward a high moderate score. This movement seems to indicate that overall scores are influenced by short-term study abroad experiences in a positive way and remain at similar post trip levels three months later.

Looking deeper into the data, it is important to understand which dimensions affected the changes in overall IES scores. Although there was an upward trend as a whole, when examining each **dimension** in the context of changes in *intercultural competencies* (Figure 4.2), the movement took on an interesting shape. For **Continuous Learning**, the graph shows upward

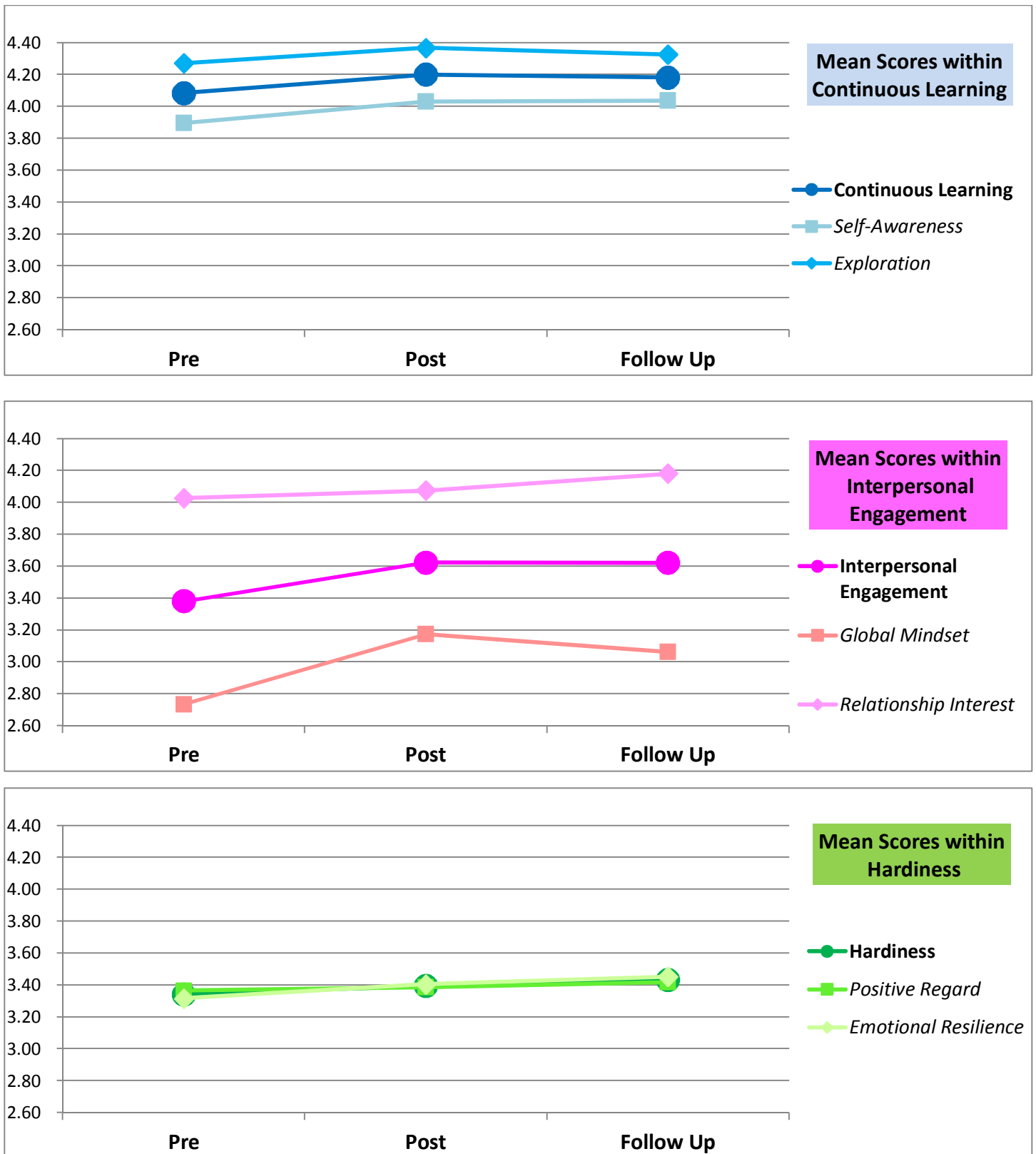


Figure 4.2. Mean Scores for IES Competencies over Time.

movement overall and within each subscale followed by a slight dip three months later. For **Hardiness**, the trend was mainly flat for all components with a slight slope up. While there were gains (and losses three months later for some) among all of the competencies, the biggest driver in gains appeared to be within the dimension of **Interpersonal Engagement**, with the largest movement in the subscale of *Global Mindset*. When norm-referenced for this subscale, students went from a low-moderate to moderate level of global mindset.

Table 4.1

Mean Scores for IES Components over Time

	Pre	Post	Follow Up
OVERALL IES	3.60	3.74	3.74
Continuous Learning	4.08	4.20	4.18
<i>Self-Awareness</i>	3.90	4.03	4.04
<i>Exploration</i>	4.27	4.37	4.33
Interpersonal Engagement	3.38	3.62	3.62
<i>Global Mindset</i>	2.73	3.17	3.06
<i>Relationship Interest</i>	4.03	4.07	4.18
Hardiness	3.34	3.39	3.43
<i>Positive Regard</i>	3.36	3.39	3.42
<i>Emotional Resilience</i>	3.31	3.40	3.45

The objectives for the participating short-term programs all discussed expanding new cultural knowledge and/or understanding cultural difference in the context of various fields of study. Considering *Global Mindset* measures interest in other cultures based on actively seeking outlets for learning about them, it appears that the goals of each program encouraged development along this outcome. The lack of movement for *Positive Regard* and *Emotional Resilience* in such a short period could be expected, especially when some models (Deardorff & Hunter, 2006; Kim, 2001) see this type of strength and positivity as a part of an individual's predisposition. Still, it was interesting to note that among all of these subscales, one appeared to be driving change within short-term study abroad experiences. How these subscale movements

line up with the types of activities these programs provided will be explored further during the document analysis.

It is important of course to consider the significance of those changes within each of the competencies measured by the IES. Using SPSS, a repeated measures ANOVA was conducted with paired sample *t*-tests for post-hoc analysis. Since the study considered three points in time for the same survey, using a repeated measures ANOVA is a more conservative test that reduces error (Repeated Measures ANOVA, 2015) in measuring the overall significance of each scale where ($p < 0.05$). The paired sample *t*-tests used for post-hoc analysis compared pre to post, post to three months, and pre to three months. To account for increased possibility of error in running multiple tests, a Bonferroni correction (Weisstein, 2004) was used in interpreting post-hoc significance using ($p < 0.017$) to provide a more accurate reading. The resulting significance and effect size for each scale is shown in Table 4.2 and Table 4.3.

What is illustrated in these tables confirm the trends for each scale discussed earlier. The development of intercultural competency as a measured by the overall IES score demonstrated significant gains ($F_{(1)} = 21.677, p = 0.000, \eta^2 = 0.286$) following participation in a short-term study abroad experience that were sustained at a point three months later. These changes were influenced by shifts in two dimensions within which are three intercultural competencies as defined by the IES: **Continuous Learning** ($F_{(1)} = 7.425, p = 0.009, \eta^2 = 0.121$) [*Self-Awareness* ($F_{(1)} = 8.334, p = 0.006, \eta^2 = 0.134$)] and **Interpersonal Engagement** ($F_{(1)} = 29.167, p = 0.000, \eta^2 = 0.351$.) [*Global Mindset* ($F_{(1)} = 26.533, p = 0.000, \eta^2 = 0.329$), *Relationship Interest* ($F_{(1)} = 9.539, p = 0.003, \eta^2 = 0.150$)]. Among those changes, it should be noted that gains *Global Mindset* showed decline three months later, but still maintained a significant level of change from pre-trip levels. On the opposite end, *Relationship Interest* did not achieve significant gains

until three months after the experience. While there may have been subtle shifts, there were no significant changes across time for the mean scores in two dimensions and again three intercultural competencies: **Continuous Learning** (*Exploration*) and **Hardiness** (*Positive Regard, Emotional Resilience*).

Table 4.2

Repeated Measures ANOVA for IES Components for All Participants

	<i>F</i>	<i>p</i>	η^2
OVERALL IES	21.677	0.000*	0.286
Continuous Learning	7.425	0.009*	0.121
<i>Self-Awareness</i>	8.334	0.006*	0.134
<i>Exploration</i>	2.086	0.154	0.037
Interpersonal Engagement	29.167	0.000*	0.351
<i>Global Mindset</i>	26.533	0.000*	0.329
<i>Relationship Interest</i>	9.539	0.003*	0.150
Hardiness	3.361	0.072	0.059
<i>Positive Regard</i>	0.911	0.344	0.017
<i>Emotional Resilience</i>	3.392	0.071	0.059

Note: *df* = 1; *Significance at *p* < 0.05 level

Table 4.3

Paired Sample t-Tests for IES Components for All Participants

	OVERALL IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	<i>t</i>	<i>p</i>	<i> d </i>	<i>t</i>	<i>p</i>	<i> d </i>	<i>t</i>	<i>p</i>	<i> d </i>	<i>t</i>	<i>p</i>	<i> d </i>
Pre to Post	-4.258	0.000**	0.428	-3.189	0.002**	0.322	-4.487	0.000**	0.480	-1.059	0.294	0.108
Post to Three Months	-0.174	0.862	0.018	0.503	0.617	0.050	0.060	0.952	0.005	-0.585	0.561	0.074
Pre to Three Months	-4.656	0.000**	0.478	-2.725	0.009**	0.277	-5.401	0.000**	0.473	-1.833	0.072	0.208
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				-2.630	0.011**	0.286	-5.821	0.000**	0.531	-0.344	0.732	0.035
Post to Three Months				-0.136	0.893	0.013	1.579	0.120	0.130	-0.435	0.666	0.048
Pre to Three Months				-2.887	0.006**	0.284	-5.151	0.000**	0.392	-0.954	0.344	0.091
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-2.268	0.027	0.268	-0.724	0.472	0.101	-1.357	0.181	0.157
Post to Three Months				0.981	0.331	0.121	-1.898	0.063	0.227	-0.527	0.600	0.078
Pre to Three Months				-1.444	0.154	0.165	-3.089	0.003**	0.372	-1.842	0.071	0.245

Note: *df* = 54; **Significance at *p* < 0.017 level

The effect size of those changes revealed where students were most influenced. Drawing again from Tables 4.4 and 4.5, large effects where $\eta^2 > 0.14$ (Cohen, 1988) occurred for the Overall IES Score as driven mainly by the *Global Mindset* and somewhat by *Relationship Interest* in the dimension of **Interpersonal Engagement**. Components with intermediate effects where $0.060 < \eta^2 < 0.139$ (Cohen, 1988), were seen in *Self-Awareness* in the dimension of **Continuous Learning**. Digging further in the post-hoc, effect size of Cohen $|d|$ was calculated for dependent *t*-tests using the formula provided by Dunlap, Cortina, Vaslow, and Burke (1996, p. 171) which provided the least amount of distortion (Lenhard & Lenhard, 2014). Intermediate effects were seen as $0.5 < |d| < 0.8$, small effects were $0.2 < |d| < 0.49$, no effects were considered at $|d| < 0.2$ (Cohen, 1988). This confirms that gains directly following the study abroad experience were the strongest in *Global Mindset* with intermediate effects pre to post, small effects pre to three months, and a large effect overall. Considering these scores across time and for components with significant changes, the only noticeable decline is in *Global Mindset* to the point that what was an intermediate effect became a small effect three months later. Showing a slightly different path, *Relationship Interest*, grew to a higher small effect three months later to become statistically significant. Generally though, what can be seen is that short-term study abroad participation demonstrated significant gains in three of the six intercultural competencies defined by IES that appear to be maintained with statistical significance or further developed three months later—specifically, the Overall IES score, **Continuous Learning** (*Self-Awareness*), and **Interpersonal Engagement** driven by *Global Mindset*.

Program comparisons. Perhaps of greater interest within this data is to consider how those gains may have differed within programs. There were certainly interesting trends when programs were parsed out; however, this causes the number of students to be quite small and any

conclusions drawn should be more descriptive and made with caution. Figure 4.3 illustrates the general trend of each program using the mean Overall IES scores for each program. In general, each program depicted a similar path to the average scores for all fifty-five students with gains from pre to post followed by level or gradual decline three months later.

What is interesting here is the very distinct line in red showing gains made by the Peru Program more so three months following the experience. As opposed to the other programs, Peru showed minimal gains from pre to post and instead offered a sharp gain three months later. One possible reason for this may be the fact that the Peru Program was the only one that did not require reflection during the course of the trip, but rather had synthesizing assignments due more than two weeks after. Using Figure 4.4 to break down the average scores for each IES dimension (**Continuous Learning**, **Interpersonal Engagement**, and **Hardiness**), Peru appeared to show a more consistent increase in both **Continuous Learning** and **Interpersonal Engagement**. Another distinction is the sharp gain in **Hardiness** following a post experience dip.

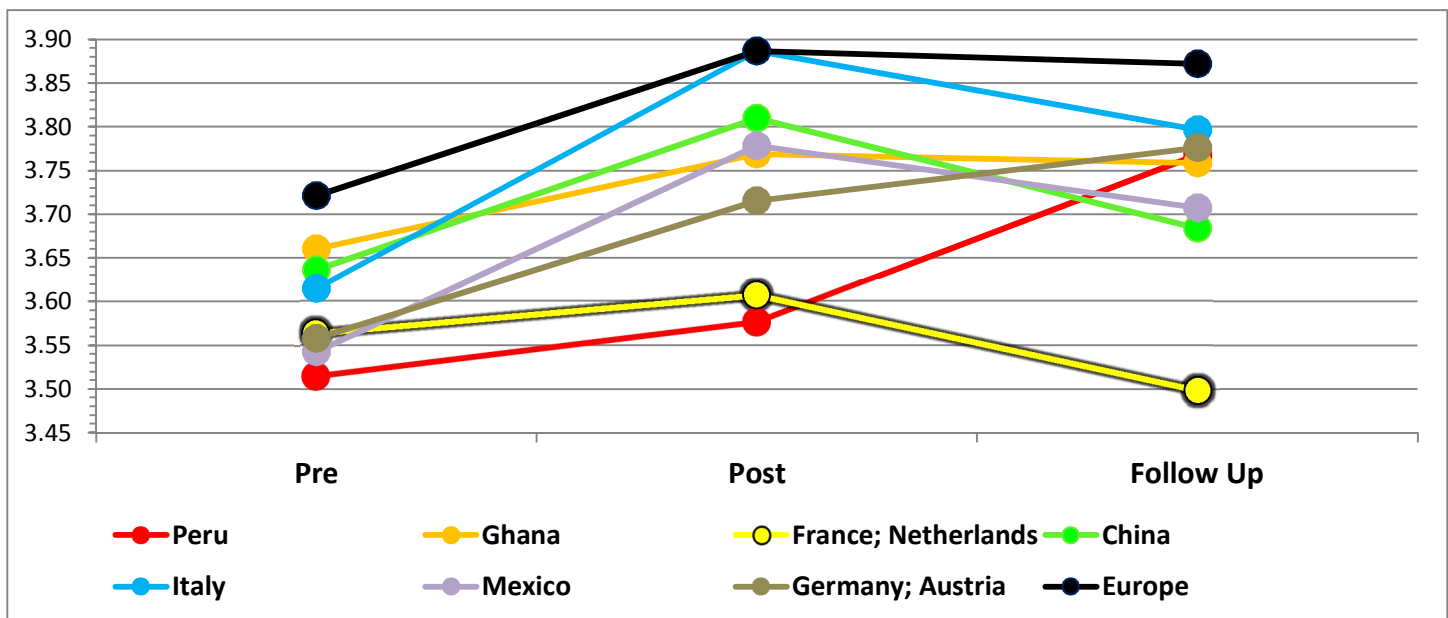


Figure 4.3. Mean Scores for Overall IES Competency over Time by Program.

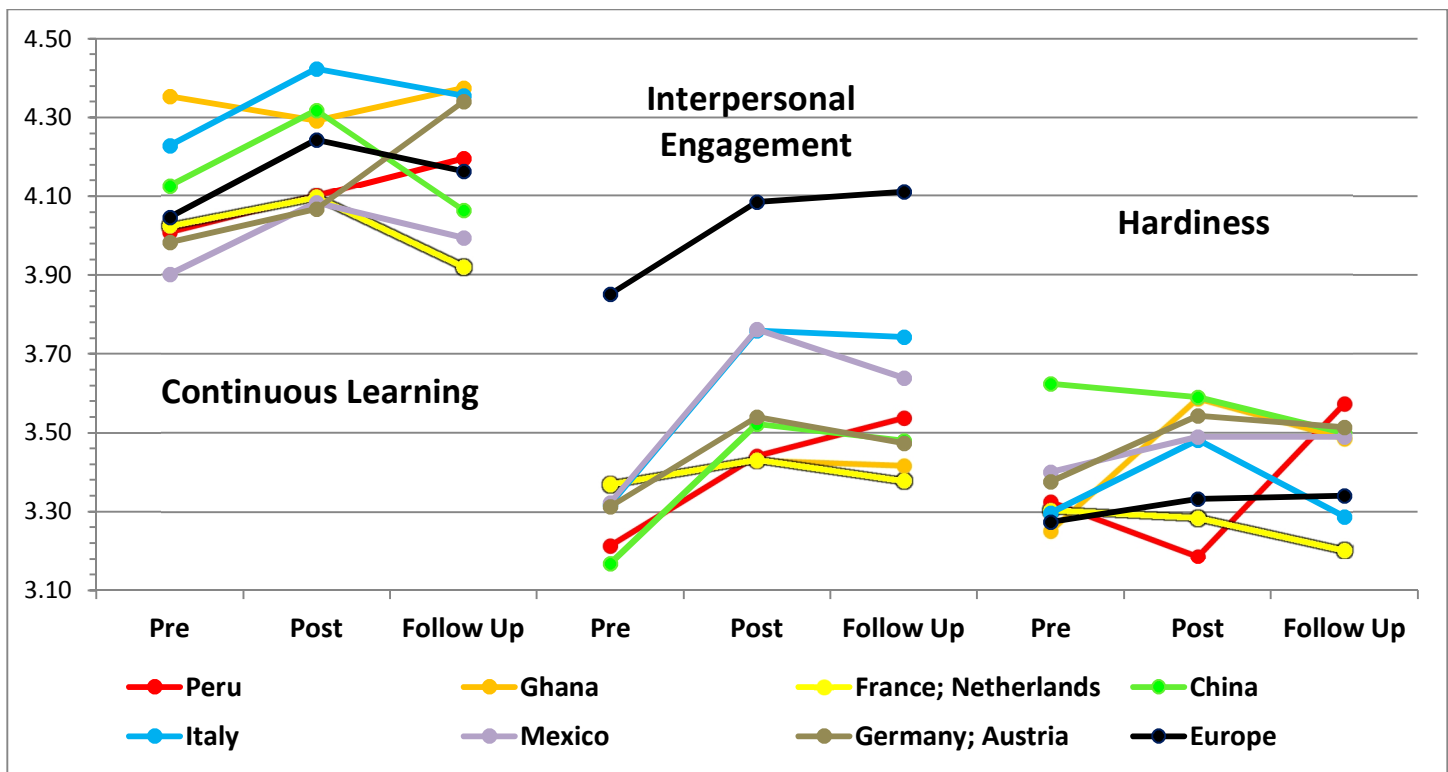


Figure 4.4. Mean Scores for IES Dimensions over Time by Program.

Again, while these trends do provide some insights, it is important to understand that the number of student participants in each program is a major limitation of the generalizability of the data. In particular, the Peru Program had the most participants which may distinguish it from other smaller samples. With programs as small as four and as large as thirteen, comparisons and significances used analyses that are the non-parametric equivalent to the repeated measures ANOVA and paired sample *t*-tests that were run on the total data pool (Ho, 2009). The data for each program was run through a Friedman's ANOVA analysis (Table 4.4, Full Table in Appendix E) with subsequent post-hoc analysis employing the Wilcoxon Signed Rank Test (Table 4.5, Full Table in Appendix F) examining pre to post, post to three months, and pre to three months. The results in the abbreviated tables show significance of within program changes in IES components overall at 95% confidence ($p < 0.05$). Due to the non-parametric nature, the

post-hoc Wilcoxon Signed Rank analyses must also use the more conservative $\alpha = 0.017$ (Bonferroni Correction) to be considered significant (Friedman Test in SPSS, 2015; Ho, 2009). Therefore significance at the smaller comparison level between time frames will use $p < 0.017$ to provide a more accurate account of significance.

From a purely programmatic level, the tables support earlier trends that suggest intercultural competency (Overall IES Scores) was influenced mainly by changes in *Global Mindset* within the dimension of **Interpersonal Engagement**. Specifically, five programs showed varying patterns of significant change in **Interpersonal Engagement** with some form of influence from the subscale of *Global Mindset*. In calculating the effect size (Table 4.5) from the Z-value provided in the Wilcoxon Signed Rank Test, the *r* (effect size) for almost all changes in the abbreviated table were considered large ($|r| > 0.5$) (Cohen, 1988). Exceptions were for the Peru Program in areas of **Continuous Learning** (*Self-Awareness*) and Europe Program in *Self-*

Table 4.4

Abbreviated Friedman’s ANOVA for IES Components by Program

	χ^2	<i>p</i>	χ^2	<i>P</i>	χ^2	<i>p</i>	χ^2	<i>P</i>	χ^2	<i>p</i>	χ^2	<i>p</i>
OVERALL IES	8.000	0.018*	1.600	0.449	9.333	0.009*	8.400	0.015*	6.000	0.050*	4.222	0.121
Continuous Learning	3.231	0.199	2.000	0.368	1.000	0.607	1.200	0.549	6.500	0.039*	4.222	0.121
<i>Self-Awareness</i>	7.277	0.026*	6.500	(0.039)*	0.636	0.727	5.444	0.066	3.000	0.223	5.543	0.063
<i>Exploration</i>	3.957	0.138	4.133	0.127	1.600	0.449	0.105	0.949	4.500	0.105	3.063	0.216
Interpersonal Engagement	7.412	0.025*	7.600	0.022*	6.333	0.042*	6.400	0.041*	1.500	0.472	6.889	0.032*
<i>Global Mindset</i>	10.957	0.004*	6.421	0.040*	6.522	0.038*	5.158	0.076	4.133	0.127	3.257	0.196
<i>Relationship Interest</i>	3.191	0.203	0.824	0.662	4.727	0.094	2.632	0.268	4.133	0.127	2.970	0.227
Hardiness	3.640	0.162	0.105	0.949	5.478	0.065	0.737	0.692	3.500	0.174	1.556	0.459
<i>Positive Regard</i>	4.275	0.118	0.933	0.627	4.957	0.084	0.111	0.946	2.800	0.247	0.727	0.695
<i>Emotional Resilience</i>	2.520	0.284	2.211	0.331	3.739	0.154	2.800	0.247	1.273	0.529	0.000	1.000
LOCATION	Peru (<i>N</i> = 13)		China (<i>N</i> = 5)		Italy (<i>N</i> = 6)		Mexico (<i>N</i> = 5)		Germany; Austria (<i>N</i> = 4)		Europe (<i>N</i> = 9)	

Note: *df* = 2; *Significance at $p < 0.05$ level

Table 4.5

Abbreviated Wilcoxon Signed Rank Test for IES Components by Program

OVERALL IES	Z	p	 r 	Z	p	 r 	Z	p	 r
Pre to Post	-0.175	0.861	0.034	-1.483	0.138	0.469	-2.201	0.028	0.635
Post to Three Months	-1.712	0.087	0.336	-0.674	0.500	0.213	-1.153	0.249	0.333
Pre to Three Months	-2.551	0.011**	0.500	-0.405	0.686	0.128	-2.201	0.028	0.635
Continuous Learning									
Pre to Post	-1.363	0.173	0.267	-1.095	0.273	0.346	-0.943	0.345	0.272
Post to Three Months	-1.084	0.279	0.213	-1.753	0.080	0.554	-0.734	0.463	0.212
Pre to Three Months	-1.958	0.050	0.384	-0.405	0.686	0.128	-0.841	0.400	0.243
Self-Awareness									
Pre to Post	-0.581	0.561	0.114	0.000	1.000	0.000	-0.813	0.416	0.235
Post to Three Months	-2.419	0.016**	0.474	-2.032	(0.042)	0.643	-0.271	0.786	0.078
Pre to Three Months	-2.010	0.044	0.394	-1.604	0.109	0.507	-0.843	0.399	0.243
Interpersonal Engagement									
Pre to Post	-1.013	0.311	0.199	-2.032	0.042	0.643	-1.992	0.046	0.575
Post to Three Months	-0.863	0.388	0.169	-0.405	0.686	0.128	-0.105	0.917	0.030
Pre to Three Months	-2.691	0.007**	0.528	-2.023	0.043	0.640	-2.207	0.027	0.637
Global Mindset									
Pre to Post	-2.674	0.007**	0.524	-1.826	0.068	0.577	-2.201	0.028	0.635
Post to Three Months	-0.712	0.476	0.140	-0.813	0.416	0.257	0.000	1.000	0.000
Pre to Three Months	-2.803	0.005**	0.550	-2.032	0.042	0.643	-1.903	0.057	0.549
LOCATION	Peru			China			Italy		
OVERALL IES	Z	p	 r 	Z	p	 r 	Z	p	 r
Pre to Post	-2.023	0.043	0.640	-1.826	0.068	0.646	-1.481	0.139	0.349
Post to Three Months	-1.483	0.138	0.469	-0.730	0.465	0.258	-0.178	0.859	0.042
Pre to Three Months	-2.023	0.043	0.640	-1.826	0.068	0.646	-2.192	0.028	0.517
Continuous Learning									
Pre to Post	-1.753	0.080	0.554	-0.730	0.465	0.258	-1.718	0.086	0.405
Post to Three Months	-0.944	0.345	0.299	-1.826	0.068	0.646	-1.128	0.259	0.266
Pre to Three Months	-0.405	0.686	0.128	-1.826	0.068	0.646	-1.838	0.066	0.433
Self-Awareness									
Pre to Post	-2.060	0.039	0.651	0.000	1.000	0.000	-2.019	0.043	0.476
Post to Three Months	-1.461	0.144	0.462	-1.604	0.109	0.567	-1.020	0.308	0.240
Pre to Three Months	-1.289	0.197	0.408	-1.461	0.144	0.517	-1.975	0.048	0.466
Interpersonal Engagement									
Pre to Post	-2.023	0.043	0.640	-1.461	0.144	0.517	-1.481	0.139	0.349
Post to Three Months	-1.214	0.225	0.384	-0.736	0.461	0.260	-0.533	0.594	0.126
Pre to Three Months	-1.483	0.138	0.469	-0.365	0.715	0.129	-2.431	0.015	0.573
Global Mindset									
Pre to Post	-2.032	0.042	0.643	-1.289	0.197	0.456	-1.200	0.230	0.283
Post to Three Months	-0.730	0.465	0.231	-1.841	0.066	0.651	-0.709	0.478	0.167
Pre to Three Months	-1.761	0.078	0.557	0.000	1.000	0.000	-1.736	0.083	0.409
LOCATION	Mexico			Germany; Austria			Europe		

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

Awareness, which were intermediate effects ($0.3 < |r| < 0.5$) (Cohen, 1988). It should also be noted that while the China Program had a large effect for the change in Self-Awareness, the movement was trending down below pre-experience levels. Four programs (*Peru, China, Italy, & Mexico*) had statistically significant overall changes in *Global Mindset*, but only Peru showed a similar level of significance in the post-hoc tests from pre to post and pre to three months. China was only approaching significance from pre to three months; Italy and Mexico were approaching significance pre to post, but fell short three months later.

Along that vein, however, Peru, Italy, Mexico, and Germany and Austria showed significant gains as a whole in their Overall IES scores for intercultural competency. In post-hoc tests, only Peru demonstrated a statistically significant change from pre to three months; however, this distinction does provide an interesting path comparison. As we saw in the trends, Peru only had a significant change from pre to three months. Italy and Mexico on the other hand had changes approaching significance from pre to post and pre to three months, illustrating a more specific gain after the experience that was sustained to some extent. Furthermore, while this may be driven by the *Global Mindset* subscale, not all programs that showed significant overall changes in *Global Mindset* had analogous significance in changes to their Overall IES scores. Such variation may be due to other significant or approaching significant subscale changes, such as *Self-Awareness* for Peru; or minor upward trends in *Exploration* and *Relationship Interest* that when combined pushed overall changes to significance. These results here are limited by the dissimilar and small sample sizes, but when we move into the more qualitative data, it will be interesting to see possible points of difference for programs.

While these analyses considered the within program changes among participants, it is also important to consider between program differences. Again, due to the size of each program,

there are limitations to the generalizability of the data. A one-way ANOVA was conducted to test for between program differences on the pre-trip mean scores. Among all ten scales provided by the IES instrument, only *Global Mindset* showed a significant difference ($F(7) = 2.534$, $\eta^2 = 0.274$, $p = .027$). In this case, mean scores for the Europe Program traveling to six countries had participants that started with significantly higher *Global Mindset* scores when compared to the program going to China and is clearly present in the separation in Figure 4.4. Having students with noticeably higher mean scores for certain subscales in the Europe Program may have indicated a distinction in the type of participant based on field of study, where the program focused on political science and international relations. It may also have limited the gains made or suggest the need for a more sophisticated model of intervention for intercultural development.

Institution and Duration Considerations. Like the analyses conducted for between program differences, a repeated measures ANOVA was run this time with a Between-Subjects Factor, one for institutions and one for the duration of the program. While some of this data may fall outside the scope of this study, it offered some insights for further study.

When comparing institutions as the Between-Subjects Factor, there were no significant differences found over time for any component of the IES. The aggregate of each institution's programs provided some variations in significant changes for IES components at the institutional level, but were not significant between those institutions. Certainly, there may be differences in the types of programs or perhaps even the type of students at the three institutions in this study (private, large regional, and large national), but those did not have significant influence on the capacity of short-term programs to offer changes in intercultural development. It is telling that there are no institutional differences, which warns against giving too much credence to some of the quantitative differences even at the program level and suggests that trends and significance in

programs should be considered descriptively.

In terms of the duration of the programs, no significant differences were found when comparing competencies over time and between programs less than 20 days, 20 to 30 days, and greater than 30 days. Rather, the shortest programs (*Peru, China*) were among those that showed significant gains. There are of course some limitations when paring the total sample size into smaller comparison groups; however, knowing that duration does not appear to have a strong influence in this sample allows a more nuanced examination of programmatic differences in the qualitative data.

Even at a descriptive level, the significant IES scales as marked by changes within programs and the differences between programs provided a valuable foundation moving into the qualitative data toward a more narrative description of changes within each program. While the development along the IES offered a broader set of data with more participants in total, the interview participant from each of the eight programs allowed an oral account that communicated how students process their experience within the Intercultural Growth Framework.

Intercultural Narratives

For eight student participants, one from each of the programs in this study, several pieces of data were collected to formulate a series of intercultural narratives. These included in-depth interviews that took place before and after his or her travel abroad, directed interviews regarding ten participant-selected photographs from the experience, and one additional survey three months following the experience with open-ended questions related to the previous interviews. Using the intercultural development codes discussed before, these eight narratives will present findings on predisposition based on the pre-trip interviews, on communication of intercultural growth based

on post trip interviews, and connections to intercultural competence based on the three month follow up survey. The subsequent section on *Visual Ethnography* will continue these narratives as seen through the directed interviews on participant photographs.

While the quantitative findings provide an interesting illustration of growth, it is through the qualitative narratives that start to communicate how those programmatic experiences are conceptualized by students. Certainly, these interviews, survey, and photographs provide insights into Research Question One about what gains are made in intercultural competence, but this additional data also starts to dig into the issues presented in Research Question Two: What factors, including both structured and unstructured activities, influence any gains in intercultural competence?

Interviewee descriptions. For background, these eight participant narratives consisted of seven female students and one male student. Interviewees ranged from ages 18 to 23 including each university year category and one student who had already graduated. Most of the students

Table 4.6

Description of Interview Participants

	Duration (Days)	Location	Age	Gender	University Year	Program Alignment	Travel History
1	14	Peru	21	M	Junior	Minor	United States; Caribbean
2	21	Ghana	19	F	Freshman	Honors Credit	United States; Canada; Haiti; England; France; Germany; Switzerland; Belgium; Netherlands
3	25	France; Netherlands	20	F	Sophomore	Major	United States; Caribbean
4	16	China	18	F	Junior (By credit)	Major	United States; Mexico
5	31	Italy	21	F	Junior	Major	United States; Mexico
6	26	Mexico	23	F	Senior	Major	United States
7	35	Germany, Austria	20	F	Sophomore	Major	United States; Kenya
8	31	Turkey, Germany, Poland, Hungary, Austria, Czech Republic	21	F	Graduated	Unrelated	United States; Costa Rica; Austria

interviewed participated in the program as part of their major or degree credit, with only one taking part in an unrelated program. As well, the travel history for each student varied, with one having traveled only in the United States, most having visited at least one area outside of the United States, and one student with heavy travel experiences through several countries overseas. Part of the context for our interview participants can be found in the program descriptions along with individual information outlined in Table 4.6.

Predisposition. Every journey has a beginning and for the intercultural experiences upon which these students are about to embark it is important to understand where they are starting. Based on pre-trip interviews, Table 4.7 outlines the frequency of statements related to each code: preparedness for change, openness and curiosity, respect, and positivity and strength. These indications of predisposition in interview participants offer a sense of how students perceive themselves and the host culture prior to the intercultural experience.

Table 4.7

Frequency of Predisposition Codes in Pre-Trip Interviews by Program

Program	Preparedness for Change	Openness & Curiosity	Respect	Positivity & Strength
Peru	5	5	1	2
Ghana	5	5	1	1
France; Netherlands	4	4	2	1
China	3	3	1	2
Italy	2	5	1	2
Mexico	2	2	1	1
Germany, Austria	5	4	4	2
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	3	5	1	2
TOTAL	29	33	12	13

The second most prevalent predisposition among interview participants, **preparedness for change** took into consideration ideas from Kim (2001) about the need for preparation before

entering a new culture and the mental readiness toward change and difference. Searle and Ward (1990) as well point out “the positive impact of cross-cultural training on sojourner satisfaction and adaptation” (p. 451). Most important in that preparation is for such information to hone in on the contrast between cultures (Fiedler et al., 1971). As such, preparedness for change was expressed during the interviews in two ways. By mentions of formal or informal information gathering on the new culture, for example—“It’s just kind of like background info about Peru, the state of the country, how like the culture is” (*Peru*) or “I’m kind of trying to prepare myself for that. I’ve been trying to do a little bit of research about like what to wear, those kind of things” (*Italy*). As well as in relation to a mental preparation for difference—“I expect that my current way that I view Europe and its culture is going to be completely turned around because I’ve never been engulfed in that environment” (*Germany & Austria*). Given that every program had at least one formal orientation and most contained either accompanying lectures or readings, it appeared both based on program syllabi and pre-trip interviews that concerted efforts were made to provide students with some preparation for change.

Most common within these pre-trip interviews was an indication of **openness and curiosity** from the students. Students demonstrated this characteristic by showing a vested interest in gaining new cultural perspectives or discovering new cultural information. For example—“I’m really interested to fill in those gaps and I’m kind of excited to learn about more of the culture” (*Ghana*) or “Every minute I want to be in a museum or a church or just something historically relevant” (*Europe*). Part of its prevalence in these interviews was the excitement from the student about going to a new place. Having chosen, voluntarily, to participate in a study abroad, such openness and curiosity while expected was also confirmed by the frequency of such comments.

More than curiosity, Deardorff and Hunter (2006) point out the need for a **respect** and valuing of all cultures as a precursor to intercultural competence. Though less frequent, every student made some comment that placed a value or respect on expected cultural differences. For example, statements like, “You can really learn a lot about not only yourself but a lot of different cultures and just kind of opening your eyes to different ways that people, you know, live” (*France & Netherlands*) or “I get the impression that central European architecture is really different.... So it might give me exposure to some, some cool alternatives to the American way of doing things” (*Europe*).

Positivity and strength were more difficult to ascertain, simply because most questions were not directed specifically at optimism or emotional strength. Rather aspects of positivity or strength were only visible when students’ referenced the need to be positive or maintain emotional or psychological strength in the face of change. Kim (2001) describes positivity as an optimistic outlook that things will turn out well, which can encourage “acceptance of others despite differences” (p. 85). In this way, students commented on net positive expectations such as, “I’m more excited than I am concerned” (*France & the Netherlands*). Similarly, responses that pointed out an awareness of the students’ untested emotional strength were included to represent strength. These were seen in comments like “I do expect that different culture, like a shock of culture that I’ve maybe never been exposed to. I expect myself to be very confused when I’m there just because of a differing language overall” (*China*) or “Maybe the culture shock of it? That might be something that I have to deal with that I’m not expecting. But as far as me personally, that’s probably about all that I’m—I’m not sure how I’m going to handle that because I’ve never been out of the US” (*Mexico*).

Within these pre-trip interviews, the coding illustrated that these eight participants

projected the elements, or awareness of an element, needed for an adaptive personality. The frequency of comments within the text indicated a conscious effort to foster preparation and curiosity before leaving on the study abroad programs. Though not explicitly connected, these elements can be seen as predispositions related to the intercultural competencies found in the Intercultural Effectiveness Scale (IES), where preparation and openness lead to better Self-Awareness and Exploration, respect leads to better Global Mindset and Relationship Interest, and positivity and strength speak to Positive Regard and Emotional Resilience. That results in the IES have students on average starting with higher raw scores for Continuous Learning (Self-Awareness, Exploration) than other competencies seems to be supported by the narrative in these eight pre-trip interviews where students displayed a higher frequency of comments toward openness and curiosity than reflections related to respect, positivity, or strength. Though limited by the questions, the pre-trip interviews seem to confirm that these eight students at least met the attitudinal prerequisites within the literature. Along with the subsequent gains in intercultural competency shown within the IES results, it appears that programs provided some form of meaningful preparation and that students choosing to participate exhibited the disposition needed for intercultural growth.

Post experience accounts. Following these short-term study abroad experiences, interviews were conducted with each student soon after their return. As opposed to the pre-trip interviews examining expectations and overall predisposition, these interviews look at how student participants draw upon their intercultural experiences to describe and understand concepts that lead to the development of intercultural competence. Using the Intercultural Growth Framework that aligned Kolb's (1984) experiential learning cycle to Kim's (2001) Stress-Adaptation-Growth Process Model, these interviews were coded around the following

areas: concrete experience (stress), reflection and observation (growth), empathy and adjustment (adaptation), and local experimentation (growth).

Table 4.8

Frequency of Intercultural Growth Codes in Post Trip Interviews by Program

Program	Concrete Experience (Stress)	Reflection & Observation (Growth)	Empathy & Adjustment (Adaptation)	Local Experimentation (Growth)
Peru	13	11	4	7
Ghana	13	12	3	8
France; Netherlands	12	8	4	3
China	10	4	5	4
Italy	15	13	8	5
Mexico	11	6	3	6
Germany, Austria	14	10	8	6
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	9	8	2	3
TOTAL	97	72	37	42

Table 4.8 illustrates the frequency of statements related to these codes made by each interview participant throughout his or her post trip interview, not including questions directed at photo documentation which were coded separately. To explain the types of examples that will be discussed further, a single narrative might cover all four codes, with most comments of reflection, empathy, or local interactions being attached to a concrete experience. There are also comments where a concrete experience was described, but no further reflections or expanded growth was shown. And in other cases, there were some general observations about the program experience as a whole that do not correspond with a specific concrete experience. In general, the frequencies illustrated a cycle of growth throughout these study abroad experiences that students were able to draw upon as they communicated what happened during their program.

Concrete experiences referred to a specific incident or situation during a student's study

abroad experience. It is the most frequent code throughout the experience, recalling memorable moments that were positive, negative, or neutral. More than 80% of the time, these concrete experiences were grouped with one or multiple forms of growth and/or adaptation. Only nineteen of those codes had no further elaboration beyond what had happened. For example, one student stated, “we did a lot of observations, so she would like take us to like either like the gardens or like something like that to do our observation” (*France & the Netherlands*); however, the student did not communicate any more in terms of any reflections on cultural difference, adaptations, or local interactions.

Most often, these concrete experiences were coupled with some form of reflection and observation about the host culture. At the second highest frequency, **reflections and observations** almost always outnumbered any other form of growth or adaptation sentiments with the exception of China and Mexico. **Ghana** and **Italy** especially had a high number of reflective comments. Students made comparisons such as “...we did visit a lot of markets where they had—I guess some of the differences was the meat that they have. They have more like rabbit. They had boar. So it was a little bit more exotic foods that I wasn’t used to” (*Italy*). Some observations were made about the place or culture with one student discussing how “Ghana is more developed than Haiti. ...Ghana’s developed and it’s developing. And they have nice things, they have KFCs everywhere, they, you know, they have electricity, they have nuclear energy, they have all these things that might be considered only part of the developed world” (*Ghana*). For most programs, these additional reflections and observations about the place or the culture came about quite naturally throughout the interview. Students often brought up an incident and then went on to talk about what was unique and how that connected to previous preconceptions.

Areas of **empathy and adjustment** were the least frequent, but still appeared as a part of

every program. Both the Italy and the Germany and Austria programs had a high number of comments related to these aspects of adaptation. Also, the program to China had more comments related to empathy and adjustment than other categories of growth. Students expressed adjusting their behavior to the different culture when adapting to unexpected situations within the new culture, or when expressing a feeling of acting as if part of a daily routine. For example, “...generally like when people wouldn’t say excuse me in the streets.... I definitely got used to it. Like when I first got there I was really put off by it. I was like, ‘Oh my gosh, I can’t believe how rude they are to us.’ But then, as it went on—I guess also we started blending in a little better” (*Italy*); “...we were by ourselves. So, we had to use our—you know, whatever we had to communicate what we wanted to do. So it was pretty tough. It was really tough” (*China*); and “So I got to spend one free weekend with them and just live an average life in Germany where we got up and went to the grocery and cooked lunch and went for a walk in the afternoon” (*Germany & Austria*). Where the idea of intercultural competence is the ability to **adapt** to variety of cultural contexts, the expression of these moments is a vital part of students’ intercultural growth.

Though only slightly higher than empathy and adjustments, **local experimentation** was an important part of the intercultural growth that students communicated. These comments were especially high in **Peru** and **Ghana**. Mexico as well had a number that matched reflective comments provided. Here, students mentioned cultural interactions with locals, direct conversations, or areas where locals clarified cultural observations. Examples included: “when you would have the opportunity to strike up a conversation with someone who is from Peru, just how much I could learn in a short time frame of a conversation that was on a bus or a train.... Kind of clear up some misconceptions and things like that” (*Peru*); “we actually did like a round

table discussion with some of the [Ghanaian] university students one of our last few days. And we just, they asked us questions, we asked them questions.... It was just very diverse conversation. It was just really cool to interact like that with people that are, you know, on our same level in a different country” (*Ghana*); “So, just like the car ride with the dad, when he like came to pick me up, you know. Like just trying to have a conversation with him and talk about the winding road, you know? Like we could figure out how to say ‘road’ to each other, but then like talking about the road or about the trees or whatever, that was a completely different story. So it was just, it was interesting to like have to teach other like, like you know?” (*Mexico*); and “I was in Turkey and I saw the, a woman in full Muslim garb, but she had like the most awesome shoes. They were brightly colored. And then in lecture, like 2 days later, they say, ‘So there’s this new Muslim bourgeoisie that’s fashionable’” (*Europe*).

It is important to note that many instances touched on multiple levels of intercultural growth, wherein one experience might cover all four levels of growth (or two or three in varying combinations). On the whole, the interviews provided an interesting look at how students communicated moments in their study abroad in reflective, adaptive, and interactive ways. While there are some limitations in some students perhaps talking more than others or giving a narrow response to the questions, in general students throughout the interview had an opportunity to include meaningful moments from their study abroad. These narratives, no matter how varied, all connected to the Intercultural Growth Framework in ways that showed that students had begun to synthesize their experiences.

It is within these narratives that we can start to touch upon Research Question Two: What factors, including both structured and unstructured activities, influence any gains in intercultural competence? Taking only those concrete experiences mentioned by students and designating

them as describing either structured or unstructured activities, we can start to imagine how those differences might affect levels of growth. In Table 4.9, the total frequency of intercultural growth codes beyond concrete experiences has been noted along with these terms where **structured activities** are planned programmatic events or programmatic options and **unstructured activities** are perhaps part of programmatic immersion, but not controlled.

Table 4.9

Structured versus Unstructured Activities based on Concrete Experiences by Program

Program	Total Intercultural Growth & Adaptation Codes <i>*Not including concrete experiences</i>	Structured Activities	Unstructured Activities
Peru	22	8	5
Ghana	23	10	3
France; Netherlands	15	3	9
China	13	5	5
Italy	26	3	12
Mexico	15	6	5
Germany, Austria	24	9	6
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	13	4	5
TOTAL	151	48	50

What is interesting here is that programs with a greater number of intercultural growth codes tend to have a wide majority of their concrete experiences as intentional, structured activities. Peru, Ghana, and Germany and Austria all have more structured incidents to draw from when elaborating on reflections, adaptations, and local interactions. Italy appears to be the only one that drew more from unstructured experiences. This could be a bias of the student, but the experiences communicated from Italy were often related to activities occurring during free time or incidents that came about as a part of the overall structure of immersion instead of controlled class activities. Italy was the only program to live in one main apartment for the entire

month as opposed to hostel or hotels or homestays and the program appears to have less travel between cities. The student referred to the apartment as a kind of base and experiences brought up talked about living in Italy in an everyday manner and walking to coffee shops, markets, and nearby cultural sites during free time. So while the specific experiences may not have been structured, the overall environment was structured to allow more opportunities for meaningful local interactions.

Still, there is some implication of greater discussion of growth and adaptation when coupled with a higher incidence of structured activities. The suggestion here may be that guided activities with clear goals can facilitate students' ability to connect and communicate more levels of intercultural growth. This is somewhat limited by what students found valuable to share, as several program syllabi show a number of structured activities that students may not have brought up during the interview. It could be that had students connected responses to other activities the likelihood of including other comments of reflection, adjustment, or local interaction would increase. Even so, that programs should be intentional in their objectives to cultivate intercultural growth and learning, especially in such compressed time frames seems prudent. Such structure may be particularly useful in how students frame the experience when recalling and retelling their narratives.

The next level and understanding is how these narratives then line up with perceived intercultural competency as measured by the Intercultural Effectiveness Scale (IES). Given the limitations in sample size, it is difficult to make equal comparisons at the programmatic level. As one can see in Table 4.10, there are some interesting possibilities, but these interviews were with just **one student** from several in each program. One could posit that those programs whose interviewee had a high frequency of communicating intercultural growth codes also had

significant gains in overall intercultural competency; however, the Ghana Program while showing individual growth in the participant did not show significant changes as a group. Programs to China, Mexico, and Europe as well had gains as a group, but not to the same extent at the individual level. Rather, it may be more interesting to examine program activities and assignments by program in the next section.

Table 4.10

Total Intercultural Growth Codes and Changes in IES Components by Program

Program	Total Intercultural Growth & Adaptation Codes <i>*Not including concrete experiences</i>	IES Components with Significant Changes
Peru	22	Overall Intercultural Competency – (<i>Self-Awareness</i>), Interpersonal Engagement (<i>Global Mindset</i>)
Ghana	23	
France; Netherlands	15	
China	13	Interpersonal Engagement (<i>Global Mindset</i>)
Italy	26	Overall Intercultural Competency – Interpersonal Engagement (<i>Global Mindset</i>)
Mexico	15	Overall Intercultural Competency – Interpersonal Engagement
Germany, Austria	24	Overall Intercultural Competency – Continuous Learning
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	13	Interpersonal Engagement

Program activities and assignments. Post trip interviews suggest that at an individual level, students are able to communicate to different extents moments that allow them to engage with processes of intercultural growth. However, to understand more in total the types of development seen within the Intercultural Effectiveness Scale (IES) for all fifty-five students, it may be more useful to understand the relationship between program assignments and activities and the IES intercultural competencies: *Self-Awareness*, *Exploration*, *Global Mindset*,

Table 4.11*Percentage of Program Activities related to Intercultural Competencies*

Program	Syllabus Activities	Intercultural Competencies					
		Self-Awareness	Exploration	Global Mindset	Relationship Interest	Positive Regard	Emotional Resilience
Peru	12	0%	92%	75%	17%	8%	8%
Ghana	29	10%	66%	79%	14%	3%	0%
Netherlands; France	29	0%	52%	97%	0%	0%	0%
China	31	3%	68%	100%	16%	3%	0%
Italy	26	8%	96%	73%	15%	4%	0%
Mexico	26	23%	73%	92%	46%	4%	0%
Germany, Austria	42	2%	60%	100%	14%	2%	0%
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	70	0%	51%	93%	4%	1%	0%

Table 4.12*Percentage of Program Assignments related to Intercultural Competencies*

Program	Assignments	Intercultural Competencies					
		Self-Awareness	Exploration	Global Mindset	Relationship Interest	Positive Regard	Emotional Resilience
Peru	4	25%	100%	100%	0%	0%	0%
Ghana	3	33%	100%	100%	0%	0%	0%
Netherlands; France	4	50%	100%	100%	0%	0%	0%
China	4	75%	75%	75%	50%	0%	0%
Italy	3	33%	100%	67%	0%	0%	0%
Mexico	4	25%	100%	75%	50%	0%	25%
Germany, Austria	5	40%	80%	100%	0%	0%	0%
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	2	50%	100%	100%	0%	0%	0%

Relationship Interest, Positive Regard, and Emotional Resilience.

Bear in mind, it is difficult to draw direct correlations since such activities or assignments could encompass multiple competencies and were limited to the description provided by the program syllabi. Still, in line with the program objectives, the majority of activities and assignments focused on areas of cultural knowledge and cultural difference (Table 4.11 and

Table 4.12). These related to encouraging *Global Mindset*, which covered more than 70% of activities for all programs; and *Exploration*, which covered more than 50% of activities for all programs. Although considered one assignment, the longer reflection journals also focused mainly on *Self-Awareness* with some inclusion and observations that relate to *Exploration* and *Global Mindset*. Less prominent, were activities related to *Relationship Interest*. And even fewer activities or assignments had focused ties to *Positive Regard* or *Emotional Resilience*.

Given the spread of activities and assignments, the documents seemed to support the more immediate changes in the IES competencies from **pre to post experience**, where the majority of significant changes were seen in *Self-Awareness* and *Global Mindset* (with some upward trend in *Exploration*). Only *Self-Awareness* and *Global Mindset* show these shifts with strong effect sizes that were sustained three months later, which may be a factor of students leaving the more immersive environments in which they could naturally explore new cultures. *Relationship Interest*, which only became significant after development over three months may be a product of the activities and assignments providing a seed for students to begin building and maintaining such relationship interest over time. And perhaps as expected, both *Positive Regard* and *Emotional Resilience*, with no intentional guidance by programs, did not show significant changes overall. This analysis of program activities in relation to structure activities speaks to the fact that student development benefits most from planned, intentional structures that support higher order goals of intercultural competence.

Three month follow up. For the eight interview participants, a follow up survey was given three months following the experience in order to revisit thoughts stated in previous interviews and ways that the experience has influenced other activities. What these eight cases illustrate is that the impact of short-term study abroad can be seen in a variety of ways and that

the perception of skills and activities in the months following still draws from that experience abroad. These influences arise in four context areas: travel, continued reflection, communication, and further skills and opportunities.

While there is certainly a distinction between travel for pleasure and travel within an academic context, the ability to feel comfortable with exploring new environments is related to intercultural competence as active curiosity and adaptability. While most travel in the three months following the short-term experience was connected to seeing friends and family, three of the eight (one from each institution) discussed future plans for international travel, two of whom specifically mentioned participation in another short-term study abroad program. In reflections about travel, three (all from Institution A) also made statements about the experience making them more open to travel and wanting to travel more. There is something to be said for short-term study abroad programs providing an impetus for students to pursue more intercultural and international opportunities.

In regards to revisiting the experience, comments by students go further in that seven of eight indicated continued reflection and synthesis beyond ideas on travel. The students mostly focused on revisiting their experience with different cultures, their perception of difference, and how they interact with others. One discussed a very emotional period of reverse culture shock that was difficult to process. When asked whether ideas stated in the post interview about the countries or culture have changed, all of them stated no significant changes with some restating ideas from the post interview; however, one did make specific mentions on their ability to re-contextualize what they observed after returning to the United States. The interview participant from the Europe program clarified that “over time, I have felt more positively about Germany (Berlin) and Turkey (Istanbul),” after being reminded that some behaviors that felt strange at the

time were also seen in the United States. The student clarified that actions that appeared different no longer felt inherently negative. These reflections indicated that students continue to synthesize the experience over time and that some may upon return start to reevaluate perceptions in the context of their home culture. There were also some signs of distancing, in that over time while the experience certainly stands out, the stimulation felt during and immediately following the study abroad was not as present.

This casual distance from the experience appears in students' comments on with whom and how they communicated about the study abroad. All students mentioned talking about the experience with others, usually friends, family, and fellow students. While students noted varying levels of depth, two mentioned the somewhat anecdotal and surface level nature of those discussions. One in particular mentioned the difficulty in relating those experiences deeply to others. "The only outside person I have tried talking at a deeper level about my study abroad trip with is my boyfriend but even he couldn't grasp specifically the reverse culture shock that I experienced after coming home" (*Italy*). Part of maintaining gains further out may be in finding ways for students to continue to talk about the experience in meaningful ways and build on the experience. While each program is unique, this aspect of structured reentry appears somewhat absent and students were left to maintain this part of the learning process through their own initiative.

In that regard, the continued communication with locals from the countries students visited was noted here. Three of the eight participants noted some form of active contact with locals from and still in the country where they studied abroad. Of those, two were mainly through Facebook and some emails, but one had deeper ongoing contact. "I talk to the different students and professors every once in a while to keep in touch and make plans to see each other

when we are able to visit each other's countries" (*Mexico*). In all three of those cases the relationships drew from specific university partnerships in the host country. Ghana had university accommodations, local faculty seminars, and planned meetings with graduate students. China had assigned student buddies, local faculty lectures, and university accommodations. Mexico had project teams with local students, local faculty support, and both host family and university accommodations. At a programmatic level, there were no significant gains in *Relationship Interest*; however, in total students did eventually see significant gains in *Relationship Interest* from before the experience to three months later. The purposeful seeds programs placed during the experience may be a part of how programs cultivate more global networks among students.

While only one program had a formal class following the study abroad experience, students did appear to consider the short-term study abroad experience as providing ongoing benefits and skills. When asked to "Describe ways you have used any of the skills or experiences you had in study abroad in your daily life," the statements reinforced sentiments provided during the post interview and supported the data that perceived gains were sustained in the three months following. All students mentioned skills related to intercultural competency with six of the eight focusing on areas of **Interpersonal Engagement**, in particular the ability to consider cultural difference and to relate to others of different backgrounds. Two students commented on aspects of *Exploration* and *Global Mindset*, where students were better able to conduct similar projects and synthesize or connect varying cultural information. Though mentions on **Hardiness** were few, one did comment on the component of *Emotional Resilience* and an increased ability "to overcome difficulties that are not extremely important" (*Ghana*).

Taking those skills further into other forms of intercultural activities, three of the

participants mentioned academic related activities. While these were mostly assignments due following the post interview, one mentioned incorporating knowledge from the study abroad into a presentation for another class assignment. Those same three students and one other mentioned participating in non-academic intercultural activities. Two were related to diversity and inclusivity training as part of Residential Assistant (RA) Training. One was with an outside organization where they “planned, directed, and facilitated the International Leadership Academy..., which is a camp for high school students from 8 different countries” (*Peru*). And one took part in both personal and volunteer activities that include “weekly salsa dancing and a one-time Czech kolache festival [and] volunteer work with the elderly and Special Olympics” (*Europe*). There are a variety of factors and student participation may not be a result of the short-term study abroad program, but continued recognition and participation in intercultural activities may be part of maintaining gains in intercultural competency.

The follow up survey to interview participants allowed some insight into students’ continued connection to their short-term study abroad experience. The survey allowed consideration of whether students kept the same thoughts on culture three months following the experience and how those attitudes since returning from the experience interacted with other aspects of their daily life. Though only a small sample, these surveys combined with pre and post interviews seem to support the data that students, while more removed from the immersive experiences, still look for ways to communicate and maintain gains made in intercultural development.

Visual Ethnography

Perhaps most unique to this study was the focus on the particular documentation of photographs within study abroad. The use of photoethnography in this research is meant to

explore representation of experience through the selection of photographs by student participants. These photographs demonstrate some parts of Research Question One on what gains, if any, are made in intercultural competence, as well as components of Research Question Two on what factors, including both structured and unstructured activities, influence any gains in intercultural competence? Specifically, how do those photographs connect to the additional question of—in what ways does photo documentation represent gains in intercultural competence?

Photograph selection process. The directive given to all students was to select ten photographs that they felt encapsulated their study abroad experience. The instructions were meant to be open to interpretation and during the interview students were asked: *Did you have a particular theme in mind when choosing these ten photographs?* These statements of theme

Table 4.13

Photograph Selection Process by Program

Program	Theme	Quote
Peru	Overall Experience: Time	"I tried to get a decent spread all throughout the trip. Not all at the beginning, middle, or end."
Ghana	Overall Experience	"...what I thought was like holistic of the whole trip"
France; Netherlands	People: Program Group	"...all my photos that I picked, there are people in them. And, because I thought it was more about like us.... There's only 10 of us."
China	Overall Experience	"I wanted to portray China, I wanted to portray the people that I was with, and I wanted to portray just my whole experience in taking pictures."
Italy	Daily Experience	"Like I first I had a couple pictures of like Pisa, the monument, and just like touristy things, but those really weren't what we were doing most of the time. Like most of the time, when I think of what I did the past month, it was like this, exactly."
Mexico	Overall Experience: Learning	"I just focused on the ones that were like...I felt like I was learning something from them or just more significant moments that I enjoyed."
Germany, Austria	Overall Experience	"I think they're representative of the trip as a whole and they show parts of the educational aspects as well as parts of the cultural immersion that we had."
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	Overall Experience: Narrative	"I wanted to have a photo where I could tell you like multiple things about it. Like, it's not just me in front of something; it's like there's a story with it."

(selection criteria) ranged from focusing on people within the program to wanting to capture the overall experience with specific descriptors related to time, the day to day, or learning (Table 4.13). This selection process sets the stage for the presentation of photographs that the students chose, providing a narrative tone that students could go back to when reasoning why *this* photograph. It is, as with any exhibition, a process that “assumes an initial judgment of value: it is important to show and know about this” (Kratz, 2002, p. 91).

What differentiates this process from a formal exhibition is the fact that students are not professional photographers, with one exception from the Mexico Program. Still, even in the casual nature, students considered the visual appeal of the photographs when selecting them. During interviews some made compositional comments like, “And so I thought it was kind of a cool angle—showed the depth of the different areas” (*Peru*). Additionally, students did not go into this experience with a photography objective beforehand, rather they were expecting only an informal presentation of photographs upon returning. For the most part, each student kept in mind the concept of an overall experience, choosing a variety of photographs across locations and time. The most obvious deviations in photograph choice based on theme nuances was in the France and the Netherlands Program, which focused on photographs of the program group; and the Italy Program, whose choice to focus on the daily experience really did bring a different lens to programmatic place and activities. The Mexico Program, while stating a similar theme to other programs, differed from other programs composition due to the student’s professional background and in that most of the photographs were from a narrative journalism project that required a story from locals. Keeping the stated selection criteria for these photographs in mind informed the subsequent visual and narrative analysis.

Compositional focus. The initial analysis of the photographs considered the visual and

compositional focus. As an interpretive tool, Willis (1995) explains that the flexibility of photography allows it to “[operate] at many levels both visibly and invisibly in constructing historical knowledge” (p. 81). In this way, Hüppauf (1995) describes photography as a category of its own that has its own “independence” that a researcher should be aware of “in its relation to both the photographer and the medium” (p. 95). Such interpretations require a critical awareness of the photograph and selection of photographs in terms of values, possibilities, or problems (Kratz, 2002). One process that Kratz (2002) discusses “is to map the contours of a particular case of representation and follow it through different settings, interactions, and interpretations” (p. 90). Any observations about photographs used in this study are aware not only of the presentation, but also the context of that experience.

Table 4.14

Compositional Focus for each of the Ten Participant Photographs by Program

Program	Place	Object/ Sign	Still Self	Active Self	Still Group	Active Group	Locals
Peru	7		1		1		1
Ghana	7	2			1		
France; Netherlands			1		6	3	
China			4		3		3
Italy	2	1	3		3	1	
Mexico	2	1		1	1	1	4
Germany, Austria			3	1	5		1
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	2	1	3	1	1		2
TOTAL	20	5	15	3	21	5	11

While there are many features within a photograph, for the purpose of analysis the ten photographs from each program were coded based on the main visual component (Table 4.14). This provided seven categories: place, objects and signs, photographs of self in a still position, photographs of self actively doing something related to an activity or emotion, still group photographs, photographs of the group actively doing something, and finally photographs that

include locals from the host location. Such compositional categories indicate student engagement with the photograph, not only as an extension of selecting the photograph as having value, but alluding to what is most important *in* the photograph. Is the most important visual the place itself? Is it important that I (the student) am in the photograph? In group photographs, who is included? What are we doing? How often are locals of the country included? Many of these questions require the narrative accompaniment of the interview, but on a purely compositional level there can be some interpretation on how the student captured their experience. For example, in total photographs of places (buildings, parks, monuments, etc.) had the second largest frequency; however, this drew mainly from two programs that had photographs focusing on landscapes and place with no people included—Peru and Ghana. Most programs provided photographs with people, often still group shots with others from the program (the most frequent) or photographs of the student participant alone by a landmark or point of interest (the third most frequent). If we group those categories involving people together, 55 of the 80 photographs (nearly 70%) include a person engaging with the experience.

In casual travel, one might expect photographs of places and people with whom one is traveling. As part of an intercultural experience on the other hand, one might hope that more local interactions are captured. Thus, the category wherein locals from the host culture are included is represented here. While some of those local interactions were passing observation, seven of the eleven photographs that include locals came about as part of an intentional programmatic choice. In Peru, the photograph captured Peruvians as part of a visit to a Women's Weaving Co-op. Two of the three photographs in China were of Chinese university students as part of a "buddy" partnership between universities. All four photographs in Mexico were programmatic, including host family members, local university student group members, and the

locals interviewed for their main project (Figure 4.5). This category did not indicate of all programmatic interactions with locals, but it did show in some respects the importance to the student that people, both fellow colleagues and locals, had in



Figure 4.5. Locals Interviewed during Mexico Program.

engaging and remembering the experience. How those visual cues then appear in the student narrative allows for further analysis along the Intercultural Growth Framework.

Visual cues and narrative development. Part of context is recognizing the relationship of the photograph to the photographer. In any visual engagement, Devereaux (1995b) comments that “when we encounter the other we are inclined to project onto it those aspects of ourselves that we cannot own or even acknowledge” (p. 60). There is already some interpretation on the part of the student, wherein the act of photography “[gives] significance to things and events in the world” (Devereaux, 1995b, p. 68). While the compositional reading provided some interpretation of the photographs, it was the interviews that provided richer narratives on how those photographs might fit in the spectrum of intercultural development.

Just as with the post trip accounts, interviews directed at student photographs were coded as shown in Table 4.15 to illustrate the frequency at which each photograph prompted statements related to the Intercultural Growth Framework: concrete experiences (stress), reflections and observations (growth), empathy and adjustment (adaptation), and local experimentation (growth). Each photograph inherently captures a concrete experience that participants decided

were valuable to share. Moving beyond the narrative of what happened in the picture and adding comments related of further growth and adaptation was where students spoke more about gains in intercultural competence as prompted by the visual cues from their selected photograph.

Table 4.15

Frequency of Intercultural Growth Codes as prompted by Participant Photographs

Program	Concrete Experience (Stress)	Reflection & Observation (Growth)	Empathy & Adjustment (Adaptation)	Local Experimentation (Growth)
Peru	10	9	4	2
Ghana	10	8	2	5
France; Netherlands	10	5	3	0
China	10	7	5	4
Italy	10	8	3	1
Mexico	10	8	5	4
Germany, Austria	10	9	4	4
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	10	8	3	1
TOTAL	80	62	29	21

Matching the coding method used for the rest of the post trip interviews, these photograph narratives were marked as **reflection and observation** when they made a point of reflection or observation about the place or the culture. Some examples include, "...the I Amsterdam sign, which is a very popular area. And they call this the Watering Hole. It's just like a, you know, a foot deep of water and people just, you know, put their feet in. A lot of people were like reading or had their children around this area" (*France & the Netherlands*) or "I picked because the Berlin Wall has such a negative connotation and was such a bad thing for so long, but in—in recent years they've taken pieces of the Berlin Wall, and this is what's considered the East Side Gallery, where they have hired people to come in and paint this almost glorified graffiti across the wall. And so, Berlin has taken something that was so negative and turned it

into something that's positive and an attraction for people and that people can enjoy now" (*Germany and Austria*). In both these cases, the photograph was of the still self as part of the composition. While there may be focus on the person, the place or objects in the photo can prompt further reflection about those experiences. And they often do, with the majority (77.5%) of photographs being coupled with reflective or observational comments.

Though much less frequent, 36.25% of the photographs included comments related to empathy for the culture or comments about adjustments made within the new environment. In the case of the Mexico Program, the photograph itself was a landscape, but there was a much larger story behind it to which the student connected, elaborating that "Cause our story was about how this family got displaced. Because this, where the lake is, used to all be agriculture. And they flooded it to make a lake to let in tourism, so it like pushed all these families out. And so, I thought it was significant just cause it's—that lake is a big part of our story" (*Mexico*). Or when adjusting to a structured visit in Turkey, the photograph mainly focused on the person in traditional clothing, but still articulated further feelings of "...here's me in a mosque with the head covering. And like I said, there was a real push to blend in, you know. Cause like it, it wasn't that desirable to stand out as an American in Turkey. So, you know, do, do your best to go with the customs" (*Europe*). The photographs acted as cues, but rarely captured the full story that these students wished to share through visual alone.

In fact, for many photographs without any local people in the composition, stories about local interactions would be a major point of focus. The Peru Program had a photograph of the Presidential Palace in Lima, but the elaborate story that followed was only briefly connected to the building itself where "[they're] finally like, 'What is this? Like, why is there these guards and everything like there? I mean, obviously it looks kind of important.' And he goes, 'Oh, that's the



Figure 4.6. Presidential Palace in Lima, Peru.

Presidential Palace.’ And then he immediately just starts talking about like his parents voting behavior or something years ago and stuff” (Figure 4.6). This prompted conversations with other assistant guides to confirm the reflections about the quality of the tour.

Another case occurred with the Ghana Program, where the photograph seemed like a fairly nondescript building, but connected to this “really cool experience to get to work [at a children’s orphanage] and to get to meet the woman who started it all. And the woman who served here for twelve years. The woman who’s really doing it all on her own. So it was really cool. She was an amazing woman. And I think we all left definitely wanting to support her in some way.” Compared to the eleven of eighty photographs (13.75%) that included a local person in the composition, almost twice as many comments were made involving local interactions (26.25%). While these photographs captured part of the experience, there was much more in the narrative that spoke to students’ intercultural development.

In general, photographs were used by students more as a visual cue. Given the undirected nature of the task, one might expect the photographs to prompt mostly descriptive experiences with some cultural or location-based observations as illustrated by the frequency of comments related to reflection. Still, the frequency of comments indicating empathy, daily adjustments, or local interactions was not lacking and the photograph directed narratives still suggested moments where the students were able to adapt to and better understand the observed cultural worldviews

and have those experiences confirmed through local interaction. As such, the intercultural development described in each photograph was both expected and yet surprising for different reasons. The frequency of intercultural growth comments for such short-term programs might follow expectations of greater reflective comments than mentions of deeper empathy, adjustment, or local interactions; however, the intersection with what students took photographs of to how students communicated the experience was somewhat unanticipated.

Placed in the context of the compositional focus, what students took pictures of was rarely an indicator of how students talked about the photograph. For example, the code for local experimentation wherein a student mentioned a distinct verbal or nonverbal interaction with locals from the program location did not necessarily match with photographs that included a local. Ghana had zero photographs that included locals as part of the visual composition and yet in five cases the photograph cued a story of interaction with locals related to the place or object in the photograph. Or in the opposite situation, there were photographs with locals that were made more in observation than any further intercultural interaction. Similarly, photographs involving the self or program group were not always limiting of the stories accompanying the picture. Rather, what could be interpreted as controlling of the narratives was more in the selection process than in the compositional focus. Whereas most students chose photographs based on the overall experience with some nuances, only the student participating in France and the Netherlands provided a very narrow criterion of only including photographs of program members. In this case, the stories described programmatic experience and observations, but rarely moved outside of the program group or place.

Taking these interpretations a step further, we can again break down each photograph into categories of structured and unstructured activities (Table 4.16), where the total frequency of

intercultural growth codes beyond concrete experiences is noted for comparison. As with the post trip interviews, the photographs again showed a similar trend of greater narratives of reflection, adaptation, and local interaction when more photographs relate to structured activities. This was limited by the selection process which did not specify the types of photographs to include, but it does suggest that intercultural growth is aided by being part of an intentional process. Students appear to be able to connect their experiences more clearly to aspects of intercultural learning when there is some structure to link to the meaning of those activities.

Table 4.16

Structured versus Unstructured Activities based on Photographs by Program

Program	Total Intercultural Growth & Adaptation Codes <i>*Not including concrete experiences</i>	Structured Activities	Unstructured Activities
Peru	15	7	3
Ghana	15	8	2
France; Netherlands	8	4	6
China	16	8	2
Italy	12	5	5
Mexico	17	8	2
Germany, Austria	17	6	4
Turkey, Germany, Poland, Hungary, Austria, Czech Republic	12	4	6
TOTAL	112	50	30

Moving forward, the process of taking, selecting, and talking about photographs in study abroad speaks to possible methods for enhancing the visual documentation of study abroad experiences. Preparing students for how to visually document programs as an intercultural experience and not just a travel experience may help in better connecting what photographs students take to how students both remember and talk about those moments. Certainly, photographs document the experience and can be honed to visually impart stories, but it was still the students' narrative that added to the memory of why it was important and what deeper values

those moments might have had.

When I see this photograph I supply to this image a memory of the smell of woodsmoke, the ruckus of turkeys and baaing lambs, voices carrying up the mountain slope from neighbours' courtyards, truck horns, and scratchy *cantina* music. The feel of dawn frost under my bare foot. You, who have likely never been there, can supply none of this.

What meanings and associations extrinsic to this image do you supply?

(Devereaux, 1995b, p. 57)

Summary of the Findings

Through layered analyses, these findings begin to build an overall story about the intercultural growth and development that students have experienced as a product of participating in a short-term study abroad program. The quantitative IES data and the qualitative narratives through interviews and photographs each addressed portions of the research questions: (1) What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program? and (2) What factors, including both structured and unstructured activities, influence any gains in intercultural competence?

Research question one. In terms of what gains, if any—the IES data measured significant gains in overall intercultural competency, a change mainly influenced by three of the six competencies (*Self-Awareness*, *Global Mindset*, and *Relationship Interest*). Based on the qualitative interviews and document analysis, students also showed development as a part of the Intercultural Growth Framework. For both post trip interviews and photograph direct interviews, students touched on each stage of intercultural growth with a particularly high frequency of comments associated with reflection and observation. The findings support the assertion that students' participation in short-term study abroad can have significant impacts, both in gains in

some intercultural competencies, particularly in *Global Mindset* and in development through communicated stages of intercultural growth as cued by questions about the experience and self-selected photographs.

Research question two. As to what factors may be influencing those gains—analyses surrounding the connection of activities and assignments to related *intercultural competencies* along with grouping of structured and unstructured activities points to the necessity of programs to have intentional objectives surrounding overall programmatic structures. Students' intercultural development was most clearly communicated when coupled with structured activities. Programmatic design appeared to be a critical link for students to connect to and learn from these intercultural experiences.

Though there were of course limitations to this study, these findings illustrated interesting narratives of growth as part of these short-term study abroad programs. These developments and what they imply for the practice of international education will be discussed in more detail as we move forward to Chapter Five.

CHAPTER 5

DISCUSSION

In considering the findings presented in Chapter Four, the following discussion expands on those questions of development and documentation of intercultural competence in short-term study abroad as seen in the overall trends within the Intercultural Effectiveness Scale (IES) data and themes that emerged from the in-depth interviews, photograph analysis, and follow up surveys. This section will first provide a summary of the study, reiterating the purpose and main research questions. A review of the findings will emphasize some of the larger themes within both the quantitative data and qualitative narratives. This discussion will feed more directly into the two guiding research questions and finally into conclusions that may be drawn regarding these eight short-term study abroad experiences.

Before highlighting those aspects of the study most relevant to the research questions, it is important to emphasize the fact this study has demonstrated the capacity of short-term study abroad programs to influence change. Given thoughtful and intentional design, development of intercultural competence and intercultural growth are possible. Moving forward, educational leaders and the faculty leading these programs should note that if institutional objectives are shifting to include global citizenship and intercultural competence, and the majority of education abroad options at those institutions consist of short-term programs; then institutional and programmatic structures need to support those concepts of intercultural growth and learning.

Summary of the Study

This study was not meant to be an inquiry into student satisfaction, but rather a meaningful exploration of intercultural competence as an objective of short-term study abroad. That is to say, the purpose of this study is to examine eight non-language learning, short-term

study abroad programs and the impact, if any, that those programs had on students. Based on the impact shown, there is a secondary purpose of understanding how such assessment by institutions might provide actionable methods for bolstering short-term study abroad programs in a way that support intercultural growth and learning.

Two main questions guided this research: (1) What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program? and (2) What factors, including both structured and unstructured activities, influence any gains in intercultural competence? To examine those questions, this research was exploratory because there was some uncertainty in the beginning about whether there would be movement in terms of intercultural development. This study of eight typical short-term study abroad programs from three different higher education institutions is aimed at the current state of intercultural development using mixed methods of quantitative IES surveys and qualitative interviews, photograph and document analysis, and follow up surveys.

In total, fifty-five student responses were used in the analysis of IES survey data before, immediately after, and three months following their study abroad experience. From among an initial pool of eighty student participants, one was chosen by lottery from each program for two in-depth interviews before and after their study abroad experience, directed questions on ten self-selected photographs, and one additional follow up survey with long form questions related to previous interviews. While these methods provided a wide berth of information, those findings most relevant to the research questions and evidenced through quantitative and qualitative analyses are discussed here.

Discussion of the Findings

For the three institutions within this study, all had institutional missions that include

educating students to be global citizens or adaptable to the global economy. In line with many other institutions, such outcomes for intercultural competence are becoming a large part of university objectives (AAC&U, 2013; Deardorff, 2006; Olson et al., 2006) and continue to be a topic of research. To that end, previous literature has supported the idea that intercultural learning will not happen naturally, but rather requires meaningful training, preparation, and interventions (Behrnd & Porzelt, 2012; Deardorff, 2011; Pedersen, 2010; Vande Berg et al., 2012). Specifically in short-term study abroad experiences, Dwyer (2004) suggests that growth might be a possibility with careful, well-planned implementation. And while Dwyer (2004) cautions that her study may not apply to programs less than six weeks, other pre-/post-test research designs using the Intercultural Development Inventory (IDI) for programs (one in each study) less than six weeks did show some subscale changes (Anderson et al., 2006; Jackson, 2008).

With that in mind, for the eight programs ranging between two and five weeks, this study looked at how the goals of the three institutions manifested. The IES data presented in Chapter Four revealed some gains in Overall IES scores, specifically driven by the **Continuous Learning** dimension with the subscale of *Self-Awareness*, and the **Interpersonal Engagement** dimension with subscales of *Global Mindset* and *Relationship Interest*. The intercultural narratives also expressed gains in which students were able to connect experiences, both verbal and visual, to aspects of the Intercultural Growth Framework. Moreover, there is some evidence that students were able to speak about such growth more often when coupled with experiences surrounding structured activities.

This endeavor centers on two research questions about the nature of gains, if any, within the context of short-term study abroad experiences. The following sections expand on ways in

which gains might be seen in terms of intercultural development across multiple measures. In consolidating the findings from Chapter Four, each question is organized to most clearly discuss intercultural development. As such, gains are placed in the context of movement along the IES and student connections to the Intercultural Growth Framework; and influencing factors are in connection to the programmatic structures, activities, and assignments supporting those gains.

Research question one. *What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program?*

Development along the IES. In the context of this discussion, intercultural competence encompasses “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, 2009, p. 97). This definition is supported by recent literature (Bennett, 2009; Deardorff, 2006; Deardorff, 2011; Schaettim et al., 2009) and acts as a foundation for the methodology chosen. As opposed to the Intercultural Development Inventory (IDI) used in some studies of other short-term programs (Anderson et al., 2006; Jackson, 2008), the Intercultural Effectiveness Scale (IES) was chosen because it classified the overall aspects of intercultural competence into “three distinctive though related domains and each of these factors [were] broken down into separate competencies” (Mendenhall et al., 2012, p. 13). Those domains of **Continuous Learning**, **Interpersonal Engagement**, and **Hardiness** and the related competencies of *Self-Awareness*, *Exploration*, *Global Mindset*, *Relationship Interest*, *Positive Regard*, and *Emotional Resilience* are at the forefront of the quantitative assessment of this question.

In terms of quantitative assessment, and in line with our chosen definition of intercultural competence, student participants showed significant gains within the IES immediately following a short-term study abroad program that were sustained three months following the experience. In

total, the fifty-five student participants showed significant gains in intercultural competency (based on the Overall IES score) as driven by two of the three **domains** and three of the six *intercultural competencies*. When comparing means scores for all fifty-five students, the intercultural competencies that showed significant gains were *Self-Awareness*, *Global Mindset*, and *Relationship Interest*. Two of those competencies, *Self-Awareness* and *Global Mindset*, showed positive gains with significance ($p < 0.05$) in tests from pre to post and post to three months. While these gains are still considered significantly higher than pre-trip scores, the trend does show a decline occurring in *Global Mindset* three months post return (Figure 5.1). One of the competencies, *Relationship Interest*, did not develop significant gains until three months later. The context for these changes as part of the IES norm referenced feedback reports describes the movement for *Global Mindset*, which exhibited a large effect size ($\eta^2 > 0.14$), as going from low moderate to high moderate levels. For *Self-Awareness*, which exhibited intermediate effect sizes ($0.060 < \eta^2 < 0.139$), and *Relationship Interest*, which exhibited a large

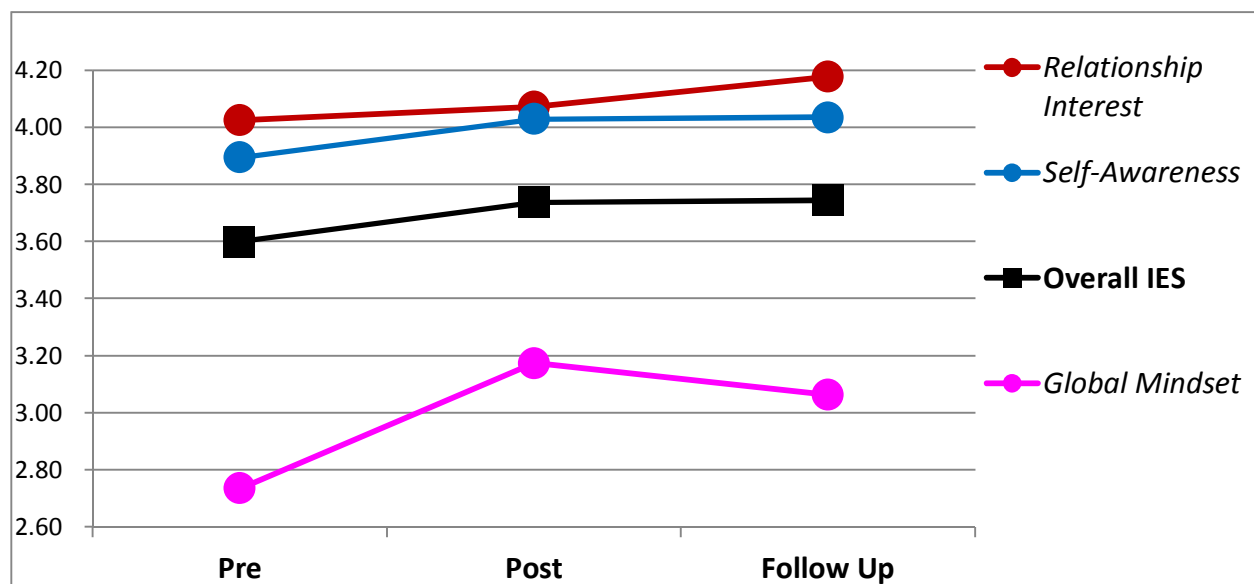


Figure 5.1. Mean Scores in Overall IES and Intercultural Competencies with Significant Changes over Time.

effect size ($\eta^2 > 0.14$), the norm-referenced report described movement from moderate to high moderate levels. The combination of these competencies (*Self-Awareness*, *Global Mindset*, and *Relationship Interest*) illustrated positive and sustained gains of statistical significance in intercultural competency (Overall IES Scores) as an outcome of participating in a short-term study abroad experience.

Investigating further in those groups as part of different short-term study abroad experiences, non-parametric data analysis also revealed varying patterns of gains with significance in six of the eight programs: Peru, China, Italy, Mexico, Germany and Austria, and Europe (Table 5.1) In this case some, but not all, of the competencies affected as part of total sample of student participants showed significant or near significant changes. While there might be some areas of change approaching significance in the post-hoc analyses, only those components showing significant changes overall as part of the Friedman’s ANOVA test will be discussed. The driving competency for most significant changes within short-term programs appeared to be *Global Mindset* in the dimension of **Interpersonal Engagement**.

Table 5.1

Programs with Significant Gains by IES Dimensions and Competencies

Overall IES					
Peru, Italy, Mexico, and Germany & Austria					
Continuous Learning		Interpersonal Engagement		Hardiness	
<ul style="list-style-type: none"> Germany & Austria 		<ul style="list-style-type: none"> Peru China Italy Mexico Europe 			
Self-Awareness	Exploration	Global Mindset	Relationship Interest	Positive Regard	Emotional Resilience
<ul style="list-style-type: none"> Peru 		<ul style="list-style-type: none"> Peru China Italy 			

Five programs showed significant changes in **Interpersonal Engagement** as driven by subscale changes in the competency of *Global Mindset*: Peru, China, Italy, Mexico, and Europe. Of those programs, three had significant changes in Overall IES: Peru, Italy, and Mexico. These were mainly influenced by *Global Mindset*, but had accompanying shifts in other competencies that may differentiate the Overall IES scores. For example, the Peru Program showed a significant change in the competency of *Self-Awareness*, the Italy Program had upward movement in *Relationship Interest*, and Mexico had upward movement in *Self-Awareness* and *Emotional Resilience*. These subtle differences in programs are limited by the sample sizes, but do imply that while the overall effect of short-term study abroad experiences may provide for positive gains, there are variations at play that may influence gains at a programmatic or institutional level. How those influences might come into play are discussed further within Research Question Two and as a part of recommendations for further research.

Development within the Intercultural Growth Framework. The definition for intercultural competence was used as a foundation for development of the AAC&U (2013) *Intercultural Knowledge and Competence VALUE Rubric*. Like the IES, this AAC&U rubric provides three domains each with two corresponding intercultural values: knowledge (cultural self-awareness, knowledge of cultural worldview frameworks), attitudes (curiosity, openness), and skills (empathy, verbal and nonverbal communication) (AAC&U, 2013, p.2). These values along with Kolb's (1984) experiential learning cycle and Kim's (2001) Stress-Adaptation-Growth Process Model formed the theoretical framework for this study. This Intercultural Growth Framework allowed a qualitative understanding of eight student narratives and the process through which concrete experiences were connected to areas of intercultural growth: reflection and observation (growth), empathy and adjustment (adaptation), and local

experimentation (growth).

Within the qualitative interviews, students brought up a series of perceived gains and new cultural understandings as a product of their study abroad experiences. These narratives were then coded to match aspects of the Intercultural Growth Framework. Some moments were only descriptive concrete experiences; while others were able to move further touching on areas of intercultural growth through comments of deeper reflection, unique observation, adapting to the local culture or environment, or interacting with locals either in casual information exchange or more significant cultural checks. The frequency to which these comments occurred illustrated the how often students perceived and expanded upon intercultural opportunities while abroad. In that respect, these intercultural narratives support the quantitative data of perceived student growth with perceived student experiences.

Student narratives in both post interviews and photograph directed stories had the highest frequency of comments related to reflections and observations. Often coming about as a natural extension of the experience being communicated, these reflections about cultural differences or observations about the uniqueness of the experience tied most closely with those IES competencies of *Self-Awareness* and *Global Mindset*, the degree of interest in learning about different cultures (Mendenhall et al., 2012, p. 9). Students would express areas of *Self-Awareness* when making reflections about their own culture or comparison between cultures (“There are definitely a lot more I guess similarities between here and there than I may have thought at the beginning going into it, especially in the cities. But at the same time there are also distinct differences between the two as well.” – *Peru*) and *Global Mindset* through some of the reflective or observational comparisons (“I got a very clear sense of the religious presence in Turkey. ...I kind of noticed that you know in Germany and in Vienna there was a real fast paced atmosphere.

And then in Poznań and Prague, it was a lot slower. Just kind of cool to see places close together that you know have very different attitudes and things.” – *Europe*).

In this manner, students expressed diverse reflections and observations and continued thoughtfulness. These also aligned with the AAC&U (2013) values of cultural self-awareness, curiosity, and openness. It is at this point within the Intercultural Growth Framework that students are able to question previous assumptions and take in new cultural information from the experience. The frequency at which students organically brought up reflective comments and observations on the host cultural and their own culture support the possible connection to gains along the IES in competencies of *Self-Awareness* and *Global Mindset*.

While less frequent than such reflection and observation, there were still a fair number of comments made in both areas of empathy and adjustments (adaptation) and local experimentation (growth), which feed into the IES competencies of *Global Mindset* and *Relationship Interest*. The complete definition of *Global Mindset* as measured by the IES is in part an interest in learning other cultures and cultural worldviews, but also about the **people** who make up those cultures and live them (Mendenhall et al., 2012, p. 9). According to Levy et al. (2007), *Global Mindset* encompasses orientations of cosmopolitanism wherein individuals seek to “mediate between the familiar and the foreign... [And show] a willingness to explore and learn from alternative systems of meaning held by others” (p. 240). Such facets can be seen from adaptive comments made about empathy for other cultural worldviews or adaptation to other cultural situations (“To know to like respect other cultures. Your way may not always be the best way, and so it’s really good to like be respectful of other cultures, and you know kind of like take on their perspective of—. You know, okay, they may seem rude to you now, but the reason—there’s not—they think you’re rude kind of thing. And so look at from like their perspective as to

why they do the things that they do” – *France & the Netherlands*). Or for example, when discussing the experiences of interacting with German students and French families, one interviewee commented that “there’s some way you can relate to them and some, some that you’re going to be different. And so, I found that no matter who I’m speaking to there’s some way to have a conversation and relate to that person and really get to know people no matter where you come from or what cultural background you have” (*Germany and Austria*). These interactions also set the stage for Relationship Interest, which did not develop significance until three months later. For example, in the China Program where they had local student buddies—“our partners you know whenever they didn’t have class or whenever they didn’t have anything to do. And they would come over and just I guess hang out. Or they would take us out to any school activities or anything just that they wanted us to do” (*China*). Combined with comments from the follow up survey, those opportunities seemed to help students start to develop more international relationships. A skill that students most often referenced in both post trip interviews and follow up surveys was the ability to relate to people with “different backgrounds and points of view” (*Mexico*). Furthermore, some students appeared to varying extents to maintain these new contacts with locals from the location where they studied abroad.

The significant positive gains seen in *Global Mindset* and later gains in *Relationship Interest* as part of the IES seemed to draw parallel to many of the codes surrounding empathy and adjustment and local interactions. These comments built upon the AAC&U (2013) values of knowledge of cultural worldview frameworks, empathy, and verbal and nonverbal communication. These intercultural narratives point to students reaching deeper levels of the Intercultural Growth Framework when students can start to adapt to other worldviews and experiment with different frameworks when interacting with locals. The combined frequency of

intercultural growth codes as well as the gains seen especially in the IES subscale of *Global Mindset*, convey that these short-term study abroad programs did seem to provide experiences that allowed students to complete full cycles of experiential learning within the context of the Intercultural Growth Framework and subsequent gains in intercultural competency.

Other intercultural competencies. To the question of what gains were perceived as an outcome of participating in short-term study abroad programs, it is also important to understand what areas did not indicate significant changes. Within the IES movement, the competencies of *Exploration*, *Positive Regard*, and *Emotional Resilience* were not statistically significant; however, despite depicting minimal gains, those subscales did show mean scores trending upward. The intercultural narratives from student interviews seem to support this trend as well. In fact, *Exploration* did show a strong upward trend immediately following the study abroad that dwindled three months after students returned. This may suggest when coupled with post trip interview comments, like “Getting to know the history of China. So big, so amazing. I never had—no idea that you know there was a country with such history” (*China*), that *Exploration* may be aided by the immersive environment, but once removed students were less likely to actively explore new cultures in the same way. In terms of *Positive Regard*, interview participants appeared to maintain a similar optimism in both pre-trip and post trip interviews, with no statements related specifically to shifts in positive outlook. Finally, some interview participants expressed overcoming challenging situations (“It was also the [most fun] thing, like trying to speak to somebody that you don’t know how to talk to. So, you know working together to try and figure out what each other is saying was pretty interesting experience. But it was definitely very challenging.” – *Mexico*), but not to a degree indicating significant changes in students’ mental ability to handle such encounters. That said, the average scores when norm

referenced for these IES competencies began at a moderate to high moderate level. Should programs wish to influence these particular competencies, it may be necessary to utilize more sophisticated interventions especially if students are entering the program with a high predisposition in these areas.

Research question two. *What factors, including both structured and unstructured activities, influence any gains in intercultural competence?*

Having established that there are some components of intercultural competency where gains were demonstrated, our next point of discussion is what factors might be influencing those gains. Our focus within the data collection is in the programmatic structure for these short-term programs and the activities involved as they relate to student narratives and documentation about the experience.

Programmatic structure. To reiterate, among the total sample of students participating in short-term study abroad programs, positive gains were seen in the Overall IES as driven by certain intercultural competencies: *Self-Awareness*, *Global Mindset*, and later *Relationship Interest*. In reviewing the stated objectives, all eight of these short-term programs describe in some form within their syllabi an aim of developing cultural knowledge or awareness and/or understanding areas of cultural difference.

To that end, one of the main areas programs developed well is what Kim (2001) might consider a prerequisite for the process of intercultural growth and learning—providing students with preparedness for change. As supported by pre-trip interviews, every program had at least one meeting before leaving on the program that included orientation and discussion of possible cultural issues. Five of the eight programs included at least one lecture related to the destination culture. Three of the eight programs had some pre-trip deliverables, two had exams related to the

culture of the host country and one had a required blog post focused on self-awareness and expectations for the experience. This **preparedness for change** appears to have benefited programs in providing a launching point for subsequent gains.

The structure and activities within each program speak to specific intercultural competencies in the IES. The majority of planned activities within most programs focused on cultural exploration of sites, cultural knowledge, and engagement with or discussion of cultural differences. The assignments for documenting such experiences focused on reflection, observation, and written or verbal discussion of cultural knowledge and cultural difference. Each of these activities and assignments concentrated on aspects that could encourage competencies of *Self-Awareness*, *Exploration*, and *Global Mindset*, which correspond to the goals of these programs. These efforts are also supported by the findings of significant gains seen in *Self-Awareness* and *Global Mindset*. While movement in *Exploration* did not reach significance, it did indicate some strong upward movement from pre to post that may require activities more clearly linked with furthering *Exploration*. The programmatic structure in these short-term study abroad experiences as stated in the syllabi show a number of intentional, planned activities that are reinforced by thoughtful and related assignments focused on outcomes related to cultural knowledge and understanding cultural differences. That the related intercultural competencies to show the most movement from **pre to post** were in the domains of **Continuous Learning** (*Self-Awareness*, *Exploration*) and part of **Interpersonal Engagement** (*Global Mindset*) seem to confirm the positive influence of having purposeful activities and assignments designed to support the specific goals for developing intercultural competency.

Though far fewer activities were dedicated to characteristics meant to encourage *Relationship Interest*, several did offer meaningful opportunities that allowed students to begin

making international connections. Two of the eight programs had specific partnerships with local students built into the program and all eight programs included at least one planned activity involving local interactions and discussion with a local community, business, or student group. For example, the program in Ghana and the program through five countries in Europe both had a planned round table discussion with local graduate students or young academics. Still, taking that a step further, the program to China gave each student a buddy from the partner university. Not only were these buddies a part of the students' free time activities in Beijing, but they also communicated with each other by email three months before the trip. At a more extensive level, the program to Mexico had project groups with at least two other Mexican university students, one of whom worked as translator for the group. These groups worked together for the four weeks creating and developing a narrative story as part of their journalism project. Students participating in the Mexico program also spent two of the four weeks with a host family in the area where they were searching for a story. While there were structured and unstructured intercultural interactions, many of those interactions focused on communication of cultural difference and not necessarily on activities for continuing those interactions after the program finished. Therefore the three months following the experience may have been necessary for students to build behaviors for maintaining those relationships. It is difficult to presume that participating in study abroad alone lead to significant gains three months later, but there is some indication in post interviews and follow up surveys that the study abroad allowed students to interact with people of different backgrounds and that those skills carried into other aspects of students' daily lives.

The fact that *Positive Regard* and *Emotional Resilience* did not see significant changes as a product of these intercultural experiences, may be most influenced by the lack of activities

or assignments related to shifting disposition to view interactions in a positive light or working to develop mental strength against stressful situations. Most programs had no activities or assignments intended to assist in attitudes of positive regard or build mental strength; instead, programs aimed to encourage more cognitive experiences for understanding other cultures and cultural differences. Though some students commented on overcoming stressful or challenging situations, most appeared to do so within the context of existing emotional capabilities.

It should be noted that while programs did structure activities encouraging student curiosity, the overall changes in *Exploration* were not shown to be significant. Described as reflecting “a fundamental inquisitiveness” (Mendenhall et al., 2012, p. 8), students appeared to show upward movement in *Exploration*, but not at significant levels and none that were sustained three months later. This pattern of growth indicates a heightened state for students immediately after the experience that may be a product of more natural exploration for students when placed in a culturally different environment. The distance created by time removed from such immersion may be what allows that decline.

Those three seemingly short months provide an extended look at which intercultural competencies were sustained, developed further, or declined. The program structures for reentry were few if any, with just one program having a formal class meeting after the study abroad experience. Six programs had final assignments that were due within three weeks of returning to the United States. Two programs had assignments or commitments that took place at a period more than three weeks after the trip—the program to Mexico had an unofficial commitment by students to continue working on a Spanish version of their narrative project and Germany and Austria had a follow up blog post six weeks later. This dearth of programmatic follow up may be what has allowed some levels of decline in those areas of intercultural growth. While gains for

the competencies of *Global Mindset* remained significantly higher than pre-trip levels, there were drops from post trip levels and *Exploration* had a noticeable reversal. *Self-Awareness* was able maintain its gains with a very slight rise three months later. And only *Relationship Interest* seems to have continued to develop to the point of significant gains.

Structured versus unstructured activities. In coding the intercultural growth of eight interview participants, whether students drew from the structured or unstructured activities formed another layer of coding for both the post trip interview and the photograph directed interview. The wealth of data in these eight very distinct short-term study abroad programs provides a number of factors that may be influential, but this research was particularly interested in the relationship between the types of programmatic activities discussed and the frequency of intercultural growth codes.

Within the context of the post trip interviews, four of the eight programs (Peru, Ghana, Italy, and Germany and Austria) showed distinctly higher frequency of total intercultural growth codes beyond the initial concrete experiences mentioned. In cases with higher than average (18.875) frequency of comments related to intercultural growth, programs also had a distinct leaning toward one type of activity. Three of those programs leaned toward having greater structured activities. One program (Italy) leaned toward a far greater number of unstructured activities. As mentioned in Chapter Four, this deviation could be due to the overall programmatic structure for Italy that controlled the location of experiences, but not other intercultural interactions. As the only program to have students essentially live in an apartment for the four weeks, this immersion may account for the difference in allowing students more meaningful unstructured experiences.

There are some limitations in this interpretation based on overall number of concrete

experiences as decided by what students found valuable to share. Several program syllabi showed a number of activities that students did not bring up during the interviews. The total number of concrete experiences for each program varies, averaging 12.25 for each interview, thus also showing that programs falling short of that average will show below average frequencies of intercultural growth. The implication in this case being that given a greater number of concrete experiences to draw from, allows for greater incidences of intercultural growth and adaptation. Still, given that programs have less control over how unstructured incidences occur, the bolstering of structured activities or structure environments to increase opportunities for intercultural growth seems practical.

To provide more parity to this analysis, a similar process was used in comparing narratives directed at student selected photographs. Having an equal ten concrete experiences to discuss, those activities were again separated into structured versus unstructured activities. Five of the eight programs (Peru, Ghana, China, Mexico, and Germany and Austria), showed higher than average (14) frequency of intercultural growth codes. Those programs with higher frequency of statements related to growth and adaptation also had a greater number of photographs pertaining to intentional, structured activities as part of the program. Again, the photograph selection process was open to interpretation and is limited by what students found to be valuable, but this theme within the intercultural narratives does allude to more structured activities providing a stronger base for intercultural growth and learning. When activities have a clear structure and objective, students seem to be able to more clearly connect those experiences to stages of intercultural growth.

Intentionality. Due to the complexity of this phenomenon, one could not clearly say that these particular activities or assignments would produce assured development of intercultural

competency. What the IES, interviews, documents, and photographs do support is the need for intentionality. Intercultural competency and growth can occur in short periods if programs are structured in ways that target desired intercultural competencies. The continued development of those competencies will require not just meaningful reflection during or soon after the experience, but continued engagement by the program or the institution.

Implications for Practice

Bok (2006) has described study abroad programs as being “too short, too isolated from surrounding society, and too often situated in cultures similar to our own” (p. 247), and yet studies have shown that duration, while a constraint, does not have to be a limiting factor on the possible gains in intercultural development (Chieffo & Griffiths, 2004; Dwyer, 2004; Fischer, 2009; Paige et al., 2009). While still relatively new, the number of research and case studies specifically on short-term study abroad is growing (Anderson et al., 2006; Chieffo & Griffiths, 2004; Jackson, 2008; Lewis & Niesenbaum, 2005a; Long, Akande, Purdy, & Nakano, 2010; Tarrant, Rubin, & Stoner, 2014). And with that research comes a growing acceptance not only of student demand for short-term programs, but the need to provide thoughtful intercultural experiences within a compressed time frame. The Institute of International Education has stated that “shorter programs, if well planned, can offer a more intensive and focused experience—and may be the only realistic alternative in terms of the demands of your degree studies and economic resources” (as cited in Long, et al., 2010, p. 92).

As educational leaders in areas administering and developing short-term study abroad experiences, it is important to understand the ways students are developing throughout these shorter intercultural curricula and how educators can capitalize on those experiences. This study, in addition to this area of research, has allowed a deeper assessment of the concept of intercultural

competency and how that is perceived as an outcome of short-term study abroad. Rather than look at much broader concepts of intercultural development that may be part of an ongoing process throughout the students' life, this research examines specific intercultural competencies, the development within a shorter time frame, and the process of that development as part of an experiential narrative. Findings within this research indicate that gains can be found within short-term programs from two to five weeks in some intercultural competencies, particularly those focused on cognitive knowledge and awareness and a cultivation of a more global mindset. Moreover, those gains appear to be influenced in part by having activities embedded with well-defined higher order objectives of acquiring cultural knowledge and understanding cultural difference from which student can more clearly associate their experiences with processes for intercultural growth and learning.

The study appears to support the observation that short-term programs can be meaningful endeavors whose efficacy can be enhanced by thoughtful structure and ongoing discussion. Considering the diversity of short-term study abroad options that exist (Mills, Deviney, & Ball, 2010), both in general and as a part of this study, it is difficult to say exactly which structures or assignments would be most useful moving forward. Still, several themes have emerged that speak to certain practices recommended for education leaders when developing short-term programs. As Howard and Petrone (2010) have suggested when considering intercultural development within the IT industry, "it is incumbent upon us to reach beyond our own disciplinary boundaries to help facilitate [others'] intercultural competence as well" (p. 72)

Provide clear learning outcomes. Certainly a part of any course syllabus, the provision of clear goals for both content and cultural understanding offers a focus around which students

can contextualize their experiences (Donnelly-Smith, 2009; Mills et al., 2010). While each of the programs studied has course related objectives, most syllabi also include some form of understanding and learning about the destination culture. Especially if the goal is for intercultural competence, programs should include higher order outcomes in order to better connect activities and assignments to experiences unique to the intercultural environment (Tarrant et al., 2014).

Preparation for change. Considered a requisite by Kim (2001) for those seeking to become more interculturally competent, programs within this study appear to demonstrate concerted efforts toward preparing students for change. Some were framed in orientations and others through deep lectures about the culture, but both programs and individual students precede the study abroad experience with course preparation and mental preparation for the change. Research supports preparation before any intercultural transition, noting the importance of mediating areas of high cultural contrast (Fiedler et al., 1971; Kim, 2001; Mills et al., 2010; Searle & Ward, 1990). In recounting ways to enhance short-term programs, Spencer and Tuma (2002) recommend preparatory study that “[includes] the logistics of travel, but far more importantly, it must include the academic content that gives focus to the course” (p. 2). A case study by Long et al. (2010) found that stronger preparation appears to “[encourage] students to reflect more deeply beyond the stereotypes” (p. 107).

Integrate meaningful opportunities for local interactions. Lewis and Niesenbaum (2005b) assert that “students' analysis of globalization became more sophisticated through the strategies of interlinking the short-term study abroad with both course work and community interaction” (B20). Articles are unclear how best to integrate interactions with the local community, whether it be specific community projects, guest lecturers, host families, or other forms of partnership (Donnelly-Smith, 2009; Spencer & Tuma, 2002); how students develop the

conversations and the relationships can be difficult to control. For example, programs that showed the most significant gains (Peru, China, Italy, Mexico, and Germany & Austria) each had different levels of local interaction. Peru offered visits with local organizations, China had student buddies and guest lectures, Italy found most local interactions as part of the living arrangements (landlord, construction workers, and store owners), Mexico was an immersive group project with local students, and Germany and Austria practiced medical techniques with other university students. Though each program offered a different model of interaction, there were intentional decisions made to allow students opportunities to engage with the local community in ways that would be hard to emulate on campus.

Include ongoing reflection and time to synthesize information. To think more complexly about issues of cultural difference and worldviews, guided reflection offers a method for focusing experiences and fostering discussion (Braskamp, Braskamp, & Merrill 2009; Donnelly-Smith, 2009; Mills et al., 2010). Donnelly-Smith (2009) suggests “ongoing reflection for both individual students and the group as a whole” (p. 12) through structured journals and group discussions. These are further supported by research on programmatic interventions where Vande Berg et al. (2009) indicate the benefit of onsite cultural mentoring and Pedersen (2010) support more gains made by student engagement with intercultural pedagogy. Within this research, assignments of reflection were a common part of each program and offered students a way to reevaluate the day’s events. The program to Peru was the only one in which much of the reflection occurred after returning from study abroad and was also the only program where gains were more prominent in the three month follow up. Discussions in Peru were described more as housekeeping and the tight travel schedule offered less time to synthesize observations. While it is uncertain whether the decision to have students reflect on the experience after the program

return led to the delay in gains seen in the IES, it does appear that students need time to process their experiences if possible both during and after the experience.

Plan for some form of re-entry or continued global engagement. Research on the long term impact on of study abroad on global engagement found that both short and long-term programs had meaningful effects on long-term global engagement, which was defined as encompassing “civic engagement, knowledge production, philanthropy, social entrepreneurship and voluntary simplicity” (Paige et al., 2009, p. 29). How institutions sustain and develop gains in intercultural competence from short-term study abroad suggest that educational leaders should take a good look at how students continue to engage upon returning from their study abroad. Mills et al. (2010) as well suggest preparation for re-entry and final reflections by students along with outcomes assessment by faculty (p. 3). Though not to the same extent as shown by Rexeisen (2013), the recommendation stands that “without further intervention, the positive gains achieved while abroad may be lost, at least temporarily, after returning home” (p. 178). As Behrnd and Porzelt (2012) pointed out, intercultural training benefits when conducted after a study abroad experience. With the exception of the Peru program and the competency of Relationship Interest, this study found that in most programs, competencies followed a downward slope three months following the experience. The heightened intercultural engagement by students immediately following a short-term experience was not always sustained (or may not remain so further than three months out). While these programs made concerted efforts to prepare students for the experience, less effort was placed on how those experiences re-integrated with students return to campus. Educational leaders should consider how students can re-engage those experiences upon return either as a follow up to the program or in other courses or campus activities. For educators seeking to foster ideas of intercultural competence and global citizenship, maintaining gains that

students have made as a part of these short-term study abroad programs need to be considered not just at a programmatic level, but at an institutional level.

Consider other components of intercultural competency. Findings illustrated that for some components of the Intercultural Effectiveness Scale (IES) there may have been some subtle, but not significant changes following participation in a short-term study abroad program—specifically *Exploration*, *Positive Regard*, and *Emotional Resilience*. Perhaps less susceptible to influence in such a short period of time, the fact is that few of the programmatic structures (with the exception of *Exploration*) targeted these particular intercultural competencies. *Relationship Interest*, which did not develop to significance until three months later may also benefit from more specific connections. Given the time constraints, focus on competencies of *Self-Awareness* and *Global Mindset* may have priority, but to practitioners it suggests the importance of clear objectives and planning and the necessity of intentional strategies for developing intercultural competence.

Donnelly-Smith (2009) points to faculty members, study abroad administrators, and program directors, who “tend to agree that students get the most out of short-term programs that are highly structured, require ongoing reflection, and include in-depth experience working or studying with host country participants” (p. 12). But more than that, the research seems to support the ability of short-term study abroad programs to influence change (Anderson et al., 2006; Braskamp et al., 2009; Chieffo & Griffiths, 2004; Dwyer, 2004; Jackson, 2008; Lewis & Niesenbaum, 2005a; Long et al., 2010). The development of intercultural competence will not simply occur naturally as a product of being abroad (Behrnd & Porzelt, 2012; Deardorff, 2011; Pedersen, 2010; Vande Berg et al., 2012). Moving forward educational leaders should have a clear vision of intercultural learning outcomes and ensure programmatic structures that engage

experience within the program, but also continue to that level of engagement after the program has completed.

Recommendations for Further Research

The goal of this study was to better understand student development in intercultural competence as a product of participating in a short-term study abroad program. In pursuit of this goal, questions were formulated about what gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program; and given evidence of any gains, what factors might influence such development particularly in areas of programmatic structure, planned activities, and documentation of the experience. Data was collected surrounding these questions through a pre, post, follow up methodology using the Intercultural Effectiveness Scale (IES), in-depth interviews with follow up survey, and self-selected photographs. Certainly, there were significant findings that speak not only to how programs are currently focused, but how educational leadership might consider future program development.

Still, there are limitations to this research. While there were multiple programs representing a variety of frameworks used at different institutions in Texas, the sample size for each program was relatively small limiting the generalizability of statistical significance at the programmatic level. This was influenced by the number of students participating in this research but also by the number of students enrolled in general for each program which ranged from ten to twenty-three. Those numbers would require non-parametric analyses at the programmatic level even if every student from each program had consented to participate. The data from IES is also based on self-reporting which is restrictive in fully understanding how development in intercultural competency is seen in behavior with others. Additionally, while using multiple sources of information, what aspects were structured and unstructured are bound to what is

written in the syllabi and what interview participants chose to share both in narrative and in photographs as part of the study.

Given these limitations, research incorporating larger sample sizes specific to short-term programs may be useful. While at the program level this will likely still have limits, it can provide a more comprehensive view of the ways in which short-term programs can advance intercultural competence. As well, future studies should work to identify which programmatic structures and structured activities have the greatest positive impact on development of intercultural competence. Although there was a wealth of data collected, there were areas of interest that fell outside the scope of this study that beg consideration for further research.

Multiple short-term programs. For most programs, findings illustrated a heightened stage of development along the IES followed by a slight decline three months later. If another IES survey was taken further out, would the scores (especially *Global Mindset*) eventually return to the start or find a medium upon which to start the next intervention? According to research by Rexeisen (2013) using the IDI, there was no net gain four months following a semester long experience. Although that study used a different instrument and showed a much sharper decline, the extent to which these IES gains are maintained beyond three months is unclear. While there were variations program to program and gains shown did remain significant three months later, it would be of interest to see whether multiple short-term programs revealed a cycle of successive development for students. Thirteen students had previously participated in some form of short-term study abroad. Two of the eight interview participants have already signed up or plan to sign up for another summer study abroad program, with one also planning international travel in the spring of 2015. Mills et al. (2010) as well suggested that “participating in two short-term study abroad programs that allow an international experience with a high comfort level followed by a

second program where the cultural immersion might provide for a little deeper and different experience would be far more valuable” (p. 12). A longer study examining students participating in multiple short-term study abroad programs could explore ways that these experiences might serve as meaningful milestones in intercultural growth and development.

Institutional integration. Somewhat beyond the scope of this study is the examination of institutional support of short-term study abroad and other intercultural experiences. In considering the differences between institutions, there are also institutional variations in how pre-departure and re-entry for students are supported. Outside of programmatic requirements institutions might also have required general orientations or optional related courses upon return. Huq and Lewis (2012) addressed that very issue and asserted “the need for all students engaging with global communities—through internships, service learning, service, and research—to receive comprehensive intercultural and ethical training prior to their departure and after their return” (p. 46). While this study indicated possible areas for continued intercultural development upon return, there is an opportunity for future studies to look comprehensively at a campus and the supports in place for furthering or sustaining gains in intercultural competence prompted by off-campus experiences.

Longitudinal development. One of the limitations of this study is time and how far out these types of intercultural experiences continue to influence long-term intercultural growth. Paige et al. (2009) collected a large sample of alumni data that examined this idea of continued global engagement several years after participating in a study abroad experience of varying durations. Lewis and Niesenbaum (2005a) in looking at benefits for short-term study abroad asked qualitative questions about expanded interest in interdisciplinary courses, plans to study abroad again, and ways the experience fed into other coursework. Longitudinal research reaching

farther out and at multiple points in development of intercultural competence would allow a more complete picture of how students develop and synthesize their global experiences.

Visual Storytelling. At a quantitative level, varying research has shown that well-planned, intentional study abroad programs can provide some amount of positive gains (Anderson et al., 2006; Dwyer, 2004; Jackson, 2008; Pedersen, 2010; Williams, 2005). However, moving beyond how effective it is for these programs to exist and into areas of evaluating and improving experiences toward more focused outcomes should incorporate multidimensional forms of evidence for student development and **documentation**. In particular, Williams (2009) illustrates how photographs when directed toward particular narratives of intercultural growth can allow student perspectives through visual prompts. Kelly (2009) proffers another case study for using photographic essays that explore synthesizing experiences only through images, stating that “although students have visual and technical competence, they often make the mistake of taking photographs as a way of remembering the story behind the image instead of visually capturing the story” (p. 107). Even in training to use the Intercultural Effectiveness Scale (IES), Visual Speak image tools were used as a method for creating and interpreting intercultural stories (C. Cartwright, personal communication, August 7, 2014). This push for trying to tell stories in composition that speaks for itself adds another possible layer for interpreting intercultural experiences. There is an opportunity here for research to include visual document analysis as a process for building qualitative portfolios in study abroad assessment.

Conclusions

The fact is that the trend of short-term study abroad programs is unlikely to diminish (Chieffo & Griffiths, 2009; Hulstrand, 2006; IES Abroad, 2011; Institute of International Education, 2011; Kehl & Morris, 2007). As a number of articles have noted, short-term programs

appeal to a considerable number of students due to concerns about time commitments, financial constraints, and fit within programs of study (Donnelly-Smith, 2009; Hulstrand, 2006; Lewis & Niesenbaum, 2005b; Long et al., 2010; Mills et al., 2010; Spencer & Tuma, 2002; Tarrant et al., 2014). Those very reasons were named by student interview participants as influencing the choice of a short-term program. Perceived motivations were cited as “the class goes toward my major. And, also, it was—I didn’t want to do a study abroad for a whole semester” (*France & the Netherlands*) and “it really fit logistically into my schedule. I can’t—I couldn’t afford to do a whole semester long program just with the classes because I am premed.” (*Germany and Austria*). Despite criticisms of some overseas programs as “too brief to bring substantial results” (Bok, 2006, p. 237), research is finding that given intentional planning short-term programs can be structured in ways that cultivate some aspects of intercultural competence (Anderson et al., 2006; Chieffo & Griffiths, 2004; Dwyer, 2004; Jackson, 2008; Lewis & Niesenbaum, 2005a; Long et al., 2010; Pedersen, 2010; Tarrant et al., 2014; Williams, 2005).

This research as well indicates the capacity of short-term study abroad programs ranging from two to five weeks to have significant impacts on students’ self-perceived intercultural competency and provide formative experiences within larger institutional goals of global citizenship. These findings illustrate that there are intercultural competencies which can be influenced and in some cases maintained three months out following participation in a short-term study abroad experience. In particular, competencies as defined by the Intercultural Effectiveness Scale (IES) of *Self-Awareness*, *Global Mindset*, and *Relationship Interest*. These components may also be connected to growth in the AAC&U (2013) intercultural competence values of cultural self-awareness, curiosity, openness, knowledge of cultural worldview framework, and to some extent skillsets of empathy and verbal and nonverbal communication. In addition,

qualitative analysis suggests that providing structured activities or structured opportunities for intercultural learning allows students to connect experiences more clearly to stages within the Intercultural Growth Framework. While many of these connections are focused on reflection and observation, even in this condensed time frame students engaged in levels of empathy, adaptation, and local interaction. Within these intercultural narratives, documentation through photography offered another layer of storytelling as prompted by visual cues and meaning derived from selection.

Moving forward, educational leaders should consider what this means for the strategic development of short-term programs, but also the integration of those programs as part of larger institutional goals. There is a clear implication that areas of intercultural competence most affected are those targeted by activities specific to those learning outcomes. In terms of developing those intercultural experiences, it supports recommended practices for educators to outline clear intercultural objectives alongside discipline related goals, to make concerted efforts to prepare students for change, to structure activities in combination with guided reflection, and to provide opportunities for meaningful and immersive local interaction. At a programmatic and perhaps more so at an institutional level, strategies for re-entry should be included to maintain the heightened state of intercultural awareness and other gains made following these short-term study abroad programs. It does appear that short-term programs have the ability to provide positive impacts, but these experiences are just one point of intervention in an ongoing process for students to develop intercultural competence.

The challenge for educational leaders will be first and foremost to determine their objectives for students in developing intercultural competence and their intended purpose for short-term study abroad programs as a part of that development. Though there are a variety of

options and models for short-term study abroad programs (Mills et al., 2010), it appears to be through well-defined and intentional programmatic structures that allows further growth in intercultural competence within the unique environments of study abroad. In order to give the most benefit to students requires ongoing evaluation of development and documentation of short-term study abroad, both as individual programs and as experiences that are a part of a larger institutional culture.

Perhaps the most serious limitation of this research endeavor is the sample size and variety of factors, which are too few and too many to say with certainty what programmatic structures best support intercultural growth. Still, there is evidence here that short-term study abroad program, even as short as two weeks, can provide meaningful educational experiences leading to measurable gains in intercultural competency and telling narratives of intercultural growth. As such, this study also reveals important areas for future research in terms development of intercultural competence. These studies might utilize broader samples or more focused case studies over longer periods of time. Other considerations might include research on intercultural growth of students participating in multiple short-term study abroad programs, impacts of different program or institutional level re-entry programs, and development of intercultural competence as a part of ongoing global engagement long after graduation. There is still more that can be learned about the impacts of short-term study abroad and how best to support them as meaningful endeavors for cultivating intercultural competence. As institutions continue to incorporate some form of global citizenship in their missions, this research offers a model of inquiry into the development and documentation of intercultural competence that justify further exploration into how these experiences are designed at the program level and integrated at the institutional level.

AFTERWORD

A JOURNEY IN LEARNING

“The restless race of the traveler's heart before the journey begins [when] anxiety and anticipation are tangled together” (Dondonyan, 2014). This is the translation of the Swedish word *Resfeber*, which in the few years since I discovered it has become one of my favorite descriptions of wanderlust. Something in the way it captures what it means to prepare for and worry about change—to expect something unknown and yet still be ready for adventure. That sort of journey is a steady heartbeat from wonder to will to wander.

It is easy to travel for the pure pleasure of it. I know this well. Many of my own journeys, though an open exploration, were—if I'm honest—laissez-faire and disengaged. More difficult is the active learning and adaptations necessary for developing intercultural competence. This is not to say that travel does not have its place; simply that the act of travel alone does not mean the traveler is learning from the experience. As I said, it is easy to travel for the pure pleasure of it.

In my travels the most genuine processes for change, though frequently stressful, were supported by the kind guidance of locals in the countries I was visiting. There is something about cultural mentoring and the ability to not just gain knowledge, but confirm knowledge that inspires deeper reflection. To then continue that discourse upon my return with those with whom I connected and travelers that were with me gave me a chance to synthesize my experiences. That sort of process and growth is not a natural condition of travel. For me at least, it was learned through many journeys and many years.

What differentiates education abroad programs is that process. The frameworks and intentional structures are part of becoming a thoughtful and responsible global citizen. And that connection of structured programming to meaningful growth is an important issue for

international education leaders. Travel can be easy, but this—this intercultural learning matters. Because like any other form of learning, nothing will change about yourself or the world if you are not engaged with the journey.

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APPENDIX

Appendix A: Semi-structured Pre-trip Interview Protocol

Demographic/Background Information

Age:

Gender: ___ Male ___ Female

University Year: ___ Freshman ___ Sophomore ___ Junior ___ Senior

Travel History

- How would you describe your travel history up until now?
 - Describe the nature of those travels. With family? With a program? Alone?
 - How did you document those travels, if at all? (Journals? Blogs? Photos?)

Study Abroad Motivations

- Why did you choose to participate in study abroad this year?
 - What reasons, if any, would prevent you from participating in study abroad?
 - Do you feel that having a study abroad experience is important? Why?

Study Abroad Expectations

- What expectations do you have for this study abroad?
 - What image do you currently have about the country you are traveling to?
 - What concerns do you have about traveling abroad?
- How much time during the study abroad do you expect to be course related versus free time?
 - Are there any specific objectives you have for this study abroad? (Career, Education, Personal)
 - What do expect to do during your free time?

Study Abroad Documentation

- What assignments do you know of that are required as part of the program?
- In what ways outside of assignments do you expect to document your study abroad experience?

Miscellaneous

- Is there anything else you would like to share?

Appendix B: Semi-structured Post Trip Interview Protocol

Travel History

- What additional travel history would you like to add since we last spoke?
 - Do you feel there were any major changes in your perception of travel or cultures?

Study Abroad Reflections

- How would you describe your study abroad experience?
- Did your image of the country change since traveling there?
- **Can you name moments, if any, where you felt negatively during the trip?**
- **On the flip side, can you name positive moments that really stood out for you?**
- **What were the most challenging moments?**
- Do you feel more comfortable with traveling internationally?
- Do you expect to travel more because of your study abroad experiences?
- What benefits/skills do you feel do you feel you've gained from this study abroad?
- How would you describe your time spent during the study abroad in terms of educational experiences, interactions with the culture of the country, and time spent alone?
- What changes would you make to this study abroad program, if any?

Study Abroad Documentation

- Were there any changes in the assignments required of you as part of the program?
- Are there any assignments you wish were included in the program?
- What ways outside of the required assignments did you document your study abroad?

Directed at Photo Documentation

- Did you have a particular theme in mind when choosing these 10 photographs?
- What is the story behind these photos?
- Are there any photos of events you wish you had?

Miscellaneous

- Is there anything else you would like to share?

Appendix C: Follow Up Survey to Interview Participants

Travel History

- Have you had any additional travel, domestic or international, since your study abroad experience? If so, please specify.
- Have you made any future travel plans, domestic or international, since your study abroad experience? If so, please specify.

Study Abroad Reflections

- Since your study abroad experience, have you had any new reflections on travel, culture, or the experience as a whole?
- Have your ideas about the country/countries you visited or its/their culture changed since we last spoke? If so, what are those changes and what led to them?
- Would you still recommend this program to other students? Why or why not?

Study Abroad Extensions

- Have you talked about your study abroad experience with others outside of the program? With whom and in what ways?
- Do you keep in contact with anyone from the country/countries where you studied abroad? With whom and in what ways do you maintain contact?
- Describe ways you have used any of the skills or experiences you had in study abroad in your daily life. (Such as in education, work, or personal interactions).

Study Abroad Documentation & Activities

- How many times, if any, did you meet as a class for your study abroad program after returning to the United States? Please elaborate on the purpose of those meetings.
- Have you done any other activities, program required or personal, related to your study abroad experience since we last spoke? (Such as follow up class assignments, personal reflections, scrapbooks, or presentations in non-academic settings).
- Have you done any activities where you experienced some form of cultural exposure since we last spoke? (Such as involvement with diverse groups in the community or other local cultural events).

Miscellaneous

- Is there anything else you would like to share?

Appendix D: Areas for Data Analysis

Analysis Schedule	Selection Information	Pre Study Abroad	Post Study Abroad	Follow Up (3 Months)
Institutions	Broad Overview of Study Abroad Office at each institution that looks at mission, overall enrollment, and short-term programs.			
Programs	Preliminary Document Analysis using Program Syllabi – Organize type of academic and cultural activities on trips.	Time 1: IES Feedback Analysis	Time 2: IES Feedback Analysis Confirm Program Syllabi – Check for updates to academic activities made by faculty during the trip	Time 3: IES Feedback Analysis
Students	Select & Schedule Student Interviews	Transcribe & Code Pre-Trip Interviews – Organize by (1) Thematic codes for predisposition	Transcribe & Code Post Trip Interviews – (1) Stages of theoretical framework coupled with intercultural competence & (2) Areas of structured versus unstructured activities Code Photographs & Photograph Directed portion of Interviews – Organize by (1) Main visual themes, (2) Stages of theoretical framework coupled with intercultural competence, & (3) Areas of structured versus unstructured activities	Member Check – Confirm photograph & interview analyses Analyze & Code Open Survey – Based on patterns related to sustained intercultural growth and skills related intercultural competencies

Research Questions	Data Used for Analysis	
<i>(1) What gains, if any, are made in students' intercultural competence following participation in a short-term study abroad program?</i>	IES Survey	
<i>Both (1) & (2)</i>	Interviews	Open Survey
<i>(2) What factors, including both structured and unstructured activities, influence any gains in intercultural competence?</i>	Program Syllabi	Self-Selected Photographs

Appendix E: Full Table of Friedman's ANOVA for IES Components by Program

	χ^2	p	χ^2	p	χ^2	p	χ^2	p
OVERALL IES	8.000	0.018**	2.000	0.368	0.333	0.846	1.600	0.449
Continuous Learning	3.231	0.199	0.857	0.651	2.333	0.311	2.000	0.368
<i>Self-Awareness</i>	7.277	0.026**	0.095	0.953	0.737	0.692	6.500	(0.039)**
<i>Exploration</i>	3.957	0.138	1.040	0.595	1.333	0.513	4.133	0.127
Interpersonal Engagement	7.412	0.025**	1.407	0.495	0.000	1.000	7.600	0.022**
<i>Global Mindset</i>	10.957	0.004**	1.407	0.495	2.211	0.331	6.421	0.040**
<i>Relationship Interest</i>	3.191	0.203	0.750	0.687	2.174	0.337	0.824	0.662
Hardiness	3.640	0.162	1.143	0.565	0.091	0.956	0.105	0.949
<i>Positive Regard</i>	4.275	0.118	2.889	0.236	1.826	0.401	0.933	0.627
<i>Emotional Resilience</i>	2.520	0.284	3.630	0.163	1.182	0.554	2.211	0.331
LOCATION	Peru ($N = 13$)		Ghana ($N = 7$)		France; Netherlands ($N = 6$)		China ($N = 5$)	

Note: $df = 2$; *Significance at $p < 0.05$ level

	χ^2	p	χ^2	p	χ^2	p	χ^2	p
OVERALL IES	9.333	0.009*	8.400	0.015*	6.000	0.050*	4.222	0.121
Continuous Learning	1.000	0.607	1.200	0.549	6.500	0.039*	4.222	0.121
<i>Self-Awareness</i>	0.636	0.727	5.444	0.066	3.000	0.223	5.543	0.063
<i>Exploration</i>	1.600	0.449	0.105	0.949	4.500	0.105	3.063	0.216
Interpersonal Engagement	6.333	0.042*	6.400	0.041*	1.500	0.472	6.889	0.032*
<i>Global Mindset</i>	6.522	0.038*	5.158	0.076	4.133	0.127	3.257	0.196
<i>Relationship Interest</i>	4.727	0.094	2.632	0.268	4.133	0.127	2.970	0.227
Hardiness	5.478	0.065	0.737	0.692	3.500	0.174	1.556	0.459
<i>Positive Regard</i>	4.957	0.084	0.111	0.946	2.800	0.247	0.727	0.695
<i>Emotional Resilience</i>	3.739	0.154	2.800	0.247	1.273	0.529	0.000	1.000
LOCATION	Italy ($N = 6$)		Mexico ($N = 5$)		Germany; Austria ($N = 4$)		Turkey; Germany; Poland; Hungary; Austria; Czech Republic ($N = 9$)	

Note: $df = 2$; *Significance at $p < 0.05$ level

Appendix F: Full Table of Wilcoxon Signed Rank Tests for IES Components by Program

Peru	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	r	Z	p	r	Z	p	r	Z	p	r
Pre to Post	-0.175	0.861	0.034	-1.363	0.173	0.267	-1.013	0.311	0.199	-0.825	0.410	0.162
Post to Three Months	-1.712	0.087	0.336	-1.084	0.279	0.213	-0.863	0.388	0.169	-1.643	0.100	0.322
Pre to Three Months	-2.551	0.011**	0.500	-1.958	0.050	0.384	-2.691	0.007**	0.528	-1.846	0.065	0.362
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				-0.581	0.561	0.114	-2.674	0.007**	0.524	-0.630	0.529	0.124
Post to Three Months				-2.419	0.016**	0.474	-0.712	0.476	0.140	-1.508	0.132	0.296
Pre to Three Months				-2.010	0.044	0.394	-2.803	0.005**	0.550	-1.966	0.049	0.386
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-2.167	0.030	0.425	-1.123	0.261	0.220	-1.028	0.304	0.202
Post to Three Months				-0.134	0.894	0.026	-1.468	0.142	0.288	-1.572	0.116	0.308
Pre to Three Months				-1.484	0.138	0.291	-1.072	0.284	0.210	-1.786	0.074	0.350

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

Ghana	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	r	Z	p	r	Z	p	r	Z	p	r
Pre to Post	-1.352	0.176	0.361	-0.085	0.933	0.023	-0.676	0.499	0.181	-1.863	0.063	0.498
Post to Three Months	-1.183	0.237	0.316	-0.338	0.735	0.090	-0.314	0.753	0.084	-0.593	0.553	0.158
Pre to Three Months	-0.507	0.612	0.136	-0.676	0.499	0.181	-0.169	0.866	0.045	-0.851	0.395	0.227
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				-0.552	0.581	0.148	-1.023	0.306	0.273	-1.270	0.204	0.339
Post to Three Months				-0.680	0.496	0.182	-0.738	0.461	0.197	-1.581	0.114	0.423
Pre to Three Months				-0.108	0.914	0.029	-0.679	0.497	0.181	0.000	1.000	0.000
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-0.170	0.865	0.045	-1.035	0.301	0.277	-1.781	0.075	0.476
Post to Three Months				-0.108	0.914	0.029	-0.736	0.461	0.197	-0.847	0.397	0.226
Pre to Three Months				-0.687	0.492	0.184	-0.318	0.750	0.085	-1.997	0.046	0.534

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

Appendix F: Full Table of Wilcoxon Signed Rank Tests for IES Components by Program (Cont'd)

France; Netherlands	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	r	Z	p	r	Z	p	r	Z	p	r
Pre to Post	-0.314	0.753	0.091	-0.734	0.463	0.212	-0.314	0.753	0.091	-0.135	0.893	0.039
Post to Three Months	-0.943	0.345	0.272	-1.572	0.116	0.454	-0.524	0.600	0.151	-0.406	0.684	0.117
Pre to Three Months	-1.153	0.249	0.333	-1.363	0.173	0.393	-0.105	0.917	0.030	-0.841	0.400	0.243
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				-0.272	0.785	0.079	-0.677	0.498	0.195	-0.106	0.915	0.031
Post to Three Months				-1.473	0.141	0.425	-1.361	0.174	0.393	-1.382	0.167	0.399
Pre to Three Months				-0.408	0.683	0.118	-0.368	0.713	0.106	-0.948	0.343	0.274
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-0.105	0.917	0.030	-0.422	0.673	0.122	-0.318	0.750	0.092
Post to Three Months				-0.949	0.343	0.274	-1.131	0.258	0.326	-0.962	0.336	0.278
Pre to Three Months				-1.476	0.140	0.426	-0.530	0.596	0.153	-1.753	0.080	0.506

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

China	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	r	Z	p	r	Z	p	r	Z	p	r
Pre to Post	-1.483	0.138	0.469	-1.095	0.273	0.346	-2.032	0.042	0.643	-0.272	0.785	0.086
Post to Three Months	-0.674	0.500	0.213	-1.753	0.080	0.554	-0.405	0.686	0.128	-0.405	0.686	0.128
Pre to Three Months	-0.405	0.686	0.128	-0.405	0.686	0.128	-2.023	0.043	0.640	-0.184	0.854	0.058
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				0.000	1.000	0.000	-1.826	0.068	0.577	-0.535	0.593	0.169
Post to Three Months				-2.032	(0.042)	0.643	-0.813	0.416	0.257	-0.365	0.715	0.115
Pre to Three Months				-1.604	0.109	0.507	-2.032	0.042	0.643	-0.368	0.713	0.116
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-1.841	0.066	0.582	-0.405	0.686	0.128	-1.105	0.269	0.349
Post to Three Months				-1.069	0.285	0.338	-1.095	0.273	0.346	-0.137	0.891	0.043
Pre to Three Months				-1.289	0.197	0.408	-0.535	0.593	0.169	-0.687	0.492	0.217

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

Appendix F: Full Table of Wilcoxon Signed Rank Tests for IES Components by Program (Cont'd)

Italy	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	r	Z	p	r	Z	p	r	Z	p	r
Pre to Post	-2.201	0.028	0.635	-0.943	0.345	0.272	-1.992	0.046	0.575	-1.156	0.248	0.334
Post to Three Months	-1.153	0.249	0.333	-0.734	0.463	0.212	-0.105	0.917	0.030	-2.032	0.042	0.587
Pre to Three Months	-2.201	0.028	0.635	-0.841	0.400	0.243	-2.207	0.027	0.637	-0.106	0.916	0.031
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				-0.813	0.416	0.235	-2.201	0.028	0.635	-0.674	0.500	0.195
Post to Three Months				-0.271	0.786	0.078	0.000	1.000	0.000	-1.057	0.290	0.305
Pre to Three Months				-0.843	0.399	0.243	-1.903	0.057	0.549	-1.179	0.238	0.340
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-1.289	0.197	0.372	-1.476	0.140	0.426	-1.153	0.249	0.333
Post to Three Months				-0.850	0.395	0.245	-0.106	0.916	0.031	-1.633	0.102	0.471
Pre to Three Months				-0.756	0.450	0.218	-1.841	0.066	0.531	-0.317	0.751	0.092

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

Mexico	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	r	Z	p	r	Z	p	r	Z	p	r
Pre to Post	-2.023	0.043	0.640	-1.753	0.080	0.554	-2.023	0.043	0.640	-0.368	0.713	0.116
Post to Three Months	-1.483	0.138	0.469	-0.944	0.345	0.299	-1.214	0.225	0.384	-0.137	0.891	0.043
Pre to Three Months	-2.023	0.043	0.640	-0.405	0.686	0.128	-1.483	0.138	0.469	-0.944	0.345	0.299
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				-2.060	0.039	0.651	-2.032	0.042	0.643	-1.214	0.225	0.384
Post to Three Months				-1.461	0.144	0.462	-0.730	0.465	0.231	-0.184	0.854	0.058
Pre to Three Months				-1.289	0.197	0.408	-1.761	0.078	0.557	-0.736	0.461	0.233
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-0.135	0.892	0.043	-1.841	0.066	0.582	-1.761	0.078	0.557
Post to Three Months				0.000	1.000	0.000	-0.680	0.496	0.215	-0.405	0.686	0.128
Pre to Three Months				-0.412	0.680	0.130	-0.674	0.500	0.213	-1.633	0.102	0.516

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

Appendix F: Full Table of Wilcoxon Signed Rank Tests for IES Components by Program (Cont'd)

Germany; Austria	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	 r 	Z	p	 r 	Z	p	 r 	Z	p	 r
Pre to Post	-1.826	0.068	0.646	-0.730	0.465	0.258	-1.461	0.144	0.517	-1.826	0.068	0.646
Post to Three Months	-0.730	0.465	0.258	-1.826	0.068	0.646	-0.736	0.461	0.260	0.000	1.000	0.000
Pre to Three Months	-1.826	0.068	0.646	-1.826	0.068	0.646	-0.365	0.715	0.129	-0.730	0.465	0.258
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				0.000	1.000	0.000	-1.289	0.197	0.456	-1.841	0.066	0.651
Post to Three Months				-1.604	0.109	0.567	-1.841	0.066	0.651	-0.184	0.854	0.065
Pre to Three Months				-1.461	0.144	0.517	0.000	1.000	0.000	-0.816	0.414	0.288
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-1.473	0.141	0.521	-0.535	0.593	0.189	-1.342	0.180	0.474
Post to Three Months				-1.134	0.257	0.401	-0.736	0.461	0.260	0.000	1.000	0.000
Pre to Three Months				-1.841	0.066	0.651	-1.841	0.066	0.651	-0.816	0.414	0.288

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level

Turkey; Germany; Poland; Hungary; Austria; Czech Republic	Overall IES			Continuous Learning			Interpersonal Engagement			Hardiness		
	Z	p	 r 	Z	p	 r 	Z	p	 r 	Z	p	 r
Pre to Post	-1.481	0.139	0.349	-1.718	0.086	0.405	-1.481	0.139	0.349	-0.711	0.477	0.168
Post to Three Months	-0.178	0.859	0.042	-1.128	0.259	0.266	-0.533	0.594	0.126	-0.179	0.858	0.042
Pre to Three Months	-2.192	0.028	0.517	-1.838	0.066	0.433	-2.431	0.015**	0.573	-0.653	0.514	0.154
				<i>Self-Awareness</i>			<i>Global Mindset</i>			<i>Positive Regard</i>		
Pre to Post				-2.019	0.043	0.476	-1.200	0.230	0.283	-0.564	0.573	0.133
Post to Three Months				-1.020	0.308	0.240	-0.709	0.478	0.167	-0.772	0.440	0.182
Pre to Three Months				-1.975	0.048	0.466	-1.736	0.083	0.409	-0.071	0.943	0.017
				<i>Exploration</i>			<i>Relationship Interest</i>			<i>Emotional Resilience</i>		
Pre to Post				-1.160	0.246	0.273	-1.489	0.137	0.351	-0.318	0.750	0.075
Post to Three Months				-1.628	0.103	0.384	-0.146	0.884	0.034	-0.359	0.719	0.085
Pre to Three Months				-0.288	0.774	0.068	-2.043	0.041	0.482	-0.772	0.440	0.182

Note: Effect Size – Large at $|r| > 0.5$, intermediate at $0.3 < |r| < 0.5$ (Cohen, 1988); **Significance at $p < 0.017$ level