Our first panelist is Tonia Gray, presenting on "Jafari and Transformation: A model to enhance short-term overseas study tours," co-authored by Timothy Hall, Greg Downey, Colin Sheringham, Benjamin Jones, Anne Power, Son Truong (2016).
Creating & Sustaining the Education Abroad Continuum

MARCH 29–31, 2017 | The Westin Seattle, Seattle, WA
13TH ANNUAL CONFERENCE

Tonia Gray (WSU) & Greg Downey (Macquarie) - Australia
Jafari & Transformation

Jafari and Transformation: A model to enhance short-term overseas study tours

Timothy Hall*, Tonia Gray*, Greg Downey†, Colin Sheringham*, Benjamin Jones*, Anne Power*, Son Truong*

* Western Sydney University
† Macquarie University

An increasing emphasis on university internationalisation, global citizenship education and outbound mobility experiences (OMEs) has seen international study travel become a key staple of tertiary education. University students undertake learning experience for academic credit overseas for a period shorter than a semester under the guidance of an academic staff member. OMEs may involve student service learning or be tour based and can occur in either single or multiple destinations. In the mid-1980s less than half a million students worldwide spent part of their degree in another country, compared to some three million students in 2011 (Rizvi, 2011, p.693). Australian university students are part of this global trend with participation in OMEs at record numbers. In just three years, the number of students studying abroad increased from 15,058 in 2009, to 24,763 in 2012 (Department of Education, 2014). During the same period, the growth of short-term OMEs, often less than three weeks, outstripped the traditional semester or year-long exchange.
<table>
<thead>
<tr>
<th>Module</th>
<th>Learning goals for students</th>
<th>Delivery mode for materials and themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>To develop a sense of exploration prior to sojourning overseas to increase the learning about their particular destination. To develop a greater awareness of and capacity to reflect on their own culture.</td>
<td>Mostly pre-departure; themes should be reinforced in-country through facilitated reflection; picked up on re-entry though Globalisation module.</td>
</tr>
<tr>
<td>Reflection</td>
<td>To understand the reflection cycle in experiential learning. To develop the skills of recalling past experiences by storytelling and photo-reflection (re-storying). To apply the basic tenets of reflection to subsequent study abroad experience. To become informed life-long learners by embedding aspects of reflection into their personal skill-set or toolkit.</td>
<td>Pre-departure; in-country through facilitated reflection; revisited in the re-entry phase.</td>
</tr>
<tr>
<td>Stereotypes</td>
<td>To recognise the difference between understanding cultural difference and engaging in stereotyping behaviour through, for example, reflection on images of Australians which students may encounter while sojourning overseas.</td>
<td>The majority of material is delivered in a pre-departure workshop, to be followed up with in-country reflections about encounters with stereotypes of Australians encountered.</td>
</tr>
<tr>
<td>Cultural relativism</td>
<td>To understand the concept of cultural relativism and how it differs from moral relativism. To learn to interpret new experience overseas through awareness of the tools of cultural analysis. To learn to apply the D.I.V.E (Describe–Interpret–Verify–Explain) model for cultural discovery and analysis.* To develop greater curiosity about other ways of life. To learn to avoid being excessively judgmental. To learn to investigate experience through the example of encounters with new cultural practices.</td>
<td>Parts of this module are delivered in pre-departure phase, when students should be prepared for cultural difference including the possibility of ‘culture shock’ (see the Adaptation module); and parts are delivered on re-entry. Key concepts from the module should inform interaction with students in-country.</td>
</tr>
<tr>
<td>Communication</td>
<td>To be aware of potential problems in communication, including communication strategies that undermine other learning objectives while overseas.</td>
<td>Themes are raised in pre-departure workshops. Resources should be made available through handouts or student handbook so that they can be</td>
</tr>
<tr>
<td>Adaptation</td>
<td>This module includes resources designed to refine students’ writing ability and provide them with easy-to-follow advice about reflection assignments, online writing and other assignments.</td>
<td>referenced when necessary during other modules or on re-entry.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>To understand the ‘W’ curve in the transitioning and integrating phases of study abroad.</td>
<td>Pre-departure, and reinforced In-country through facilitated reflection.</td>
<td></td>
</tr>
<tr>
<td>To understand and apply the basic tenets of experience, reflection, processing and application to their study abroad experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To identify the deep learning experiences that they may encounter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be alert to the kaleidoscope of emotions they may encounter (homesickness, alienation and disequilibrium) as part of the adjustment phase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformation</td>
<td>To identify opportunities for personal growth embedded within the study abroad experience.</td>
<td>In-country through facilitated reflection; but primarily emphasised in the re-entry phase.</td>
</tr>
<tr>
<td>To re-story their experiential learning cycle into behavioural change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To incorporate the basic tenets of the experiential learning cycle, experience, reflection, processing and application, into the study abroad experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To become informed life-long learners by incorporating new-found knowledge, attitudes, skills and behaviours into their personal toolkit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Globalisation &amp; cosmopolitanism</td>
<td>The themes of this module are set up pre-departure through the Exploration module. Themes are revisited in-country through facilitated reflection. However the primary delivery focus is re-entry.</td>
<td></td>
</tr>
<tr>
<td>To develop and maintain a globalised world view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop interest in international events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be aware of further opportunities overseas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To better understand the concept of ‘global citizen’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and culture</td>
<td>Elements of this module are set up before departure in the Exploration module; themes are developed in-country through facilitated reflection; but this module is mostly delivered on re-entry.</td>
<td></td>
</tr>
<tr>
<td>To understand education as a cultural institution and to reflect on educational differences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To generate effective strategies to better integrate exchange experience into Australian academic settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop increased empathy for overseas students in Australia.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transformation

A resource for study abroad
Australian Learning & Teaching Council

Produced by Tonia Gray,
Greg Downey & Jan Gothard

The Bringing the Learning Home Team:

Jan Gothard (Murdoch, Project Leader)
Greg Downey (Macquarie)
Tonia Gray (University of Western Sydney)
Linda Butcher (Murdoch, Project Manager)

Design by Greg Downey

The BTLH Students were exchange students from Macquarie University, Murdoch University, and the University of Wollongong.

Support for the production of this publication has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this publication do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

Unless otherwise noted, all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia licence (http://creativecommons.org/licenses/by/3.0/au/).

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence (http://creativecommons.org/licenses/by/3.0/au/legalcode).

Requests and inquiries concerning these rights should be addressed to:
Transformation

Program goals

- To assist students in identifying the personal growth inherent in their study abroad experience
- To enhance students’ metacognition, that is, their capacity to reflect on and modify their own ways of thinking
- To enable students to re-story their learning and transformation through application of the experiential learning cycle
- To incorporate the basic tenets of the experiential learning cycle: experience, reflection, processing and application into students’ behaviour change following their study abroad experience
- To assist students in becoming informed life-long learners by incorporating their newfound knowledge, attitudes, skills and behaviours into their personal survival toolkit.

Rationale

The overseas sojourn can be a catalyst for attitudinal and behavioural change. Separating oneself from a safe, comfortable and familiar world and being transported to a unique, novel and unknown territory, brings a distinctive set of challenges. These transformative challenges can be emotional, physical, social, spiritual, intellectual or cultural to name just a few.

The Transformation module is designed to help students recognise and accept the changes in themselves that are likely to accompany sojourns abroad, including the risk and discomfort that can come even with positive change. The goal of Transformation makes it clear that education is not simply intended to increase skills or knowledge, but also to bring about growth. Although some forms of growth are inevitable, recognising and documenting these changes can help students to consolidate their gains while overseas and to maintain positive forms of change once they return home and seek to resume many of the same roles and relationships that they left behind for their sojourns.
Instructor’s orientation

The importance of designing and implementing quality re-entry programs for returning study abroad students is well documented. This concept is emphasised by Szkuellarek (2016: 1) who states: “Re-entry should become an issue of the highest priority to both sojourning individuals as well as people managing the re-entry transitions of travelers.”

The Bringing the Learning Home teaching materials deliberately use the Goldfish metaphorical anchor to concretise the transformational components of the experience. The majority of study abroad participants will re-enter their home culture a very different colour goldfish, changed since they departed. Figure 1 below exemplifies a ‘gold’ coloured fish leaving its home culture and returning as a ‘green’ (or hybrid variation) of its original self.

This module will unpack the factors responsible for transformation during a study abroad experience.

“Life begins at the end of your Comfort Zone. So if you’re feeling uncomfortable right now, know that the change taking place in your life is a beginning, not an ending.”

- Neale Donald Walsch

But the self is not something one finds, it is something one creates.” (in Gordon 2009: 64)

Although the notion of self-discovery captures the strong sense many students have of the new things they learn about themselves while away, giving them a greater sense of autonomy, individuality, and authenticity, we believe that the idea of self-discovery can be a misunderstanding of transformation. The self seemingly ‘discovered’ for the first time, is the old self transformed.

Learning, education and transformation

Transformational education, such as that obtained through study abroad experiences, is a successful learning strategy; however, transformation is not always widely promoted or explicitly discussed within educational institutions, perhaps because the goal of transformation appears so ambitious (Markos and McWhinney 2003; Jones, 2009; Risko, Vukelich, Roskos and Carpenter, 2002). In this module, we will explore the nexus of learning, education and transformation in order to develop a clearer picture of how transformational travel is embedded within the study abroad context.

Accordingly to Lean (2009: 194) the impact of study abroad upon students has come under the researcher’s microscope for over two decades. Research themes include:

- Skill acquisition, personal growth, and general learning (Milstein 2005; Neppel 2005; Williams 2002);
- Global understanding and cultural sensitivity (Cook 2005; Forgues 2003; Kehl 2006);
- Attitude toward host country (Bueno-Popkey 1991; Litvin 2003; Young 1990);
- Racial identity (Bryan 2005; Raymond 2005);
- Transformative learning (Brown and Smith 2005; Hoff 2000; Kiely 2005);
- Psychological development (Herman 1996; Lathrop 1999);
- Personality (Kauffmann 1983; Stiworth 1987);
- Attitude toward home (Johnston 1982; Yachimowicz 1987);
- Moral development (Garvey 1991); and
Learning

The learning experienced overseas can either be either **shallow**, where information is retained and not necessarily understood and assimilated, or **deep**, where complex knowledge can be applied in real life situations and a significant increase in a person's ability occurs. Priest and Gass (1997: 150) use the analogy of entering a swimming pool.

The process of education is a lot like learning to swim in a pool that has a shallow end and a deep end. Some people learn to swim in the shallow end, and move to the deep end when they have their basics down. Some people learn by plunging right into the deep end, hoping they learn quickly before drowning. Still others enter the shallow end, wade around slowly with a great deal of trepidation, and never develop the confidence to progress further. In all of these cases, some flounder and a few sink, but the ones who become independent swimmers accomplish this feat because they are able to build on and connect all of the elements of their learning experiences. And although many prefer to just get their feet wet, none are really truly educated unless they venture into deeper waters.

As described by Bateson (1972), learning through experience has distinct levels. This model presents the idea that learning is a **process**, and not a **program**. Learning itself, is not only the acquisition of knowledge, but a way of **organising**, **making decisions** and **exploring** our assumptions while constructing a new reality. Ideally, sojourners should continually be undergoing this process.

Videos

Video resources (all available via the BTLH website):


Tom Nolan, ‘Reflecting’, (1:04), [http://www.youtube.com/watch?v=7a72282zHU&feature=youtu.be](http://www.youtube.com/watch?v=7a72282zHU&feature=youtu.be)
grow, and the study abroad situation is just this type of challenge. These concepts are examined further in ‘Phase 1: Stepping out of the fish bowl’ (next section).

The interplay of stepping into the unknown and comfort, courage and challenge zones is depicted diagrammatically in Figures 1 and 2. The educational concept ‘edgework’ by Lyng (2005) explores voluntary risk-taking, such as that involved in travelling and studying overseas. Lyng argues that, as people operate along the ‘edge’ of their competence, they are doing valuable work in terms of self transformation and increased competence.

For the benefits of the overseas sojourn to be fully realised, the transitioning phase should possess elements of the unknown. Remind students that, if their new experiences in their host country were too easy, their status quo or sense of comfort would not be disrupted. Part of the learning and meaning-making emanates from the discomfort and disequilibrium. Recall the adage:

Anyone who has never made a mistake, has never made a discovery.

The value of study abroad as an opportunity for rich experiential education relies on experience being peppered with adversity and mistakes; but these mistakes can lead to discovery and enlightenment.

As the facilitator of study abroad experiential education, making meaning out of unfamiliar events will also require many discoveries and moments of enlightenment. But let’s now turn our attention to unpacking the study abroad experience.
Jafari and Transformation: A model to enhance short-term overseas study tours

Timothy Hall*, Tonia Gray*, Greg Downey†, Colin Sheringham*, Benjamin Jones*, Anne Power*, Son Truong*

* Western Sydney University
† Macquarie University

An increasing emphasis on university internationalisation, global citizenship education and outbound mobility experiences (OMEs) has seen international study travel become a key staple of tertiary education. University students undertake learning experience for academic credit overseas for a period shorter than a semester under the guidance of an academic staff member. OMEs may involve student service learning or be tour based and can occur in either single or multiple destinations. In the mid-1980s less than half a million students worldwide spent part of their degree in another country, compared to some three million students in 2011 (Rizvi, 2011, p.693). Australian university students are part of this global trend with participation in OMEs at record numbers. In just three years, the number of students studying abroad increased from 15,058 in 2009, to 24,763 in 2012 (Department of Education, 2014). During the same period, the growth of short-term OMEs, often less than three weeks, outstripped the traditional semester or year-long exchange.
ENHANCING PROGRAMS TO INTEGRATE TERTIARY OUTBOUND MOBILITY EXPERIENCES (EPITOME)

“The question is not what you look at - but how you look and whether you see.”
- Thoreau
The Team
Mixed-methods research design incorporating case studies, interviews, photo-elicitation and online surveys to produce rigorous evidenced-based research.
For how long did you studying abroad?

- 58%: 2-4 weeks
- 30%: one semester
- 10%: less than 2 weeks
- 2%: one academic year
Do you believe OME helped you in career opportunity?

No = 12 (24.5%)

Yes = 37 (75.5%)
‘Too busy working and surviving.’

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>36</td>
</tr>
<tr>
<td>Family/Partner/Kids</td>
<td>27</td>
</tr>
<tr>
<td>Worried about living in a foreign country</td>
<td>19</td>
</tr>
<tr>
<td>The process seems to complicated/Not enough information</td>
<td>19</td>
</tr>
<tr>
<td>Simply not interested</td>
<td>11</td>
</tr>
<tr>
<td>Don’t have time</td>
<td>10</td>
</tr>
<tr>
<td>Other plans to travel overseas</td>
<td>10</td>
</tr>
<tr>
<td>Work commitments</td>
<td>10</td>
</tr>
<tr>
<td>Interfere with study</td>
<td>8</td>
</tr>
<tr>
<td>Existing OME locations do not appeal</td>
<td>3</td>
</tr>
</tbody>
</table>

**Reasons**
- Money
- Family
- Fear
- Complex
- Interest
- Time
- Other trip
- Work
- Study
- Country
Journey Mapping through Images
How students want to be seen
Curate their life

Instagram

Curate their life
Most Gain for the least Pain
Harvest Data

#epitomeabroad

jess_caruana

frishld, skips95, bec_jade and courtdrix like this

27w

jess_caruana Night markets at Ho Chi Minh city!#WSLUvietnam2015 #epitomeabroad
cisellar I went to the night markets in Hoi an
OMEs & Transformation

‘The purpose of my trip to Vietnam was to experience the authentic culture and get back to my Vietnamese roots.’
Photo-elicitation – visual methods

‘Can I continue to remain strong?
I really don’t know for how long.’
What's really important?
What's necessary?
What's authentic?
'From one songline to another'

‘As an Indigenous person I came back feeling not so alone, making connections with the Indigenous people there… I believe from going there and coming back, I think there is more work to be done on healing.’

‘Culture was a big thing they were proud of; everyone was so respectful. I know it wasn't always that way. There's a lot of focus on healing, culture, and education.’
Staff Survey
PROJECT REPORT


Click to download Final Report.
Non-Participant Survey
PUBLICATIONS


Co-creating Curriculum with International Partners and Students

Purposes: To co-create curriculum resources for work-integrated learning with international partners and students that reflect in their consideration the values of collaboration, intercultural sharing and respect for other people's ways of knowing.
Co-created curriculum with international work-integrated learning partners.

Modelling cross-cultural collaboration in the production of teaching materials (not a hard division between ‘teacher’ & ‘host’).

Includes practical modules on things like workplace expectations.
TEAM BUILDING AND GROUP REFLECTION

DEVELOPING RECIPROCAL RELATIONSHIPS

CHILDREN'S WELLBEING AND EMPOWERMENT

CHALLENGING PERSPECTIVES

WORKPLACE CULTURES

CREATING VIDEOS FOR COMMUNITY ADVOCACY
forthcoming:
The Globalisation of Higher Education: Developing Internationalised Education in Research and Practice (in press)

(Palgrave Macmillan)
PARTING THOUGHT:
Save on your airfare and just stay home: Why do you have to be mobile to be a global citizen?

Prof. Michelle Barker

Excessive consumerism with short stay courses? What aspirational qualities does a global citizen exhibit?
Thank you!

tgray@ciee.org
t.gray@westernsydney.edu.au
Study Abroad Reentry: Behavior, Affect, and Cultural Distance

Kelsey M. Gray and Victor Savicki
Western Oregon University

Frontiers: The Interdisciplinary Journal of Study Abroad, XXVI, 264-278
Overview

- Theoretical base
  - ABC’s of acculturation
  - Intensity factors

- Who and how of the study (Methods)
- Results
- Conclusions
ABC’s of Acculturation

- Colleen Ward (2001)
- ABC’s
  - Affect (feelings/psychological adjustment)
  - Behavior (adaptation to a new environment)
  - Cognition (identity)
- A and B but not C—further research
Intensity Factors (Paige, 1993)

- Cultural difference, ethnocentrism, Language, Cultural immersion, Cultural isolation, prior intercultural experience, expectations, visibility and invisibility, status, and power and control
- Both abroad and at reentry (LaBrack, 2003)
Who and How (Participants)

81 U.S. university study abroad students who had returned home, ages 18-26; 68 female and 13 male. The median length of sojourn was 16 weeks. The median length of time passed since returning to the United States was 32 weeks.
Who and How
(Adaptation-Adjustment)

- **Reentry Adaptation Scale.** An 18 item scale was modeled after the Socio-cultural Adaptation Scale (Ward & Kennedy, 1999).

- **Reentry Positive and Negative Affect Scale (RPANAS).** The Positive and Negative Affect Scale (PANAS) (Watson, Clark, & Tellegen, 1988), designed to measure mood states for specific time periods, was modified to better reflect affect or psychological well-being that might be present during study abroad reentry.
### Intensity Factors and Variables

<table>
<thead>
<tr>
<th>Paige's Intensity Factors</th>
<th>Study Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural difference</td>
<td>Cultural distance</td>
</tr>
<tr>
<td>Language</td>
<td>Host culture language fluency</td>
</tr>
<tr>
<td>Cultural immersion</td>
<td>Study abroad positiveness</td>
</tr>
<tr>
<td>Cultural immersion</td>
<td>Duration of study abroad</td>
</tr>
<tr>
<td>Prior intercultural experience</td>
<td>Age/maturation</td>
</tr>
<tr>
<td>Cultural isolation</td>
<td>Study abroad peers nearby</td>
</tr>
</tbody>
</table>
Results

- **Hypothesis 1**: Higher difficulties in reentry behavioral adaptation would be related to psychological adjustment in the form of higher negative affect and lower positive affect.

- **Hypothesis 2**: Intensifying factors would relate to reentry behavioral adaptation and reentry psychological adjustment.
## Adaptation, Affect & Intensifying Factors

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Reentry Adaptation Scale</th>
<th>Positive Affect</th>
<th>Negative Affect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reentry Adaptation Scale</td>
<td>3.182</td>
<td>0.675</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Affect</td>
<td>3.174</td>
<td>0.691</td>
<td>-.426**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative Affect</td>
<td>2.301</td>
<td>0.683</td>
<td>.598**</td>
<td>-.406**</td>
<td></td>
</tr>
<tr>
<td>Cultural Distance</td>
<td>12.386</td>
<td>7.402</td>
<td>.186</td>
<td>-.063</td>
<td>.208+</td>
</tr>
<tr>
<td>Study Abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positiveness</td>
<td>88.040</td>
<td>14.729</td>
<td>.374**</td>
<td>-.145</td>
<td>.062</td>
</tr>
<tr>
<td>Age</td>
<td>21.230</td>
<td>1.335</td>
<td>-.037</td>
<td>.067</td>
<td>.067</td>
</tr>
<tr>
<td>Language fluency</td>
<td>2.300</td>
<td>1.699</td>
<td>.005</td>
<td>.056</td>
<td>-.071</td>
</tr>
<tr>
<td>Study abroad length</td>
<td>15.380</td>
<td>8.027</td>
<td>.13</td>
<td>-.218*</td>
<td>.141</td>
</tr>
<tr>
<td>Other student availability</td>
<td>2.030</td>
<td>0.934</td>
<td>.133</td>
<td>-.109</td>
<td>.287*</td>
</tr>
</tbody>
</table>

+ p<.10, * p<.05, ** p<.01
Reentry difficulties (Hi/Lo Split)

Themes:
- Readapting to the U.S. culture
  - Accepting American values, Changing behavior to suit social norms back home
- Reestablishing relationships and activities back home
  - Reestablishing relationships with home friends and family, Reentering school life in the US
- Loss of features of the study abroad experience
  - Finding the level of intensity at home that you experienced abroad, Leaving the values of the host country

Highest difficulty items for the High Difficulty group
- "Readapting to the pace of life at home," "Accepting your study abroad experience had ended," "Finding a level of intensity at home that you experienced abroad," "Leaving the pace of life in the study abroad country," "Leaving host country friends."
## Affect during Reentry (Hi/Lo Split)

<table>
<thead>
<tr>
<th>Positive Affect</th>
<th>F</th>
<th>Negative Affect</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyful</td>
<td>22.093***</td>
<td>Disconnected</td>
<td>30.835***</td>
</tr>
<tr>
<td>Excited</td>
<td>16.062***</td>
<td>Irritable</td>
<td>13.880***</td>
</tr>
<tr>
<td>Present</td>
<td>12.415***</td>
<td>Distressed</td>
<td>11.712***</td>
</tr>
<tr>
<td>Content</td>
<td>12.144***</td>
<td>Disappointed</td>
<td>10.113**</td>
</tr>
<tr>
<td>Relieved</td>
<td>7.892**</td>
<td>Bored</td>
<td>7.617**</td>
</tr>
<tr>
<td>Accepted</td>
<td>12.331**</td>
<td>Confused</td>
<td>5.539*</td>
</tr>
<tr>
<td>Interested</td>
<td>5.427*</td>
<td>Distracted</td>
<td>4.619*</td>
</tr>
<tr>
<td>Proud</td>
<td>1.989</td>
<td>Unaccepted</td>
<td>7.716*</td>
</tr>
<tr>
<td>Inspired</td>
<td>0.002</td>
<td>Nervous</td>
<td>3.840</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guilty</td>
<td>1.944</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ashamed</td>
<td>0.058</td>
</tr>
</tbody>
</table>
Cultural Distance

<table>
<thead>
<tr>
<th>Country</th>
<th>High</th>
<th>Middle</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>19.4</td>
<td>Norway</td>
<td>Australia (0.11)</td>
</tr>
<tr>
<td>Greece</td>
<td>20.8</td>
<td>Spain</td>
<td>Great Britain (0.40)</td>
</tr>
<tr>
<td>South Korea</td>
<td>21.8</td>
<td>Thailand</td>
<td>New Zealand (1.4)</td>
</tr>
<tr>
<td>Ecuador</td>
<td>25.2</td>
<td>Senegal</td>
<td>South Africa (2.3)</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>25.6</td>
<td>Peru</td>
<td>Germany (2.7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brazil</td>
<td>Italy (3.1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Japan</td>
<td></td>
</tr>
</tbody>
</table>

Calculated using Kogut and Singh's (1988) formula
Cultural Distance Moderator Effect

Diagram: 
- Low Cultural Distance: Decreasing trend from Low to High
- Mid Cultural Distance: Linear increase from Low to High
- High Cultural Distance: Increasing trend from Low to High

Y-axis: Reentry Difficulty
X-axis: Positiveness of Study Abroad Experience
Conclusions

- Reentry themes
  - Reverse culture shock
  - Sadness and loss
  - Reestablishing relations
  - Emotional reactions
- Cultural distance plays a role
- Intensity factors during study abroad impact reentry adaptation and adjustment
- Cues in the findings for pre-departure advising as well as reentry program design.
Our final panelist is Christine Anderson, presenting on "Instructor Influence on Student Intercultural Gains and Learning during Instructor-Led, Short-Term Study Abroad," co-authored with Karl Lorenz and Michael White (2016).
INTERCULTURAL LEARNING ON INSTRUCTOR-LED, SHORT TERM PROGRAMS

DR. CHRISTINE ANDERSON
Outcomes: Control Group

(Four classes Japan, Mexico, Scotland, Thailand - 54)
Outcomes: Modified Model

(Five classes: Italy, China, France, Peru, Spain - 93)
Outcomes: Full Model

(Four classes: Ireland, New Zealand, Italy, Switzerland - 67)
Change in Developmental Orientation

2010

2011

2012
The Purpose

Growth in instructor-led programs

- Short-term (summer or eight weeks or less) 63%
- Mid-length (one or two quarters or one semester) 34%
- Long-term (academic or calendar year) 3%

(Institute of International Education, 2015)

Institutions emphasis on intercultural sensitivity outcomes to study abroad and higher education (Meacham and Gaff, 2006)


The students
Global Seminars

Italy
Spain
Denmark
Turkey
Japan
Peru
Kenya
# Findings

**Total Population Mean Pre/Post IDI Score**

<table>
<thead>
<tr>
<th>IDI</th>
<th>N</th>
<th>Mean (SD)</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre IDI Score</td>
<td>105</td>
<td>90.4 (13)</td>
<td></td>
</tr>
<tr>
<td>Post IDI Score</td>
<td>105</td>
<td>97.1 (17.6)</td>
<td>.000</td>
</tr>
</tbody>
</table>

**Total Population’s mean pre/post IDI Movement by Stages**

<table>
<thead>
<tr>
<th>Stages</th>
<th>N</th>
<th>Mean Pre IDI Score (SD)</th>
<th>Mean Post IDI Score (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denial</td>
<td>4</td>
<td>66.4 (3)</td>
<td>84.1 (15.7)</td>
</tr>
<tr>
<td>Polarization</td>
<td>32</td>
<td>79.7 (4)</td>
<td>84.1 (9.5)</td>
</tr>
<tr>
<td>Minimization</td>
<td>63</td>
<td>94.6 (7.5)</td>
<td>102.5 (15)</td>
</tr>
<tr>
<td>Acceptance</td>
<td>5</td>
<td>118.9 (2.9)</td>
<td>119.1 (16.7)</td>
</tr>
<tr>
<td>Adaptation</td>
<td>1</td>
<td>140.4</td>
<td>144.4</td>
</tr>
</tbody>
</table>
Total Population IDI Movement in Percentages

28% **Gains** to another stage
73% Total **positive** movement
13% **Regression** to another stage
27% Total **negative** movement
Quantitative Analysis

**Spearman’s Rank Correlation coefficient**

- Instructors’ IDI score
- Number of times leading the program
- Destination challenge

**Regression**

- Students’ host-country language level
- Gender
- Major
- Leaders’ IDI score
- Destination challenge
Does prior language learning influence students’ intercultural sensitivity?

### Mean Pre Post IDI Score by Host-Country Language Ability

<table>
<thead>
<tr>
<th>Host Country Language Ability</th>
<th>N</th>
<th>Pre Mean IDI Score (SD)</th>
<th>Post Mean IDI Score (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>37</td>
<td>88.4 (14.3)</td>
<td>97.7 (18.8)</td>
</tr>
<tr>
<td>A little bit</td>
<td>57</td>
<td>90.8 (11.8)</td>
<td>96.3 (16.1)</td>
</tr>
<tr>
<td>Well</td>
<td>11</td>
<td>94.1 (14.8)</td>
<td>99.4 (22)</td>
</tr>
</tbody>
</table>
I’m studying political science and English, but I might add a Spanish minor now. I realized along the way that learning a language is so hugely important. Communication – if you can communicate with someone in their own language that’s amazing. What that allows for interpersonal development and the connection you can have with people is phenomenal. Student

Then we start language. Oh my God, so essential, so necessary. I mean I would not, it just has to happen and the students so desperately wanted to create relationships and have that local engagement that even with the language instruction it was their biggest frustration that they could have authentic relationships, even with the language learning because they couldn’t communicate. Instructor
We got to be really good friends with the cook and the cook's helper Bob (says it again in local accent). **We would play soccer daily at 5 or 5:30** when everybody is done working we would play soccer with them. **Student**

There was one day I went to a hospice care center and then we did a home visit to a man that had esophageus cancer. They were seeing him because he wasn't taking his medicine. So not only did they counsel him, it was not only medical. They explained it that they also do psychological counseling, emotional counseling. They are very spiritual and so we ended with a prayer. **They don't just focus on the science. It's very holistic...** I think that was very helpful to have someone come to your own home, so the comfort of your own home. **Student**
Does gender influence students’ intercultural sensitivity?

...and we were traveling as a group of females and we were in the train and some one of the men in there were touching us inappropriately. I wasn’t one of them. That happened...it happened to me the second time. It did happen to other people more than once. **Student**

So this student at the beginning says, “it’s a violation of human rights, I don’t care, I understand that we want to understand cultural difference but no matter what it is a violation of human rights. But then by the end of it, after the talk about seek to understand, after the readings, she was like it was the reading that said you have to validate where a person’s viewpoints are coming from, even if you disagree with them. If you don’t validate those viewpoints up front and then move on to conversation... So, she had that incredible turn around. **Instructor**
Does challenge, including location, during study abroad influence students’ intercultural sensitivity during instructor-led study abroad?

One of the things is a reflection that I intentionally did, I said if you run into issues whether it’s with a local or another student or somebody else ask yourself what’s going on here? I’m clearly ticked off, or challenged or maybe I’m enthralled but I’m feeling something I didn’t feel before, why? Why am I? Let’s analyze it and try to get down to what’s going on here and then what happened that is different here that made me feel that way, good or bad and then why do you think it is that way here? I tell them that that is what I want in their journals and in their guided reflections. Instructor

The journal could be about their own reflections and intercultural part or it could be, I had many who were afraid of that side of themselves, so to make them not as uncomfortable, it could be a reflection on their academic experience. Instructor
I feel like intercultural competence is so important in the health sciences and a lot of these students want to do public health or be doctors or do this kind of work and so you’re going to be working across cultures when you do that. So I think developing your own self-awareness and thinking about that is so directly and indirectly related to the topic that’s why I didn’t feel that it was taking away from the content. Several of them said in their papers, I learned so much about public health but I also learned this cultural stuff that I didn’t expect to learn. Instructor

There’s only so much I can do to help them understand the culture. We can say this is the culture and you can say all these things and when I actually see students, I’m like oh! They really didn’t get it. First I’ve learned to be patient. There is a certain part that they are going to observe and they are going to get it. And another part that they are just not going to. Instructor needs to walk in with that kind of acceptance. Instructor
What is the impact of guided reflection on students’ cultural gains?

I was like, if you think about it, if you put yourself into someone else’s shoes who this is, the way that they make money. Any little thing that will give them an edge to make more money, you would probably do that too. I’m not saying it’s right, but you can see why anything that might give you the edge to make a few more [money] it might be something that you’d be willing to do. Instructor

I think we all appreciate the fact that [the instructor] spent a lot of time with discussion. Even if it meant that we talked about the chapter 2 reading less, because she understood the importance of cultural understanding. She prioritized that over last night’s reading. Because that’s stuff that you can do in a classroom. But the cultural stuff you have to do in country. And she was very good at listening and trying to help us see something in a different light…she kind of like turns the tables on you. Student
So both of them were processing this [physical abuse to females], which they did not expect to, because of the parallels within their own cultures and their own upbringings. So I talked to her and spent a lot of time with her and recommended that she start a connection with Aurora even if you just start an email communication. Instructor

I weave the culture in every chance I get and there are so many opportunities. Whatever happens, if the bus is late, I talk about it. They get use to it. The better and the worse whenever I hear that, I’m like you’re judging and the IDI is all about not judging, so they really got good at that. You can prefer something there’s no problem with that, but better and worse is a judgment. On a naïve level, I mean they are just learning that they have a culture. Instructor
[The instructor] wouldn't really help us [with the culture] but would give us knowledge on what [s/he’s] experienced. [The instructor] would be like, you need to experience this on your own to form your own opinion. That’s how [the instructor] did it; pretty much push us into water to make us swim. Personally I wasn’t that, it wasn’t that hard on me because I was open to everything. I don’t know about others.

Student

It was difficult seeing the third world country straight on. You always hear about people in the third world starving or begging but to actually see it and have them be there, it kind of hurt. There would always be beggars coming up to you asking for money and that made me a little distraught. We didn’t talk about this as a group because I think that is just normal. We didn’t talk about it because that’s what [the instructor] expected. I didn’t expect …I expected it but not quite what I felt. Student
Holistic culture learning woven into the program structure and frequent and spontaneous facilitation is the best way to increase intercultural sensitivity for students on instructor-led programs.
It’s that attention, trying to meet every student where they’re at so that you can provide the best challenge and support for each person. I think that’s what can possibly make it a transformational experience. I think that personal connection and helping each student kind of process and acknowledging where they are at. I think that’s the key. Instructor
Thank you!