

AN ABSTRACT OF THE DISSERTATION OF

Leah Salloway for the degree of Doctor of Education in Leadership, Learning, and

Curriculum

Presented on August 11, 2020

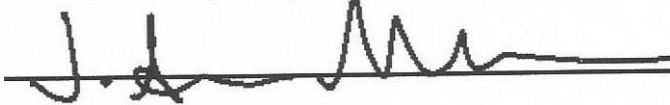
Title: The Transference of Domestic Teaching Skills to International Settings Within Study

Abroad Programs

Abstract approved:



Annette M. Holba, Ph.D., Dissertation Committee Chair



Aaron Morehouse, Ph.D., Dissertation Committee Member



Dr. Len Fleischer, Dissertation Committee Member

The purpose of this qualitative study was to investigate the perceptions of Plymouth State University faculty members who have led study abroad programs or international experiences for Plymouth State University Students, and to identify what themes or components were most beneficial in leading such experiences. This study sampled 11 Plymouth State University faculty members who had led study abroad experiences within the

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

past 20 years and had additional interviews with 7 of the study participants to gain further insight and information regarding the experiences that they led. This study identified key themes that faculty members cited as integral in enabling them to lead high-impact learning experiences for students. These themes included opportunity for reflection during and after the international experience, facilitated opportunities for cultural immersion, the use of high quality, in-country providers to provide logistical services and supplemental education, and the benefit of having a pre-trip visit to the country in which the experience will be located in order to more fully vet the program. This study was the first to identify key themes that were beneficial to university faculty when leading study abroad programs or international experiences for students. The results of this study provide important insight into the factors that create high-impact learning opportunities for students traveling internationally with Plymouth State University. The results of this study also provide Plymouth State University important data regarding the opportunities for students and faculty within study abroad programs and international experiences to increase the quality of programming and the ability for students to access such programs regardless of socioeconomic status. The findings indicate that Plymouth State University should consider the themes of cultural immersion, reflection, pre-trip visits, and the use of in-country providers when designing and supporting faculty members to facilitate study abroad programs or international experiences for students.

Keywords: study abroad, experiential learning, teacher training, faculty training, international experience

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

© Copyright by Leah Salloway

August 11, 2020

All Rights Reserved

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

The Transference of Domestic Teaching Skills to International Settings Within Study

Abroad Programs

A Dissertation

Leah Salloway

Submitted to

Plymouth State University

In partial fulfillment of the requirements for the degree of

Doctor of Education

Defended August 11, 2020


THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Plymouth State University

Dissertation of Leah Salloway

Presented on Date of Defense _____ .August, 11, 2020_____

APPROVED : YES




Annette M. Holba

Name of Chair, Dissertation Committee Chair



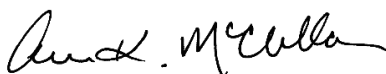
Len Fleischer

Name of Committee Member, Dissertation Committee



Aaron Morehouse Jr.

Name of Committee Member, Dissertation Committee



Ann McClellan Interim Provost and Vice President for Academic Affairs

I understand that my dissertation will become part of the permanent collection of Plymouth State University, Lamson Learning Commons. My signature below authorizes release of my dissertation to any reader upon request.



Name of Student, Author

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Acknowledgements

The author would like to express the deepest expressions of gratitude and appreciation to the dissertation committee, Dr. Annette Holba, Dr. Len Fleischer, and Dr. Aaron Morehouse, for their guidance, shared expertise, time, and thoughtful consideration throughout the dissertation process. Thank you to Dr. Holba for problem solving with me when I felt my most defeated, for answering my million questions, and for tolerating phone calls with me with my son chirping in the background. Thank you to Dr. Fleischer for helping me to develop my personal and cultural awareness through my Masters work and now beyond. Thank you for always pushing me to think more critically and less concretely. Thank you to Dr. Morehouse for offering amazing links to the field of international and experiential education and for making time to consult with me despite being a busy leader and parent yourself. The process of seeking a doctoral degree is an emotional one. Doing it in the middle of a pandemic, with an infant is a unique challenge. Thank you all so much for your patience, understanding, and kindness. I appreciate your guidance so much.

This dissertation is the culmination of change and evolution in both my personal and professional lives. I would like to thank my parents and sister for blazing the doctoral path before me, and for showing me that such a feat is attainable. I would like to thank my mum and dad for editing my work, problem solving with me, watching my son during my proposal defense, and offering suggestions. I would like to thank my husband for giving me time to write when he returns from work and being unwaveringly positive even when I struggle to find the light myself. Thank you, Jonathan for making my work a priority during our life together taking off.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS.....	iv
EXECUTIVE SUMMARY	vi
DEDICATION.....	vii
Chapter 1.....	1
Introduction: Moving from a Problem to a Problem of Practice	1
Social, Cultural and Historical Perspective of the Problem.....	1
Why the Problem Should Be Addressed	5
Local Contextual Perspectives on the Problem	6
Leadership Perspectives on the problem.....	11
Specific Problem of Practice.....	12
Why is it a Problem?.....	14
Consequences of the Problem.....	15
Research Questions.....	15
Chapter 2.....	16
Literature Review: Knowledge for Action	16
Review of Educational Research Literature: Theoretical Sources	16
Review of the Educational Research Literature: Empirical Sources.....	19
Evolution of Study Abroad Programs.....	25
Learning Goals.....	28
Impacts of the Present Student Experience.	29
Long Term Impacts of Study Abroad.....	30
Data from Relevant Stakeholders	33
Conceptual Framework.....	33
Extant Data from the Organization.....	34
Teacher Training.....	35
Summary.....	40
Chapter 3.....	42
Methods: Design for Action.....	42
Study Purpose and Design	42
Participants and Data Sources.....	43
Data Collection and Specific Practices.....	44
Data Analysis and Evaluation.....	45
Targets and Timeline.....	47
Limitations.....	47
Summary.....	48
Chapter 4.....	49
Results and Discussion: Data Analysis and Recommended Actions.....	49
Discussion of the Findings.....	49
Relation to the Problem of Practice.....	49
Research.....	52
Pre-Trip Visit.....	53
In-Country Partnership.....	53

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

Use of a Tour Company.....	55
Collaboration with Colleagues.....	56
Immersion in Culture and Language.....	56
Reflection.....	58
Faculty Training.....	59
Suggested Action Steps.....	60
Implications Deduced from Theory.....	61
Implications from Empirical Studies.....	62
What Might Other Scholar Practitioners Learn from this Work?.....	64
Areas of Improvement.....	65
Contributions to the Field of Educational Leadership	68
Recommendations and Implications for Educational Leadership for Social Justice..	72
Limitations.....	76
Implications for Leadership Agenda and Growth.....	78
Cultural Immersion.....	78
Third-Party and In-Country Tour Providers.....	79
Reflective Opportunity.....	79
Reflection of Self.....	80
The Next Steps.....	81
Conclusion.....	83
References.....	84
APPENDICES	89
Appendix A.....	90
Appendix B.....	92
Appendix C.....	93
Appendix D.....	94
Appendix E.....	98

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS



Defense Date August 11th, 2020

Title The Transference of Domestic Teaching Skills to International Settings Within Study Abroad Programs

Introduction

Study abroad programs and short-term international experiences have been a growing part of university programming for many students prior to the COVID-19 pandemic. Plymouth State University runs multiple faculty-led study abroad programs or international experiences each semester. There are consistent themes that emerge as universal to providing high-impact learning opportunities for Plymouth State University students in an international setting.

Problem of Practice

It is unknown what resources or experiences faculty leader find most beneficial when developing and leading an international experience. Not knowing what resources and experiences are most useful in preparation and delivery of study abroad courses or programs is a problem because outcome quality for both students and the university hinge on faculty's ability to provide programming internationally.

Research Method

A qualitative, survey was used to identify themes regarding the practices or resources that faculty found most beneficial in leading study abroad programs or international experiences. An anonymous online survey was distributed to survey participants who were faculty members of Plymouth State University and had led a study abroad program or international experience within the past 20 years. Survey participants could also elect to participate in a follow up interview to discuss the themes that they identified in greater depth.

Summary of Findings

Key themes included the opportunity to spend time in the country before leading a trip there, the need for facilitated reflection during and after the experience, facilitated opportunities for cultural immersion, and the use of in-country providers to manage trip logistics and supplemental education opportunities for students. One additional finding was that the use of third-party providers in conjunction with Plymouth State University can raise the costs of international programs making the experiences cost-prohibitive to some students.

Limitations of Study

Limitations of this study include the fact that the data was collected from a singular university and only gathered from faculty members. Additionally, the 2020 COVID-19 virus may have impacted faculty participation.

Implications

The results of this study provide insight into the themes that help deliver high-impact learning experiences to students. The results of this study also provide Plymouth State University data regarding the factors that create high-impact international experiences for students. Plymouth State University should consider these themes in their requirements or faculty trainings prior to faculty members leading experiences for students internationally.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

Dedication

This dissertation is dedicated to my son, Cedar Jasper Coddington, who was born during my dissertation process, and who's labor was triggered by a dissertation breakdown. You are the light of my life. Even on the hardest days, you are worth it a million times over again. I am so in awe of your strength, determination, and observance. I am so in love with your giggle, and the way you curl up in my arms. Thank you for letting me write and edit during your naps. I hope that you always know that you can achieve anything you want. In this world I will love whoever you turn out to be, but I will always be the proudest of your kindness. I love you.

Chapter 1: Moving From a Problem to a Problem of Practice

Social, Cultural and Historical Perspectives on the Problem

Prior to the 2020 COVID-19 pandemic, thousands of students across the United States were participating in university study abroad programs each year (Kinging, 2013). In 2017/2018, 341,751 students studied abroad in nearly every country of the world, in durations ranging from below two weeks to a full calendar year (IEE, 2020). Study abroad programs have grown in popularity over the past 20 years, spanning new models that vary in length, area of study, and cohort model (McKeown, 2009). In 2020, the COVID-19 pandemic put many study abroad experiences on hold due to safety concerns and desires to ensure the health and wellness of university students and providers alike. Prior to this pause in study abroad programming students have had access to an array of study abroad options that range from several weeks, to over a year of immersive education (Kinging, 2013). Through these opportunities studying abroad, students are exposed to a new set of cultural norms, languages, and experiences that potentially shape their educational path and subsequent career in the workforce and further into adulthood (Lewin, 2009). Anecdotally, individuals who have participated in study abroad programs may describe the experience as life-changing, or eye-opening, while others indicate that it helped shape their personal and professional trajectories (Durnall, 1967; Kinginger, 2013; McKeown, 2009; Stapley, Stein, Miller, & Gould, 2004). This growth is very subjective and may look different as it is presented between different individuals. The information received as outcomes from study abroad programs is subjective, and the measures are sometimes inconsistent (Stapley, Stein, Miller, & Gould, 2004). While many study abroad programs are

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

currently paused, it is anticipated that travel will resume and that study abroad programming will once again be a popular component of students' college experiences.

While study abroad programs may take many forms, it has also been shown in studies that students can benefit from the integration of experiential learning opportunities (Dewey, 1997; Kolb, 2014). The marriage of experience and knowledge may result in a more meaningful educational experience that can be applied to other real-world scenarios (Dewey, 1997). Experiential learning is based on the idea that students who are participating in an experience, can then reflect upon that experience, analyze it, and choose a course of action based on that experience (Kolb, 2014). Additionally, these experiences can shape who a person becomes (Dewey, 1997; Kolb, 2014).

The program learning outcomes of study abroad programs, including rates of academic achievement, cultural engagement, and future career opportunities indicate that these programs may directly benefit students. They may also enable them to excel in future opportunities. "Alumni maintain culturally diverse worldviews, engage in civic responsibility, attain higher levels of academic achievement, and make career choices based on their study-abroad experience" (Rhodes, Biscarra, Loberg, & Roller, 2012).

When developing study abroad programs, researchers proposed that experiential learning should be rooted in one of five themes including, active learning, problem-based learning, project-based learning, service learning, and place-based education (Carlson & Wurdinger, 2009). Challenges can arise because many faculty members are not trained in providing experience-based or place-based education to students. If a faculty member is accustomed to traditional modes of teaching facilitation such as lecture and exam-based approaches, shifting

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

their personal approach to other modes of teaching such as through dynamic participation in high impact experiences may feel intimidating or challenging.

While educators may initially be assessed by their preparation programs, or through their graduate work in pedagogy, and later by their employers, professional mentorship typically dwindles and they may not continue to get professional feedback or monitoring from their supervisors (Sayer, 2006). It becomes the work of the educator to bring their own tools and resources to make a study abroad program successful (Sayer, 2006).

Historically, other experience-based programs, especially those in the outdoor or adventure fields lacked oversight or leadership of their staff (DeAngelis, 2014). They were not consistent with their training methodology or their requirements for staff (DeAngelis, 2014). This led to high risk of students where their safety was not the priority (DeAngelis, 2014). When this information is translated to the classroom setting the themes from the literature speak about the effectiveness of teaching facilitation does not come solely from content. Instead, it comes from the relationships built between the educator, the students, and the peer dynamics within the classroom (Edwards & Richards, 2002.; Knox, 2011.; Stringer, Baldwin & Christensen, 2010.).

One of the main hallmarks of quality educational facilitation is classroom management in the form of creating mutual learning opportunities and student dialogue (Balasooririya, Di Corpo, & Hawkins). With many different types of students and personality types in a classroom, strong facilitators are able to manage the classroom dynamics by supporting students and empowering them into leadership positions within the class in a way that allows them to channel their energy and personalities in more productive ways (Balasooririya, Di Corpo, & Hawkins, 2010). Relationships within the classroom play an important role in characteristics of an effective teacher (Balasooririya, Di Corpo, & Hawkins, 2010., Brockbank & McGill, 2007). The

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

relationships that a teacher develops with a student can strongly impact student learning, though some students may still be able to learn without a strong relationship with their teacher (Brockbank & McGill, 2007). In addition to student empowerment, students studied in Tunisia were seen to show higher attainment of skill when their education was facilitated by educators who utilized hands-on learning and experiences along with text or lecture-based learning (Zouaoui, 2007). By empowering students and pairing a hands-on application, students show additional gains (Balasooririya, Di Corpo, & Hawkins, 2010).

Concrete strengths of highly qualified teachers do include being able to provide structured planning and curriculum delivery for students that involve the standards of learning including knowledge, comprehension, application, analysis, and synthesis (Stringer, Baldwin & Christensen, 2010). Such concepts can be utilized within lesson planning, integrating involved activities, to encourage students to think critically and develop their skills at a higher level (Stringer, Baldwin & Christensen, 2010., Zouaoui, 2007.) Well trained teachers as facilitators plan their lessons with their students in mind. They consider who they are, how they learn, their relative strengths, how they interact with each other, and their backgrounds (Stringer, Baldwin & Christensen, 2010). With this knowledge, teachers are able to provide lessons that connect students to their strengths so they are able to act as facilitators themselves, supporting their peers in the learning process (Balasooririya, Di Corpo, & Hawkins, 2010).

When understanding the challenges of teaching effectiveness, the content of the class has less influence on the effectiveness of the teacher than the strengths of the relationships from the educator and within the classroom (Edwards & Richards, 2002., Knox, 2011., Stringer, Baldwin & Christensen, 2010.). The knowledge of the learning group and the internal options can be paired with knowledge in planning and execution to design programming that will be connective

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

and meaningful to the student learners (Knox, 2011). In addition, the relationships that students have and are able to maintain with their teacher can build trust, creating more open learners who have faith and comfort with their teacher and are more open to learning challenging content (Edwards & Richards, 2002).

The other theme that becomes heavily evident is that students need to be engaged in learning at different levels and with high amounts of interaction (Edwards & Richards, 2002., Hustad & Arntzen, 2013). Students who are engaged in hands on learning show greater outcomes for learning than their peers who are not engaged in a multi-modal, student centered approach (Edwards & Richards, 2002., Hustad & Arntzen, 2013., Zouaoui, 2007). This pairs with the premise that students who are engaged in study abroad programs can benefit from explicitly taught, experience-based content to help them further their educational careers (Edwards & Richards, 2002). While research supports that students benefit from hands-on learning and integration of academic content into applicable settings (Edwards & Richards, 2002., Hustad & Arntzen, 2013., Zouaoui, 2007), it is still unknown what tools or skills faculty bring to study abroad settings that make this type of learning a reality.

Why the problem should be addressed

Prior to the 2020 COVID-19 pandemic, there continued to be growth and study abroad programs continued to be a popular and even commonplace aspect of higher education. In the model of university-based study abroad programming, faculty may be asked to lead university-run study abroad programs for several weeks or a semester. The problem is that faculty may not be aware of the tools or resources that will be most helpful in allowing them to transfer their teaching skills from a domestic setting to an international setting with opportunity for experience-based learning. By developing an inventory to provide faculty with tools and

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

resources that will assist in streamlining the process of adapting teaching to an international setting it would be possible to see if the faculty felt more confident in teaching and adapting to a new setting and if it impacted the education received by their students. By understanding faculty perceptions about their preparedness to teach, and the specific experiences they have in teaching in study abroad programs, we can understand experiences more deeply and develop strategies for better preparing faculty to have positive or constructive experiences and be better prepared to offer more high-impact student experiences.

Local Contextual Perspectives on the Problem

While study abroad programs have been offered through many universities in the United States and around the world, some programs are offered in different models including through universities or through private organizations. Programs range in duration and are facilitated through different providers. Due to the COVID-19 pandemic, some of these programs have even moved to a remote capacity with virtual offerings to simulate the experience abroad. Currently, Plymouth State University offers several faculty-run programs each year, to varying locations. These programs can vary in length from a week to a full semester. Increasingly, Plymouth State University has been offering short term experiences in conjunction with university courses. Students may learn about a topic experientially while participating in an international experience and be able to utilize the knowledge in the classroom at a later point. The faculty who teach within these programs can change year-to-year, and new faculty have the opportunity to teach internationally. Faculty come with their own experiences and prepare to teach in a new country with a new group of students.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

For some faculty members, they may adapt naturally to transferring their skills to a new location. For others, they may have more questions or uncertainties about how to use or transfer their skills from a traditional classroom setting to a study abroad setting. In the United States, some universities allow students from other universities to access their faculty-run study abroad programs. At Plymouth State, the students that attend the international experiences may be diverse with only the overarching course in common.

This offers an illustration of the problem that the study abroad industry, and university-sponsored study abroad programs may face, especially for faculty. When faculty bring students to a new location where they have limited access to supportive resources, and they are expected to transfer their teaching skills to a new setting, it can be challenging. This is especially true if they are expected to develop a short-term program that will allow their students a deep experiential opportunity designed to optimize their domestic classroom experience. Knowing what resources and tools are most helpful in streamlining that process would support the experiences of both faculty and students.

In the 2019-2020 academic year, many of the universities in New Hampshire offered some aspect of study abroad programming or provision of international experiences. Based on information provided on their websites, other New Hampshire Universities offer a range of international programming utilizing third-party providers, university exchanges, or faculty led programming. Through evaluation of their program offerings, it was evident that the University of New Hampshire provides programming through 37 third-party providers leading to a multitude of locations, 27 international country exchanges, and 13 course-related international experiences (University of New Hampshire, 2020). Keene State College provides international programming using 3 third-party providers leading to multiple countries, 12 international

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

university exchanges, and multiple course-related programming, though the quantity was not listed due to schedule variability (Keene State College, 2020). Southern New Hampshire University provided international programming using 1 third party provider, and 14 international university exchanges (Southern New Hampshire University, 2020). As smaller universities, Colby Sawyer provided international programming through 7 third-party providers (Colby Sawyer, 2020), and Franklin Pierce University provided international programming utilizing 1 third-party provider, and 1 faculty led, course related experience (Franklin Pierce University, 2020). Like Keene State College, not all faculty-led experiences were posted through the international education websites due to variability. In speaking with Dr. Skye Stephenson, the Director of the Global Education Office at Keene State College, she shared that there has been a decline in interest from both faculty and students in faculty led trips over the past five years (Stephenson, 2020). In comparison with programming provided through Plymouth State University, PSU has had a shift towards a greater number of faculty-led programming (Lopez-Mayhew, 2020). This is mainly due to the accessibility and affordability for students (Lopez-Mayhew, 2020). Keene State College is different from Plymouth State University, as it does not mandate the use of any third-party providers in affiliation with their faculty led programming (Stephenson, 2020), and Keene State prides itself in offering financing options for their students, even offering some international programming for lower cost than Keene State tuition to students to access international education (Stephenson, 2020). This is especially evident in international programming that is geared towards civic engagement and social justice (Stephenson, 2020). The University of New Hampshire also considers accessibility for students (Meijer, 2020). In building their program offerings, cost varies depending on the location; however, the University

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

of New Hampshire attempts to ensure that scholarships are accessible and that costs remain reasonable for students (Meijer, 2020).

For programs provided by third-party providers and through international university exchanges, no staff training is necessary through the university as the university staff are not the facilitators. For third-party providers, they have faculty training that comes in many forms. For providers such as CIEE, experience leaders are trained using online modules and workshops, though they may participate in in-person training at annual localized trainings in several locations (Wood, 2019). Other providers such as the School for Field Studies do not offer specific faculty training separate from the faculty member's existing experience, and relies on informal mentorships from other faculty members to round out program-specific learning needs (Siefert, 2019). Programs such as the Experiment in International Living offer shorter-term programming, and use hands-on intensive, in-person training for experience leaders, facilitated by organization leaders and past experience leaders (Morehouse, 2019). The training for faculty educating students through international university exchanges can be equally variable, as each faculty member is operating under the standards and expectations offered by their university.

In the category of faculty-led international experiences, no specific training, or qualification was provided through any website for any New Hampshire university. Both Plymouth State University and Keene State College offer an extensive review process for faculty members who are interested in facilitating study abroad programming for students (Lopez-Mayhew, 2020.; Stephenson, 2020). The review process at Keene State College includes members of the faculty who have successfully led study abroad programs for students, however, depending on the degree of need that faculty members have in creating a well-supported and

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

viable program for students, the process can take up to a year. (Stephenson, 2020). No other training is required through Keene State College (Stephenson, 2020).

The Global Education Center at the University of New Hampshire oversees approximately 25 faculty led study abroad experiences (Meijer, 2020). As part of the University of New Hampshire process, faculty design trips, and gain initial approval from the Dean of their specific college. From there, they gain approval through the Global Engagement Center. If it is a study abroad experience for a duration longer than 3-weeks, additional approval is needed through a large committee made up of representatives from each of the colleges of the University of New Hampshire (Meijer, 2020). Faculty members do not have specific training, but they are expected to have a one-on-one meeting with the risk management coordinator from the University of New Hampshire after a rigorous review of their proposal is completed (Meijer, 2020). This helps to ensure that faculty members are prepared to lead an international experience for students.

Currently, Keene State College does not mandate any use of third-party providers to supplement programming offered by faculty members (Stephenson, 2020). The University of New Hampshire also does not mandate the use of third-party providers to supplement faculty led international experiences, however, that could change in the future (Meijer, 2020). The reason for this possible shift within the University of New Hampshire is that they would like to see faculty members have more time to focus on teaching and providing high-impact learning as opposed to managing the logistics of the experience (Meijer, 2020). Plymouth State University also uses third-party providers to supplement programming with few exceptions (Lopez-Mayhew, 2020). While all three universities are part of the University of New Hampshire

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

educational system, they take different approaches to providing faculty led programming and utilizing third-party providers.

With the highest quantity of international programming being provided through third-party providers or through international university exchanges, the university does not require oversight in training of the provider's staff. Specific training for staff who are preparing to lead study abroad programs is minimal. The limit of information regarding faculty-led programs and affiliated training supports the concept that this is a blind spot in the literature around study abroad programming.

Leadership Perspectives on the Problem

While different programs may take different approaches to the training and development of their staff, the Transformational Model of Leadership is most utilized within study abroad and international learning opportunities (Johnson & Hackman, 2018). The Transformational Model of Leadership investigates how a group of people may move forward through a shared vision to create change (Johnson & Hackman, 2018). The Transformational Model of Leadership highlights the personality traits of extraversion, neuroticism, openness to new experiences, agreeableness, and conscientiousness, and looks of development of these traits and utilizes them into creating a group vision and collective mission (Johnson & Hackman, 2018). Trainings that are provided through different modalities are all working towards the goal of preparing staff and faculty to inspire students to grow and to facilitate change through or within their cohorts, while supporting these different traits in the individual. Training may be provided online, or in short-term, in-person group training, depending on the organization (Wood, Personal Communication, 2019).

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The resources and strengths that faculty bring to the field of study abroad internationally is variable as educators are drawing from their own experiences and diverse disciplines. Faculty bring their own passions and experiences to the table as they sculpt an international experience for students with the hope that students will be able to generalize the concepts later in life. Currently, each trip leader has the freedom to plan their experience as they see fit without input from a supervisor (Johnson & Hackman, 2018).

There is another model of leadership that is particularly relevant to study abroad programs. The Emotional Intelligence Leadership Model includes “the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (Salovey & Mayer, 1990). Part of the study abroad experience is to cultivate emotional learning and growth from the experiences and learning opportunities that students are engaged in (Knox, 2011). Understanding how emotions and leadership integrate especially in study abroad programs can support faculty experiences and increase their perceptions of teaching and learning effectiveness.

By placing students into scenarios where they need to evaluate real world occurrences and equate it to content that they are learning in the classroom, they are also noticing the limits of solely academic programming (Rhodes, Biscarra, Loberg, & Roller, 2012). This additionally helps cultivate the traits of emotional intelligence leadership as students are asked to grow based on their experiences. With these models of leadership, students are able to develop ethical roots and systems of learning to better prepare them for leadership roles in their adult and professional lives (Johnson & Hackman, 2018).

Specific Problem of Practice

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

University based study abroad programs send faculty to provide programming for short term or semester-based study abroad programs, however, it is unknown what resources or experience the faculty find most beneficial when developing an experientially based program or course that supports specific experiential learning. Not knowing what resources and experiences are most useful in preparation and delivery of study abroad courses or programs is a problem because outcome quality for both students and the university hinge on faculty feeling confident in their teaching skills and their ability to provide high-impact learning internationally.

Training of staff and faculty who work in study abroad programs can be inconsistent from one program to the next (Wood, 2019). This is reflective of some of the struggles with monitoring and assessing teacher training on a broad scale (Sayer, 2006). Students who have gone through the education system have worked with teachers who have been able to connect with them to promote learning, and others who have not been strong facilitators of the content (Skinner, 2005). In preliminary teacher training of k-12 educators, certified teachers participate in lecture-based coursework and field site practicums to support their careers. K-12 teachers require both experience in the classroom and structured learning in lecture form to become effective teachers (Fleming, Byram & Feng, 2009). This supports the idea that study abroad programs can foster a marriage between classroom and experience-based learning.

As translated to study abroad programs, not all education staff and faculty members have participated in such a teacher preparatory program, as those are usually more focused for elementary and secondary educators (Lewin, 2009). Linda Darling-Hammond, an expert in the field of teacher preparation, explains that the best teacher preparatory programs build off of the lessons taught in the classroom and offer supportive programming while future teachers are

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

completing their student teaching in the classroom (Darling-Hammond, 2001). This supports the idea of a link between classroom learning and experience based learning.

Within study abroad programs, educators must adopt intercultural competence.

Intercultural competence is developed by living through learning experiences and developing knowledge, based on that experience and practice (Fleming, Byram & Feng, 2009). Another perspective suggests that practitioners can only learn the intricacies of intercultural competence in education through participating in structured programs and education to facilitate knowledge and generalization of the content (Fleming, Byram & Feng, 2009). Regardless of either of these positions, experience and immersion in a setting create strong learning opportunities.

Since the goal of study abroad programs broadened from a strictly academic perspective, the idea of a whole student experience, the desired outcomes may have shifted, resulting in a lack of academic rigor (McKeown, 2009). A primary concern that has been echoed about study abroad programs is that there is no set standard for measuring the effectiveness of learning, and due to the nature of the programming, and course criteria and similarity in course content may differ between settings and institutions (McKeown, 2009). Creating a program that marries academic rigor with cultural and social rigor ideal for growth is optimal for creating the lasting outcomes that will result in the highest degree of lasting outcomes (McKeown, 2009). However, there is a gap in the research that reveals there is a lack of information or studies focusing on this matter.

Why it is a problem

Prior to the COVID-19 pandemic, study abroad programs had grown in popularity over the past 20 years, spanning new models that vary in length, area of study, and setting (McKeown, 2009). The growth of these programs has launched new providers, enabling universities and

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

students to choose from a range of offerings (Brewer, & Cunningham, 2010). One of the areas that has seen particular growth is that of university-based study abroad programs ranging from a week to a semester. These programs are typically supported by university faculty. While programs that offer an immersive platform have been increasing, the knowledge of the tools or baseline knowledge that faculty need to feel prepared and supported to provide educational experiences for these programs has not been identified (McKeown, 2009).

Consequences of the problem

Universities are providing exciting and accessible study abroad opportunities for students who might not otherwise be able to access a semester or year-long study abroad experience. In light of the COVID-19 pandemic, some of these programs will be provided virtually. As restrictions from COVID-19 lessen and travel resumes, university programs will resume the offering and facilitation of study abroad programs. When these programs are provided by domestic faculty and not those from the hosting country or from an overarching organization, there is an expectation that the faculty member will be able to transfer their skills easily to a new setting and within a new standard of cultural norms to create an experiential opportunity for students. This is not always the case. Knowledge pertaining to tools, resources, or experiences that are most beneficial to American-based faculty members as they transfer their skills to teaching in an experience-based study abroad capacity is variable. Developing faculty understanding of what can best support their experience in leading study abroad programs can enhance their experiences and support the student experience and learning.

Research Questions

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The research questions that guide this study are as designed to gain the perspectives of faculty members who have taught study abroad experiences through Plymouth State University. The questions aim to gain faculty perspective on what resources or experiences were most helpful to them when they were preparing to teach and lead experiences in an international setting, especially regarding how these resources assisted them in creating an experiential opportunity for students.

- 1) What are faculty perceptions of their preparedness to teach in university level study abroad programs?
 - a. What experiences, resources, or tools are most beneficial for American-based faculty to create experiential learning opportunities in university level study abroad programs?

- 2) How do the perceptions of American-based faculty teaching in university level study abroad programs impact their ability to teach and lead high impact learning experiences?

Chapter 2: Review of Knowledge for Action

Review of the Educational Research Literature: Theoretical Sources

The United States k-12 education system takes students through a journey of acquiring the fundamental concepts, meant to prepare them for adulthood. However, educational

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

philosopher, John Dewey viewed education as a more personal experience (Dewey, 1994).

Dewey began his work in the 1930s and worked from the premise that students enter a classroom already shaped by their experience. What they had already experienced in their formative years was going to impact them as learners and how they viewed the content. In order to create a lasting educational impact, Dewey believed that students needed to experience the content that they were learning in the classroom in a hands-on way to retain the information and be involved in real and lasting learning (Dewey, 1994). This manifested in the real application of the skills in the classroom and could be used by testing it and practicing it in the daily lives of the students.

David Kolb proposed that in order for experiential learning to be most effective, it needed to encompass four main ideas; these were: experience, reflection upon the experience, formation of concepts based on the reflection, and testing of those concepts (Kolb, 2014). In order for experiential learning to be fully effective, all four components must be in place and fully utilized (Kolb, 2014). Additional researchers proposed that experiential learning should be rooted in one of the five themes including, active learning, problem-based learning, project-based learning, service learning, and place-based education (Carlson & Wurdinger, 2009). The idea is that by embedding experiential learning into these segments of learning, the learning process will draw upon the past experiences of students and lend itself to further generalization through meaningful connection (Carlson & Wurdinger, 2009; Gross & Rutland, 2017). By integrating these ideas and links within study abroad programs, especially through the use of experience-based education, the experiences could serve as a vehicle for very effective learning opportunities that would encourage vast personal and academic growth in students.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Study abroad programs are often thought of as opportunities for students to expand their knowledge while being submerged into new and different areas (Brewer & Cunningham, 2010). This may be done through language intensives, classroom learning, or participation in place-based or experiential learning (Brewer & Cunningham, 2010). The qualities that are developed by students who participate in study abroad programs at the high school and college level can vary and are dependent on the structure of the program which the student is participating in, the location, and the length of the different experiences (Lo, 2015). In addition to academic skills, students can learn from their experiences in a way that develops both academic learning and personal growth (Gross & Rutland, 2017; Kolb, 2014). This can be done with added benefit when students are exposed to a novel environment when they are asked to push their boundaries and explore outside of their comfort zone. Research by Robert Gonyea (2008) states that students can develop personal concepts such as self-awareness, resiliency, cultural awareness and identity through their experiences living and learning abroad (Gonyea, 2008). Study abroad programs impact how students identify upon return to their native country, and leave students with measurable learning outcomes that can be seen in an increase of academic scores, and personal satisfaction scored from returning students (Ryan & Twibell, 2000). These outcomes are part of why participation in study abroad programs have become so desirable.

The basis for interest and engagement in study abroad has evolved into being more personally driven and relating to different areas of student identity and interest (Boateng & Thompson, 2013). For students who have lived and grown up in the United States, they may have a desire to explore a cultural identity through a study abroad program to learn from and experience their personal roots (Lo, 2015). There has been a growing number of students who

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

are seeking a personally transformative experience through the opportunity to learn in an environment that is significant to their personal history (Boateng, & Thompson, 2013). With returning students being able to take the lessons that they learn from the abroad experience into their identity, it helps to generalize the experience, and may have a greater lasting impact on the lives of students once the study abroad experience has ended (Gross & Rutland, 2017; Lowe, Dozier, Hunt-Hurst, & Smith, 2008). The memories and take-aways from the study abroad experience stay with many students throughout their lives.

These studies and studies in the field of study abroad programs and experiential learning are typically analyzed using Grounded Theory. Grounded Theory builds theory as opposed to tests theory (Patton, 2015). Much of the data collected in these studies is based on participant experience and is collected in narrative form. Grounded theory supports that the narratives can be coded to identify gaps in any of the steps and create a more cohesive picture from the data (Creswell, 2005). Grounded theory has supported the concepts by viewing the narrative data based on the experiences of participants in study abroad programs, and creates the theory that hands on learning in a group or mutual learning model can be transformative (Lo, 2015). It is a widely used qualitative form of analysis (Creswell, 2005), lending itself to the development of novel theories.

Review of the Educational Research Literature: Empirical Sources

While study abroad programs have evolved through the decades, the quest for knowledge has remained a mainstay (Stapley, Stein, Miller, & Gould, 2004). With record numbers of students accessing college programming, there has been growing demand for study abroad

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

programs that help students achieve academically, but also help them grow in more personal ways (McKeown, 2009). This marks a shift in the field.

Attributes of study abroad programs may include the acquisition of academic skills as well as more personal and internal growth that students develop (Durnall, 1967; Kinginger, 2013; McKeown, 2009; Stapley, Stein, Miller, & Gould, 2004). There is a lot of literature looking at the outcomes of study abroad programs, and though many students have a positive reaction, some have an initial, adverse reaction (Lo, 2015, McKeown, 2009). Students may endure adverse experiences that may nurture personal themes such as compassion for self and others, resiliency, and flexibility (Kinger, 2013). These experiences may come from being in a new setting and pushing the limits of the student's comfort zone.

In Boateng and Thompson's 2013 study, *Study Abroad in Ghana*, social work students participating in a study abroad program were later interviewed about their experience using Milton Bennett's Developmental Model of Intercultural Sensitivity. They were interviewed to learn what stages of intercultural awareness they had experienced and the outcome of their experience. Using this information in conjunction with Grounded Theory, key themes from the interviews were established to develop a theory that the foundations of social work in conjunction with hands-on learning in Ghana resulted in higher intercultural awareness and ability for advocacy (Boateng & Thompson, 2013).

In a study completed by Adel Zouaoui, *Education, Facilitation, and Inclusion-the Tunisian Experience*, educators in Tunisia were interviewed about their experiences teaching, especially in the domains of science. Participants were interviewed, and using Grounded Theory,

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

themes were discovered to encourage immersive educational practices across different regions of Tunisia (Zouaoui, 2007).

How well students learn and generalize new skills may be linked to several factors: Setting and duration of the program and effectiveness of staff and faculty who supervise their experience (Skinner, 2005). Teacher training for education staff is as variable as the study-abroad programs themselves. Most such trainings are subjective and are products of organizational preferences. This makes it difficult to generate a consensus on what constitutes quality training. Without such a consensus it becomes impossible to set standards for quality practice (Fleming, Byram, & Feng, 2009). This lends itself to the range of offerings within study abroad.

In a study completed by Hustad and Arntzen, it was thought that teachers would benefit from the structure of these trainings as it allowed them to go at their own pace (Hustad & Arntzen, 2013). Later, educators who participated in the study and used the online training completed group interviews. Grounded Theory was used to identify key themes from the interviews and to analyze the data. The outcome of this study, was while there were benefits to online training modules for educators, it was lacking in creating connection and preparedness, especially without human feedback (Hustad & Arntzen, 2013).

In a study completed by Janice Edwards and Aleta Richards the researchers determine that learning, in this case in the field of social work, cannot happen alone (Edwards & Richards, 2003). In efforts to create learning that is individualistic, Edwards and Richards maintain that the key concepts rooted in mutual learning and engagement are missing. The study maintains that

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

these concepts deepen the learning opportunity and strengthen the idea of the self within others (Edwards & Richards, 2003).

The most striking themes from the literature about the effectiveness of teaching facilitation does not come from content. Instead it comes from the relationships from the educator and within the classroom, such as the use of mutual and experiential learning (Edwards & Richards, 2002., Knox, 2011., Stringer, Baldwin & Christensen. 2010). The knowledge of the learning group and the internal options can be paired with knowledge in planning and execution to design programming that will be connective and meaningful to the student learners (Knox, 2011). In addition, the relationships that students have within their learning cohort and with their teacher can build trust, resulting in students who are more open to learning challenging content (Edwards & Richards, 2002). When placed in a new setting such as a study abroad program, these relationships can help students and create a more positive experience.

The other theme that becomes heavily evident is that students need to be engaged in learning at different levels and with high amounts of interaction (Edwards & Richards, 2002., Hustad & Arntzen, 2013). Students who are engaged in hands on learning show greater academic achievement than their peers who are not engaged in a multi-modal, student centered approach (Edwards & Richards, 2002., Hustad & Arntzen, 2013., Zouaoui, 2007). This pairs with the premise that students who are engaged in study abroad programs can benefit from explicitly taught, experience based content to help them further their educational careers (Edwards & Richards, 2002). Experience, and education can create a winning combination for students to make personal and academic gains.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

In reviewing studies related to faculty training and development in facilitating study abroad programs or international experiences, a mixed methods study completed by Matthew Goode included interviews with faculty members who had led or facilitated study abroad programs or international experiences paired with a numerical rating scale. Goode's study found that faculty members showed a relative weakness in their ability to provide programming with intercultural awareness and cultural immersion due to being busy managing program logistics and academic need for students (Goode, 2008). This study also found that in addition to struggling to provide intercultural programming for their students, the faculty leaders also had a deficit in skills related to their own intercultural awareness and development; something needed to deliver high-impact intercultural experiences for students (Goode, 2008). This study suggested that faculty members perceived themselves as more culturally aware than the results of a quantitative survey indicated, and that the faculty members would benefit from increased workshopping and reflection of their own skills before attempting to provide intercultural experiences for students (Goode, 2008). This study spoke to the importance of faculty proficiency in intercultural awareness as an impact in the experience for students.

In a study completed by Paula Jo Dinnan, public school educators had the opportunity to travel to Mexico with the goal of evaluating how the experience shaped their cultural competence in relating to Hispanic students (Dinnan, 2009). In this study, educators were able to spend time in Mexico visiting schools and participating in reflective exercises in photography and journaling (Dinnan, 2009). Formal and informal interviews were completed as well as a post test after the start of the next school year to gauge the impact on the immersive experience in Mexico on the self-reported cultural competence of the educators (Dinnan, 2009). This study found that given the opportunity to experience the culture of Mexico, educators and school

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

leaders felt more competent and skilled in connecting with students and leading educational communities (Dinnan, 2009). This speaks to the idea that experience and immersive experience is integral in the ability of faculty to lead experiences and for students to learn from their experience.

In relation to faculty training and support of students studying internationally in short-term study abroad programs, a study completed by Niehaus, Reading, Nelson, Wegener, and Arthur collected data from an online survey to investigate the use of cultural mentoring used by faculty members leading short-term study abroad experiences. This study identified different ways that faculty members support cultural awareness for students including setting expectations about the local culture, facilitating reflection, exploring the self and bias, and developing local connections (Niehaus, Reading, Nelson, Wegener, & Arthur, 2018). While the content areas in which faculty mentored students regarding cultural awareness were relatively consistent, the manner in which they provided this mentorship was varied (Niehaus, Reading, Nelson, Wegener, & Arthur, 2018). The use of reflection in short term programs was the most difficult to measure as reflection was used in capacities other than mentorship and was more subjective in the desired outcome for students (Niehaus, Reading, Nelson, Wegener, & Arthur, 2018). Suggestions of this study included establishing more formalized training for faculty members so that mentorship may be provided more consistently in short-term study abroad programming (Niehaus, Reading, Nelson, Wegener, & Arthur, 2018). It was noted in this study that faculty members felt that their ability to provide mentorship opportunities was impacted by the need for them to manage logistics of the study abroad experience such as travel and community navigation (Niehaus, Reading, Nelson, Wegener, & Arthur, 2018). This is another area of need that could be further investigated.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Studies involving faculty training and facilitation demonstrate the need for faculty members to have comfort in the concepts of mentorship and intercultural awareness to connect with students and deliver high-impact learning opportunities (Dinnan, 2009; Good, 2008; Niehaus, Reading, Nelson, Wegener, & Arthur, 2018). Faculty training in study abroad programs continues to be an area in which further study or training is needed across disciplines and education levels (Dinnan, 2009; Good, 2008; Niehaus, Reading, Nelson, Wegener, & Arthur, 2018). These studies provide a foundation of literature addressing study abroad experiences for students and faculty training.

Evolution of Study Abroad Programs

Even the most notable and ancient scholars were known to travel far from their homes in search of new educational opportunities (Myers, 1972). Scholars gravitated towards cultural areas such as Greece or Italy to expand their knowledge (Myers, 1972). Ancient figures of leadership such as Socrates, traveled to the reaches of their scope of country to further their education and to expand their knowledge (Myers, 1972). Additionally, philosophers noted the importance of lived experience, and the use of that experience as a grounding theme in education and knowledge acquisition (Dewey, 1994). This is a far cry from the modern educational system which is routinely routed in credit attainment, and scaffolded learning following a pre-determined trajectory (The Massachusetts Department of Elementary and Secondary Education, n.d; The New Hampshire Department of Education, n.d). Even historical philosophers such as Aristotle had the belief that young people needed to experience their surroundings, political environments, and social relationships in order to develop a full understanding and be able to

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

become leaders in their field (Stapley, Stein, Miller, & Gould. 2004). Without these learning experiences, Aristotle believed that young people would not be equipped to become future leaders (Stapley, Stein, Miller, & Gould. 2004).

As education has evolved throughout the world prior to the COVID-19 pandemic, study abroad programs have continued, growing in popularity especially with interest in internationally based boarding schools, fostering an international community, and further growing into accessible programming that is offered in many high schools and universities across the United States and the world (Wynveen, Kyle, & Tarrant, 2011). Universities offer hundreds of study abroad opportunities to students, and some of the programs have histories of sending students abroad for their education for nearly 150 years (Boateng, & Thompson, 2013). The work of David Kolb states that students learn differently, and often through experience, supporting that the range of program offerings is seeking to connect different learning styles and locations with students, resulting in a meaningful experience (Kolb, 2014). “Consequently, education should be shaped by the organic connection between education and personal experience (Dewey, 1963, p. 25). Education should therefore focus as much on how people learn as on what it is that they learn” (Stapley, Stein, Miller, & Gould. 2004). In a less traditional setting such as study abroad programs there is more opportunity for students to learn in different ways and in different settings.

The original goals of study abroad programs were to broaden the student experience through the submersion in a new culture, where a different language was spoken (Lo, 2015). This submersion has been condensed over time so that students may have the experience for a shorter

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

amount of time (Rhodes, Biscarra, Loberg, & Roller, 2012). By using this format, it integrates with the premise of experiential learning.

Over time, study abroad programs have shortened in duration from a year, to a greater range of duration options, some with durations of only a week. These programs have been heavily advocated by educators and university staff due to creating greater financial accessibility and attainability for students who would not have the time in their studies otherwise to access a study abroad program (McKeown, 2009.). The increase in accessibility has led to a large increase of programs.

Prior to the COVID-19 pandemic, study abroad programs have experienced huge amounts of growth from various vendors, including private and for-profit businesses over the past decade (McKeown, 2009). “There were 22 undergraduate Study Abroad Programs enrolling about 500 students in 1956. In 1962/63 this number had increased to 103 programs involving more than 3000 students and dozens of institutions planning new programs within the next few years” (Sander, 1965, p. 693). In 2016, over 300,000 students in the United States participated in study abroad programs or international learning opportunities. There has been an approximate 12% growth each year in study abroad program offering and enrollment throughout the 21st century (UNESCO, 2020). This growth has offered new opportunities for students to experience a more individualized course of study that may closely align with their interests and values (Sander, 1965). Study abroad programs have become so commonplace, but still represent an academic avenue that is accessible for only a small portion of the college student population (McKeown, 2009). It is anticipated that study abroad programs will continue to grow, both in popularity and in the offerings available (Kinginger, 2013). Additionally, the concepts of

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

experiential learning will continue to be used within these study abroad programs, as “experiential learning tends to solidify what one learns from textbooks and lectures” (Fawcett & Evans, 2012, p. 55). It can create lasting knowledge for the student to bring home.

The United States is not the only country that has seen growth in study abroad programs. There is an international shift that has put a level of priority on growing as an international citizen (McKeown, 2009). Universities all over the world are offering opportunities for students to participate in a new campus community (McKeown, 2009). Campuses around the United States and the world are now including international perspectives as a priority of their educational offerings (Boateng, & Thompson, 2013). Both on the domestic campus and ingrained in study abroad programs, bringing a global awareness to the students has become a focal point of the educational process (Boateng, & Thompson, 2013). With the priority being placed on the evolution of students as global citizens, it can be anticipated that study abroad programs will continue to grow in their prevalence (Durnall, 1967; Kinginger, 2013; McKeown, 2009). They also may continue to grow in the ways and durations that the programs are offered.

Learning Goals

While the goals of study abroad programs may have begun as purely academic, the current focus is much more in tune with the idea of the development of the whole student and the experience that they have (Lo, 2015). By integrating the ideas of experiential learning and implementation of best practices (Carlson & Wurdinger, 2009; Kolb, 2014), study abroad programs could employ a more universal standard to ensure high quality of programming. The desire that students have to learn through the experience in a new location can be summarized well by Pendersen and Teranishi, “Students want to make new friends, improve

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

their foreign language skills, broaden their academic horizons, and globalize their worldview” (Boateng, & Thompson, 2013, p. 701). As students continue to hone their academic focus, they also continue to learn and chart their personal development and to use those skills to develop their own personal and professional goals and aspirations. By giving them the ability to generalize the skills attained by their experience and new learning opportunities, they will be able to analyze and recreate the lessons for further success within their personal life (Kolb, 2014). This will translate academically as well.

Impacts of the present student experience

While students are engaging in the study abroad experience, some common feelings include culture shock, struggles with assimilation, excitement, and feelings of being overwhelmed (Kinging, 2013; McKeown, 2009; Stapley, Stein, Miller, & Gould, 2004). Adjustment may take time, especially if students are adapting to a new language or if they have not been out of the country before (Sander, 1965). This can result in an initial shock to the student, but also a subsequent shock once they return to their home community. This can be seen as they assimilate to a new culture and struggle to re-adjust to the home and life that they came from (Sander, 1965). There are strong benefits to students being able to take safe and calculated risks (Erikson, 1994). They can grow within this safety if they so desire. Unfortunately, some students may see this degree of freedom and risk taking as overwhelming (Sander, 1965). Students may experience themes of culture shock, breaking through their own boundaries, understanding of their own independence may be identified or struggled with for students who are living abroad for the first time. “The appropriate amount of challenge can provide potential growth-producing conditions as the student encounters complexity, ambiguity, diversity, and other stressful experiences that require new ways of coping. Too little challenge may not provide

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

conditions conducive to growth and development” (McKeown, 2009, p. 84). It is important to find a balance between the risk and discomfort that will allow a student to grow, as opposed to allowing them to feel too safe and sheltered, with the results being lack of personal growth and transformation (Erikson, 1994). By using best practices of experiential learning and unifying it with appropriate developmental standards, study abroad can be an incredibly useful platform for experience-based learning (Carlson & Wurdinger, 2009; Erikson, 1994; Kolb, 2014).

Long term impacts of study abroad

Given a minimum of six months after returning from a study abroad experience, students are able to offer a reflection of some of the areas of growth that they participated in during their time out of the country; “alumni maintain culturally diverse worldviews, engage in civic responsibility, attain higher levels of academic achievement, and make career choices based on their study-abroad experience” (Rhodes, Biscarra, Loberg, & Roller, 2012). Students reflecting on the experiences have described living abroad as life changing and instrumental to their future (American Institute for Foreign Study, n.d). These changes can take a range of forms from academic to personal.

While students report personal growth, it is a concept that can be difficult to articulate or measure (Gonyea, 2008). Studies completed by Gonyea include reference to these areas of growth, but the struggle to measure or specify what the growth looks like continues. Gonyea found that study-abroad participants reflected higher levels of different types of learning, as well as greater participation in diversity experiences. Students who studied abroad also showed greater gains in personal and social development. Additionally, a study conducted by Elizabeth Redden on the impact of study abroad among students in the University of Georgia system mentions that those who studied abroad had improved classroom performance and

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

knowledge of cultural practices, as well as higher graduation rates upon their return (Rhodes, Biscarra, Loberg, & Roller, 2012). Redden's study provides a partial picture; the interpersonal and personal impacts were not reviewed in the study.

Individuals who have participated in study abroad programs may describe the experience as life-changing, or eye-opening, while other still may indicate that it helped shape their personal and professional trajectories (Durnall, 1967; Kinginger, 2013; McKeown, 2009; Stapley, Stein, Miller, & Gould, 2004). This growth is very subjective and may look different as it is presented between different individuals. The work of Alvino Fantini examines the outcomes of study abroad experiences in human development and measures what students and researchers deem a transformational experience (Fantini, 2018). However, research to assess the qualities that make these experiences so transformative must be examined using an extensive mixed-methods study, and considered using various assessment tools for students throughout their study abroad experiences (Fantini, 2018).

What is undeniable is that students do experience a profound personal impact from the participation in study abroad programs. Students have reported having experiences that have fundamentally changed their world view and perspective on cultural issues and awareness. (Rhodes, Biscarra, Loberg, & Roller, 2012). In a study completed by the University of California at Merced, 100% of participants in study abroad programs saw an increase in their GPA returning from their study abroad experience (University of California Merced, n.d). This data speaks to the importance of an immersive experience that students are able to generalize upon their return (University of California Merced, n.d). The immersive experience has led to a more generalizable learning experience.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

By pushing through periods of adversity and potential discomfort in the short term through experiences such as culture shock, or exploring a new culture, students may develop critical thinking skills that will lead them to greater levels of self-awareness (McKeown, 2009). Research has shown that upon return, students have a greater awareness of personal and professional complexity, their personal skills, and how they interact with others and within their home and global communities (Lowe, Dozier, Hunt-Hurst, & Smith, 2008; McKeown, 2009). Students' may see changes in their mental process that reflects greater mental and emotional flexibility as well as the ability to examine situations from a different perspective (Durnall, 1967). By having their values and beliefs challenged, students experience new strategies to navigate problem solving, conflict resolution, and goal achievement. In a study by Boateng and Thompson in Ghana, students were seen to re-evaluate their initial perspectives about culture, societal norms, and how they hoped to interact in the future once they had an extended exposure to the culture of Ghana (Boateng, & Thompson, 2013). Being given the ability to separate their mental process from the cultural norms that they were raised with, students have an opportunity to grow their own perspectives separate from their family and community norms (Boateng, & Thompson, 2013). For some, this is their first experience doing so.

Students may have difficulty transitioning home, realization of the new or generalized skills, and any personal growth that they have experienced (Boateng, & Thompson, 2013). However, these experiences have positive long-term outcomes that address how the students continue to view and experience their world. "Additionally, the respondents noted having a greater understanding of their own cultural values and biases, which led them to look at the world in a more culturally sensitive way. the alumni agreed with the statement that study abroad influenced them to have more diverse friends" (Rhodes, Biscarra, Loberg, & Roller, 2012, p. 6).

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

While the changes that students experience may be different, the vast majority of participating students will experience a shift in their perception and personal development that will impact them long after the study abroad experience has reached its culmination (Rhodes, Biscarra, Loberg, & Roller, 2012). These programs still carry through the original purpose of providing academic experiences for students in addition to the personal outcomes.

Depending on the length of time and the format of the program, faculty may use different styles and approaches to creating an immersive and generalizable educational experience for students. By creating a well thought out experience, students may experience an easier transition home with more ability to carry their knowledge back into the classroom (Boateng, & Thompson, 2013). It remains a question of what styles and approaches lend themselves to creating an optimal learning experience for students internationally.

Data from Relevant Stakeholders

Conceptual Framework

The concepts that emerge from the literature focus on the integration of high-impact teaching strategies such as creating a collaborative classroom environment and utilizing hands on learning as part of the experience of international programming or study abroad. The experiences that educators can provide during international learning programming can vary based on how they structure their learning environment. This is directly impacted by the resources that they have access to as educators. Learning in an international setting can be transformative for students, especially when there is a multi-modal approach that integrates cohort learning and hands on experiences.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The conceptual framework of this study and subsequent review lies in investigating the perceptions of staff members who facilitate university run study abroad programs. In researching how prepared faculty feel to lead study abroad experiences for Plymouth State University students, questions will be provided in a survey that aims to identify the background experiences or tools that faculty have used to create and lead study abroad experiences. Additionally, the questions will investigate how the feelings of preparedness impacted faculty in their perceptions of the trips that they led, and if they feel it was possible for them to deliver a high-impact learning experience.

By identifying the tools, it will be possible to see if they align with the hallmarks of high impact facilitation. High impact facilitation typically contains roots in planning, teacher engagement, student-centered teaching, and relationship building in the classroom. Students are seen to perform best in settings where they have close relationships with their teachers and the teacher is engaging the class with hands-on and multi modal learning approaches. Stakeholders in this study are the students engaging in study abroad programs, the faculty, the office supporting the experience, and Plymouth State University.

Extant Data from the Organization

At Plymouth State University, study abroad and international learning experiences are run through the Global Engagement Office. This office is directed by Dr. Barbara Lopez-Mayhew. Through this office, programs are run for students that encompass a range of offerings. Some of the programs function as semester long study abroad programs, where others may be more short term and offered in conjunction with a specific course or research opportunity

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

(Lopez-Mayhew, 2020). For a professor to be approved to lead a study abroad program or other international experience through the Global Engagement Office, there is a rigorous approval process including review of specific learning outcomes, safety precautions of each country and experience, and connections with research or subsequent course opportunities. Faculty must participate in planning the experience and complete an application. Applications are reviewed and considered for approval in a process that could take one to two years (Lopez-Mayhew, 2020).

Through the Global Engagement Office over 20 trips were offered to 19 different countries between the years 2017 and 2020. These trips take different forms, and last for varying durations. Between the years 2017 and 2020 there were 27 trips that were led by Plymouth State faculty out of 196 offered programs (Lopez-Mayhew, 2020). The additional trips were offered through outside providers or through university exchanges. In both occurrences, Plymouth State University faculty were not the leaders or facilitators of these trips (Lopez-Mayhew, 2020). These offerings may or may not be able to be transferred into Plymouth State University for academic credit.

Teacher Training

Teachers can heavily impact the learning experience of their students. Unless working in an education-based program, most university faculty members do not require any training in teaching. Effective teaching strategies are provided to K-12 educators in efforts to prepare teachers to provide high-impact learning. These best practices can be reviewed, as training for university faculty is inconsistent.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

One area in which educator training is more consistent is outside of the classroom, specifically through the NOLS outdoor education program (Easley, Ratz, & Roggenbuck, 1985). NOLS programs expect their experience leaders to demonstrate skill and knowledge in various aspects of wilderness sport, safety, and survival, as well as participation in a five-week program and apprenticeship with a veteran trip leader ((Easley, Ratz, & Roggenbuck, 1985). In a study completed in 1985, it was found that leaders who demonstrated openness, empathy, kindness, calm, confident facilitation, and compassion to their participants were reported by their participants to be better leaders and they were able to instill greater feelings of confidence and knowledge to their participants (Easley, Ratz, & Roggenbuck, 1985). Leaders who demonstrated gruffness, and sarcasm were not rated as providing as much knowledge to their participants (Easley, Ratz, & Roggenbuck, 1985). This information has can be translated to how teachers manage classrooms and lead groups both in and out of the classroom.

In a traditional classroom setting, training that K-12 educators participate in after their initial certification practicum can take many forms and it is aligned with the priorities of the organization or school, or the practitioner providing the training (Evers & Izumi. 2002). In an attempt to unify the arguments that teachers may need to live through experience in order to develop their skill, shared with the argument that teachers require a structured practicum, it directly reflects upon most teacher preparatory programs that currently exist within the United States (Skinner. 2005). The model of most teacher preparatory programs unifies course work with a classroom-based practicum in which they are able to use their skills in a real classroom setting as an educator. During this practicum, future teachers are expected to gain some of the experience that will hopefully support them in becoming more experienced teachers (Skinner.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

2005). However, practica cannot offer the same duration for students to learn and hone their skill as they are often a year or less in duration (Skinner. 2005). While educators may be assessed by their preparation programs, and later by their employers, there is no uniform set of standards that oversees the quality of university faculty or offers them guidance to support their ability to continue to teach in a best-practice capacity for their students (Sayer. 2006). This remains constant through k-12 programs and universities alike.

One of the struggles that plagues not only collegiate level study abroad programs, but the education system as a whole is that there is not one standard for teacher training or effectiveness (Sayer. 2006). This can make it challenging to assess or compare programs against each other in terms of faculty training, skill of teachers, and subsequent quality of education for student learning (Sayer. 2006). In education, the generalization and quality of a program is heavily impacted to by the effectiveness of the teachers who are imparting the information. Across Europe, while there has been agreement that teachers require flexibility, there is not consensus on what other traits or qualities manifest in a good teacher (Sayer. 2006). While it has been found that certain metrics such as the education level of the teacher or the size of the class do not impact student learning, it is clear that some teachers are more effective at educating students than others (Evers & Izumi. 2002).

Assessments that students participate in can give us an idea of teacher quality by noting which teachers are able to receive the highest scores, or most improved scores from their students, however, it does not measure the qualities that enable the teacher to teach so effectively, nor does it demonstrate why some teachers may have a higher level of effectiveness than others (Evers & Izumi. 2002). Within the scope of education, training can sometimes be

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

seen as the opposite of education (Fleming, Byram & Feng, 2009). However, training has a role to play within education when it comes to implementing the ideas from education in a meaningful way and being able to use best practices to share that information with students (Fleming, Byram & Feng, 2009). The best training opportunities or resources however are still unidentified for university faculty teaching in the classroom or through study abroad and opportunities for international experiences.

With the above acknowledged struggles of measurement in teacher training, there are themes in education that do support more prepared educators in the area of content. One of the main hallmarks of quality educational facilitation is classroom management (Balasooririya, Di Corpo, & Hawkins. 2010). With many different types of students and personality types in a classroom, strong facilitators are able to manage the classroom dynamics by supporting students and empowering them into leadership positions within the class in a way that allows them to channel their energy and personalities in more productive ways (Balasooririya, Di Corpo, & Hawkins. 2010). Relationships within the classroom play an important role in characteristics of an effective teacher (Balasooririya, Di Corpo, & Hawkins. 2010., Brockbank & McGill. 2007). The relationships that a teacher develops with a student can strongly impact student learning, though some students may still be able to learn without a relationship present (Brockbank & McGill. 2007). In addition to student empowerment and in alignment with the hallmarks of experiential learning, students studied in Tunisia were seen to show higher attainment of skill when their education was facilitated by educators who utilized hands-on learning and experiences along with text or lecture-based learning (Zouaoui, 2007). By empowering students and pairing a hands-on application, students show additional gains (Balasooririya, Di Corpo, &

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Hawkins, 2010). By creating strong relationships with students and opportunities for empowerment, students become more engaged learners.

Concrete strengths of highly qualified teachers include being able to provide structured planning and curriculum delivery for students that involve the standards of learning including knowledge, comprehension, application, analysis, and synthesis (Stringer, Baldwin, & Christensen, 2010). Such concepts can be utilized within lesson planning, integrating involved activities, to encourage students to think critically and develop their skills at a higher and often faster paced level (Stringer, Baldwin, & Christensen, 2010., Zouaoui, 2007.) Well trained teachers as facilitators plan their lessons with their students in mind. They consider who they are, how they learn, their relative strengths, how they interact with each other, and their backgrounds (Stringer, Baldwin & Christensen, 2010). With this knowledge, educators are able to provide lessons that connect students to their strengths so they are able to act as facilitators themselves, supporting their peers in the learning process (Balasooririya, Di Corpo, & Hawkins, 2010). This creates meaningful educational opportunities for students and can be applied from a traditional classroom setting to the study abroad or international experience setting.

In the case of the Putney School in Vermont, an alternative approach to learning was engaged in, with the goal of preparing secondary students for college and the adult world through engagement with their environment and opportunities for learning by doing (Lloyd, 1987). “The main thing was learning how to learn” (Lloyd, 1987, p. 79). The setting, learning environment, and methods of engaging with students based on their interests and skills, supports students to ask challenging questions that can help to grow and shape their community. This is a hallmark of the Putney School (Lloyd, 1987). In supporting the idea of generalization and engaging students in high-impact learning, the experiential opportunity that students have to engage with their

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

environment and contribute to their own learning trajectory has proven, in the case of the Putney School, to be integral in connecting with learners (Lloyd, 1987).

Summary

Study abroad programs have evolved and changed drastically over the past several decades (Durnall, 1967). Study abroad programs have shown to be effective in educating students and granting them a higher level of personal growth than in traditional classroom studies (Lo, 1967). By pairing study abroad programs with a framework of place-based education that takes into consideration the steps of learning, applying, reflecting, and coaching through the process, as established by David Kolb, students can have a more in depth learning experience, which allows them to retain and generalize the knowledge (Kolb, 2014). However, there is not a required or established set of best practices in which educational staff or faculty of study abroad programs can gain experience in experiential learning. This is an important aspect that is not being fully executed within best practices related to study abroad programs. “Turning experiences and experimentation into educational activities that teaches the curriculum's conceptual knowledge is a task that must be well planned and explicitly incorporated into the teaching pedagogy” (Lowe, & Skitmore, 1994, p. 1). In order to incorporate best practices of experiential learning as described by David Kolb, it may require more preparation, foresight, and outlining in the education staff to implement meaningful educational opportunities (Gross & Rutland, 2017; Lowe, & Skitmore, 1994). By integrating the mind into hands-on activities, education can have longer lasting results and generalization into the students’ lives (Lowe, & Skitmore, 1994). This becomes important through the rest of their academic careers.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Through the experiences that students engage in through study abroad programs, students see lasting impacts (Durnall, 1967; Kinginger, 2013; McKeown, 2009; Stapley, Stein, Miller, & Gould, 2004). With a greater utilization of experiential learning opportunities, it can be inferred that students would have a more generalizable experience living abroad, directly supported by faculty who are prepared and have the support, resources, and tools necessary to be effective teachers in study abroad programs.

Chapter 3: Methods and Design for Action

Faculty from Plymouth State University support students both domestically and internationally. Plymouth State University offers multiple opportunities for students to explore learning experiences away from campus. Offerings include semester long experiences with university partnerships, partnerships with third party providers, and more short-term experiences linked to either courses or to research initiatives. All of these experiences offer learning opportunities to students. Many faculty support the student community by leading international experiences. Their experiences, tools, and perceptions will be reflected in the data collected in this study.

Study Purpose and Design

In studying the perceptions of faculty preparedness after leading international experiences and study abroad programs through Plymouth State University, key themes will be identified that will inform the identification of which tools, resources, or supports are most beneficial in planning and executing a study abroad experience for students.

The design of this qualitative study is to use an open-ended survey to investigate faculty perception of their past experiences when they have led international experiences and study abroad programs. Typically, qualitative studies focus on observations or interviews (Miles, Huberman & Saldaña, 2020). Due to a range in proximity from Plymouth State University, participants currently leading trips abroad, and consistency of the research tool, an open-ended survey through Qualtrics will be administered.

This study focuses primarily on faculty who have led these experiences in the past from Plymouth State University. By understanding their perceived readiness to lead

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Plymouth State University students in experiences abroad, the tools, resources, or skills that were most beneficial in creating the experience will emerge or become evident. Using identification of key themes and grounded theory (Creswell, 2005) to align and draw parallels in the content, the most beneficial tools to support faculty will be identified.

Participants and Data Sources

Participants are faculty from Plymouth State University who are identified through the Global Engagement Office at Plymouth State University through the office Director, Doctor Barbara Lopez-Mayhew. This study will be completed using criterion sampling (Miles, Huberman & Saldaña, 2020) based on the input from Doctor Barbara Lopez-Mayhew and the Global Engagement Office. Doctor Barbara Lopez-Mayhew is an expert in the field of international experiences and education, and at Plymouth State University. She is lending her expertise to the design of criterion sampling based on her knowledge of the experiences that the faculty have led (Miles, Huberman & Saldaña, 2020). Participants will be identified using criterion sampling based on their experiences and other determining factors (Patton, 2009). Participants will meet the study criteria if they have led at least one international experience with Plymouth State University Students between the years 2000-2020, and speak English fluently. The recruited participants will participate in this study through the completion of open-ended surveys sent to them via email using Qualtrics. There is a pool of 25 possible participants. With a small sample size, it is important that the survey questions have a depth of content and answers to compensate for the smaller sample size (Patton, 2015).

The stakeholders associated with this study include the Global Engagement Office at Plymouth State University, as the study will inform what tools and resources were most useful in supporting faculty to develop an effective study abroad experience for students.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Plymouth State University itself is also a stakeholder as the quality of international experiences and programming available to Plymouth State University Students could enhance the reputation of the university and attract students to form a future student body. Additional stakeholders will be the faculty who participate as the study will inform the use of effective tools and resources that faculty may use in the future to streamline the development of a study abroad experience for students.

Data Collection and Specific Practices (including tools/instruments)

The survey provided to faculty members using Qualtrics software through Plymouth State University will be ten open-ended questions that gather information regarding the perceptions of the participants in regards to the study abroad experience or experiences that they have led through Plymouth State University. The survey questions will identify what tools, resources, or support were most helpful to the faculty in developing and leading a study abroad experience for Plymouth State University students. Typically, survey tools are used in quantitative studies as it is easy to aggregate the data and operate with a higher concentration of participants with less depth of focus (Stake, 2010). However, with a survey design of 5-10 questions, seeking more personal depth and experience, a survey designed for qualitative methods is appropriate (Creswell, 2012).

The open-ended survey was created and will be sent to faculty through Qualtrics. Qualtrics will also serve to provide a uniform platform to reach all participants. The survey will be sent out via e-mail in addition to consent and disclosures of all information and data usage. All information will be stored on a USB drive, encrypted and locked in a drawer in the investigator's personal home. These safeguards protect the personal information about all the participants and ensure that the data will not be given without consent to any other party.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The identity of the participants will remain anonymous. Surveys will be collected anonymously, however, participants will have the option of providing an e-mail address for subsequent contact and completing a virtual interview. After these interviews are completed and transcribed, the identity of participants and any distinguishing details will be removed. Recordings and transcriptions of the interviews will be encrypted and destroyed in 3 years. It is the hope that this study could be used to eventually streamline the development of study abroad experiences through Plymouth State University, and later, potentially to other universities. This could be particularly useful as Plymouth State University is part of the University of New Hampshire educational system, which includes other universities such as the University of New Hampshire, and Keene State College.

This study will provide feedback, insight, suggestions or recommendations for the faculty of Plymouth State University in planning to teach abroad through the Global Engagement Office. The themes that emerge from the data will lend themselves to identifying what the most useful tools, resources, or background is in order to plan and implement a successful study abroad experience for the students of Plymouth State University. Grounded theory would suggest a model that could be used in preparing faculty to teach and facilitate study abroad experiences.

Data Analysis and Evaluation

As data is collected from the open-ended surveys, the data will be analyzed using grounded theory to identify key themes in the surveys. Grounded theory builds theory as opposed to tests theory (Patton, 2015). There is currently no theory designed to prepare faculty to develop and lead study abroad experiences. This study can provide a baseline theory generated from studying the experiences of Plymouth State University faculty. The

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

goal of this study is to develop a set of best practices of what resources and tools will create highly effective study abroad experiences. The surveys will be coded to illuminate what resources, experiences, trainings, or tools were instrumental in faculty creating study abroad experiences for students. Using a coding manual to guide the coding process (Saldana, 2013), the language, gist of the content, and key themes will be coded into a comparative table and connected to identify any other threads or similarities in responses to the open-ended survey (Saldana, 2013). These could include where and when the study abroad experiences were offered, or the duration. The outcomes of this coding and analysis will be shared with the stakeholders and the Global Engagement Office to inform future study abroad experiences and the faculty who lead them. Using grounded theory, the steps needed to design and implement a highly effective study abroad experience will emerge through the data creating a theory as to how the resources and steps support the educational experience. Grounded theory supports that the data can be coded to identify gaps in any of the steps and create a more cohesive picture from the data (Creswell, 2005). The data collected will tell stories about the structuring and overall experiences that the Plymouth State University faculty design.

To support the credibility of this study, triangulation will be completed (Patton, 2009). Due to the modest sample size, participants of the study will also have the option to be interviewed over Zoom technology after their completion of the survey. The interview will be designed to gain a deeper knowledge of the perceptions of the faculty members in regard to the ability of their designed international experience to provide high impact learning opportunities for students. Upon the completion of these interviews, the interviews and surveys will be compared and checked for consistency. The examination and alignment

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

will create a basis for potential credibility through triangulation (Denzin, & Lincoln, 2018).

Faculty will also be able to review any transcriptions for accuracy to support further triangulation through member checking (Denzin, & Lincoln, 2018).

Targets and Timeline

The goal of this study is to identify the resources, tools, and supports that allow faculty to teach study abroad experiences through Plymouth State University which allow students to complete coursework or research. The target is to identify the practices that assist faculty in fostering a perception that the experience that they developed and led met the learning objectives for their students.

Timeline:

April-IRB approval

April to May-Surveys sent to faculty and received back for analysis

May -Analysis of data

June-Writing chapter 4

The goal of this study and chapter 4 is to increase faculty perception of their preparedness to teach abroad and or to change their summative practices to developing experiential practices for students at Plymouth State University.

Limitations

One of the limitations of this study is that it is based solely at Plymouth State University. The study does not examine the practices or study abroad experiences from any other universities. This gives a narrow view as to the offerings and the tools that the Plymouth State

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

University faculty may have access to. An additional limitation is that the study abroad experiences may be of different durations ranging from one week to a semester, so the preparation for these experiences may vary greatly depending on the duration and number of students who participate.

Additionally, in this study, students are not surveyed regarding their experience participating in the study abroad or international learning experience. Without the input from the student participants, the data will only reflect the perceptions of the faculty leaders of these study abroad programs and international experiences. A limitation of this study is that full effectiveness of the implementation of these programs cannot be gauged without participant input and further investigation of student outcomes such as academic achievement.

A further limitation is that this research will be completed during the time of the COVID-19 Pandemic. In the spring of 2020 faculty were asked to transition to a remote style of teaching and the semester was shifted to accommodate students who were moving off campus and accessing classes virtually. This degree of programmatic upheaval could impact the number of responses that were gathered from this study as faculty members prepare to teach through the unprecedented semester in which COVID-19 has taken place.

Summary

Using the data collected to identify key themes and after compiling and synthesizing the information, the outcomes of the study will be shared with the stakeholders in hopes of informing Plymouth State University and the faculty who are leading study abroad experiences as to what tools and resources are available and may be beneficial to the development and execution of study abroad experiences for Plymouth State University students. This information may be used to shape trips moving forward from Plymouth State University.

Chapter 4: Data Analysis and Recommended Actions

This study was completed to identify what tools, resources, or experiences were most beneficial for faculty and staff members who lead study abroad programs or international experiences through Plymouth State University. This study identified several key components that participants identified as beneficial in enabling them to provide high-impact learning experiences to students. Additionally, the study participants also identified areas in which they struggled to offer equitable learning opportunities for students and offered suggestions on how that could be addressed. This study laid the groundwork for future studies within the field of study abroad or internationally based education programs.

Discussion of the Findings

Throughout the open-ended surveys and interviews that were completed with Plymouth State University faculty members, many themes were illuminated. These themes ranged in topics from planning of the international experience, what the experience entailed, to follow up opportunities for the students. Through conducting the surveys and interviews, faculty also voiced their preferences and feelings about some of the requirements mandated by Plymouth State University and the implications of those requirements on programs.

Relation to the Problem of Practice

The problem of practice driving this study centered around the idea that there are not clear best practices regarding the standards, resources, tools, and experiences that faculty have prior to designing or leading a study abroad program or international experience. It is unknown which resources faculty view as the most beneficial, and the range of experiences and resources

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

can impact the quality of the programming that is provided to students. Thusly, the quality can vary from one program to another (Wood, 2019).

Currently there is not a set standard of tools or best practices for preparing faculty members to lead international experiences or study abroad programs (McKeown, 2009). This leads to a gap between the research and the reality of the services that are being provided to students (McKeown, 2009). Supporting the idea that faculty members must develop intercultural competence from exposure to the culture and immersion in a setting and must offer these same opportunities to students (Fleming, Byram & Feng, 2009), the information gathered from Plymouth State University faculty members regarding the study abroad programs and international experiences that they led also reflects on the need to integrate cultural immersion opportunities for students, and the benefits of exposure to the country and culture before leading students there.

This study collected data from participants who are faculty members of Plymouth State University, who have led study abroad or international experiences for students between the years of 2000 and 2020. These faculty members were identified by the Global Engagement Office, contacted via email, and provided access to an open-ended survey through Qualtrics. The participants were able to elect to participate in a follow up Zoom interview. The data from the open-ended surveys and transcriptions from the Zoom interviews were coded to identify key themes. These themes were identified both in the surveys, and in the interviews, and the information was compared and reviewed to identify if themes emerged in either the survey, the interview, or both. Member checking was completed in the interview process, as participants were able to review the transcriptions. Though the interviews were recorded and transcribed based on the recording, participants were still able to review the transcriptions for any

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

inconsistencies. This information, and the coded themes were used to triangulate the data. The information and codes that were identified were used to answer the following research questions:

- 2) What are faculty perceptions of their preparedness to teach in university level study abroad programs?
 - b. What experiences, resources, or tools are most beneficial for American-based faculty to create experiential learning opportunities in university level study abroad programs?
- 3) How do the perceptions of American-based faculty teaching in university level study abroad programs impact their ability to teach and lead high impact learning experiences?

One of the additional considerations that emerged through this study was the need to determine the intentions of the faculty leader. Through this research, participants shared their perspectives from many different disciplines and content area including the arts, the sciences, literature, and leadership education. These educators had different intentions for their programming. A faculty member leading a trip to focus on ecology will have a very different experience than one focused on service learning. The intent behind the offered study abroad programs and international experiences impacts the experiences of the students, what they are exposed to, and what skills or content is stressed to students through their experiences. However, some themes were consistent and appeared in many of the open-ended surveys and interviews regardless of content area. These themes focused on the areas of completing pre-trip research, completing a pre-trip visit to the destination country, having an in-country partnership with service providers, using third-party providers to facilitate the programs, collaboration

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

opportunities with colleagues, opportunities for cultural immersion for Plymouth State students, and the use of reflection through the study abroad programs or international experiences.

Research

The task of completing research prior to leading a study abroad program or international experience was a theme that was mentioned in 7 of the 11 or 64% of the open-ended surveys and 5 out of 7, or 71% of the interviews. The participant stated through the open-ended surveys that faculty members should be prepared to conduct their personal research prior to leading a study abroad program or international experience for Plymouth State University students. Faculty shared perspectives that mostly described the necessity of researching the location and culture before bringing students into the environment. One surveyed participant shared “I also personally did a lot of reading and researching when I first started down this path.” However, other participants stated that they viewed over-researching as detrimental because it could impact their perceptions and not allow them to enter into the international experience with the same level of open-mindedness. One interviewed participant shared, “I’m not someone who does extensive research before I go somewhere. Guilty that way. I take it as face value and don’t want to have preconceived ideas.” Overall, the theme that emerged is that doing research regarding the country where the international experience will take place is an important part of pre-trip planning.

Participants sharing their experience mentioned the different ways that they conducted research. Some faculty members mentioned collaboration with co-workers who were more well versed in the country or partnering providers as part of their research. One interviewed participant stressed, “Do your homework. Think through what could go wrong and how you

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

might approach it, do the research. Know best practices, and what does work to reach your goals.”

Pre-Trip Visit

Some faculty members stated in the open-ended surveys that visiting a country prior to leading a trip there was valuable. Out of the survey participants, 9 out of 11, or 82% had been leading study abroad trips or international experiences for over 10 years. In 6 out of 11, or 55% of the surveys, faculty referenced being able to do a pre-trip visit to the country in which they would be leading the study abroad program or international experience. In all of the surveys that mentioned a pre-trip visit, faculty members referenced that completing a pre-trip visit was no longer commonplace within Plymouth State University. They cited challenges in funding as the reason for this. Faculty who participated in the surveys shared that “in some cases I was fortunate to do a pre-visit without students to refine the itinerary and course content.” And attributed that opportunity to crafting a well-developed experience. Another interviewed participant shared that they were able to observe faculty leading an experience before leading their own. “The previous year I had been to Ireland with a staff member to see what they were doing. So we got to see what previous faculty had been doing.” One survey participant described the ability to travel to the location first to “appropriately vet” the location as “The golden years”. Consistent responses from the participants during the surveys and interviews revealed that being able to visit the country before leading a trip to that location was a powerful tool in shaping their skills and knowledge as faculty leaders.

In-Country Partnership

In-country partnerships may take the form of the use of local tour guides or transportation companies, but faculty participants cited the use of them as instrumental in the success of the

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

programs that they led. The participants who completed the open-ended surveys and follow-up interviews were very open about their experiences. One attribute that 10 of the 11 survey participants, or 91% and 7 out of 7, or 100% of interviewed participants cited as instrumental to the success of the programs that they led or facilitated for students was the importance of in-country partnerships. Some faculty members spent time living in the countries that they were leading experiences to, and others had visited or had built professional relationships in the country while connecting remotely. As one interviewed participant stated, “You really need to know the place. If you don’t, you need to be working with people who do. There is a tendency to go with larger international companies but I suggest working with people who are much closer to the culture and the community who are more localized. That can be hard to find if you don’t have a lot of experience in the country.” The study participants consistently cited that working with in-country partners helped to create more high-impact learning opportunities than going through an international tour company because they were more familiar with the area and culture. Participants explained that this was a powerful way to keep costs affordable for students as third-party providers and tour companies can often charge a high cost for their services which Plymouth State University students cannot afford.

Out of 11 participants in the open-ended survey, 9 of them voiced that pre-existing relationships or using in-country providers provided them greater peace of mind and also a richer experience. One interviewed participant reflected in an interview that, “A friend owns a business there. He works with groups of students so that helped. His experience and community links were helpful and made it better.” Both surveyed and interviewed participants on several occasions cited the costs for their students and that the margin of affordability for students was up to one thousand dollars less expensive when they utilized in-country partners for

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

transportation, food, lodging, and programming supplementation. Additionally, interviewed participants cited that ensuring an affordable program was integral in enabling more students to attend, especially reaching students of a more diverse background who may not have the opportunity to travel internationally otherwise.

Use of a Tour Company

In contrast, participants also spoke about the use of a third-party provider. Third-party providers can take many forms. They may be small businesses designed to provide services locally, or they may be much larger, global organizations that facilitate trip planning, logistical needs such as transportation, and sometimes can provide additional insurance safeguards. For the purpose of this study, third-party providers were viewed as global providers, as opposed to in-country partners or providers, as mentioned in an earlier theme.

Out of the interviewed participants 2 out of 7, or 29% reflected that the services that they received from the third-party provider were high quality and complemented the international experience well, while 4 of the 7, or 57% of interviewed participants found that the services provided did not justify or were not worth the increase of cost that the students had to pay to access the experience. In an interview, one survey participant reflected that “Faculty are mandated that they work with the provider.” The participant continued in an interview that they “Had to work through CIS. They issued a draft contract for \$3,400 per student not including airfare. They included duties and provisions that weren’t relevant. Needed ground transport to and from field stations but everything else was inclusive. That was it. We didn’t need the extra costs, came back with \$2,800 per student.” Multiple study participants voiced similar concerns about the relevance and price point of third-party providers and the mandate that they oversee Plymouth State University international experiences.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Still, other participants who have used smaller providers have had very positive experiences. One surveyed participant suggested using “a rural tourism agency”, and others spoke to long standing relationships that have stood the test of time and proven to be reliable partners in leading international experiences for students. One interviewed participant spoke highly of the tour company they partnered with and explained that Plymouth State University “shopped around and found them to help facilitate the details. A trip fee and per-person fee. All inclusive. We only pay our own airline expenses. PSU was looking for the ease of use. I just inherited it. They are a fantastic organization.” Based on the responses from the study participants, the use of a tour company can be a benefit and support in leading international experiences, but for some faculty members and programs, they are cost-prohibitive and they do not add value to the offerings of the program.

Collaboration with Colleagues

With some overlap in the areas of research and in-country partnerships, faculty participants frequently outlined collaboration with colleagues as a keystone in building a high impact experience for students. Participants who completed the open-ended survey responded regarding collaboration in 4 of the 11 or 36% of the instances. A surveyed participant referenced how important it is to “Reach out to people who have done it before.” The same participant elaborated on the importance of using those perspectives as a reputable base in which to build a program upon. One interviewed participant shared that “If someone I respect recommends them that means a lot.” Out of 7 participants interviewed, 4 of them or 57% of participants shared that this collaboration helped them both domestically and internationally as they developed and later led the program for Plymouth State University students.

Immersion in Culture and Language

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Out of 11 participants in this study 10 of them or 91% of participants in the open-ended survey and 6 out of 7, or 86% of interviewed participants discussed the importance of designing an international experience that offered opportunity for exposure and immersion into a new culture. In each of the surveys and interviews this was an evident theme and was the piece of the experience that led faculty to describe their program as “life changing” for Plymouth State University students. One interviewed participant shared that “It’s so incredible to immerse yourself in another culture. I wish it was valued more in terms of curriculum and accessibility.” Consistently, faculty participants share that being immersed in language, culture, and being out of their comfort zone had the most profound impact on the students, eliciting changes in perspectives and even informing future career and educational choices.

In situations when a course was offered to students in conjunction with the international experience, students who did not participate in the experience lacked the cultural awareness of the experience participants. One surveyed participant shared, “students did not develop the same interests on a second language and culture. They did not gain the professional and personal connections from abroad.” Another surveyed faculty participant mentioned that the students who participate in the international experiences “have a level of cultural awareness that others do not.” However, for students who have more freedom in a study abroad program or international experience, they may not have the same drive to be culturally immersed. One interviewed participant suggested that these opportunities needed to be provided and facilitated as students may not delve into cultural immersion independently. “I was disappointed that they didn’t want to know more about Ireland or the history. They did stay together in terms of the program. I thought they would be more integrated, but they weren’t.” This faculty member elaborated that the students would have benefited from more structure allowing them to integrate more easily.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The theme of cultural connectedness and exposure was abundant through open-ended surveys and follow up interviews alike. One surveyed participant mentions, “Overall, I would say it was time in the host site with other people outside of our class that had the biggest impact.” While another follows up with the idea that the cultural immersion “provides a cultural context and the narratives of real people that are hard to replicate in the classroom.” For students, the impacts are referenced by the participants of this study. The faculty participants reference watching their students grow not only academically but as people. An interviewed participant states, “Being welcomed into the community is so profound. They notice all the differences. They get all excited by the familiar. By the end of the week they realize we’re not as different as we perceive. People are people no matter where we are in the world.” Being able to promote cultural engagement is a main theme from the data collected in this study.

This connects to the idea of cultural connectivity and students feeling connected to their communities and to the experience that they are engaged in. Immersion may take many forms depending on the intent of the provided program and the location. Faculty spoke to the idea of cultural immersion in different ways, describing immersion in a new environment and ecosystem, to immersion into a new culture and relational system. These connections while varied, support the idea and importance of intercultural connectedness, however, this has not been measured by this study.

Reflection

The use of facilitated opportunities for reflection was identified by 7 out of 11, or 64% of surveyed participants and 6 out of 7, or 86% of interviewed participants as integral in providing a high-impact learning opportunity for students. While students are expected to complete coursework as part of their international experiences or study abroad programs, that coursework

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

is often paired with activities specifically aimed towards reflection of their experience and the opportunities in which they are participating. The participants in this study spoke in the open-ended surveys and subsequent interviews that reflection is an implicit part of leading an international experience and supporting the Plymouth State University students in developing critical thinking skills and cultivating high impact learning.

Study participants who completed the survey stated that the experiences implemented a lot of “reflection and guidance from facilitators.” And that that reflection was instrumental in helping students cultivate understanding of “what participants were experiencing and worked to help them understand the cultural contexts within which they worked.” Interviewed faculty participants in this study cited the importance of reflection throughout various points of the experience; some employing it as much as twice a day, while others focused on the reflection as part of the re-entry home as re-entry has proven to be difficult for students after a profound experience.

One survey participant explained that “without the education and reflection we run the risk of exploiting and reinforcing stereotypes. Students need to broaden their understanding, and they need to articulate their thoughts through lessons prepared by leadership.” Faculty are providing study abroad or international experiences for students, many of whom have not traveled internationally before. Providing opportunities for reflection of the experiences and processing of the unfamiliar was a frequent theme within the open-ended surveys and follow up interviews that were completed. Through these reflections, faculty participants felt that they could more accurately gauge if their personal goals and the goals of the course were attained.

Faculty Training

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The topic of faculty training came up in 5 of 11 or 45% of the open-ended surveys and 4 out of 7 or 57% of the interviews. In one area in particular of the interviews, study participants seemed to become a little nervous. They were asked what they wished that they had known or done differently in leading a study abroad or international experience. One interviewed participant shared that, “The first trip, I was so under prepared. The requirement was that staff had to do training through GEO. The training was focused on liability and what our insurance would or wouldn’t cover. They shared medical situations. I was under prepared.” Other surveyed participants cited the initial orientations and trainings through the Global Engagement Office but that they did not feel that the training was adequate. In their open-ended survey questions participants spoke to the benefit that more training for faculty could serve as well as mentoring opportunities for faculty members who are preparing to lead a trip for the first time.

Training through the Global Engagement Office is focused on liability, risk management, and emergency protocols in alignment with Plymouth State University (Lopez-Mayhew, 2020). Participants in this study spoke in interviews and shared that faculty members are provided training on liability, and emergency protocols, but not in how to teach internationally, or training in group dynamics and management. Out of the survey participants, 3 out of 11, or 27%, and 3 out of 7, or 43% of interviewed participants spoke to the issue of faculty training and shared that they believe that there is room for growth and improvement.

Suggested Action Steps

As a result of the themes that became evident through the open-ended surveys and follow up interviews, the recommendations that this researcher would make after that information could be utilized by the Global Engagement Office. The recommendations of this study should be reviewed by the Global Engagement Office and compared to any current trainings and faculty

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

resources. These resources should inform future trainings and be provided to faculty members leading study abroad trips or international experiences in the future.

Implications Deduced from the Theory

Using grounded theory (Creswell, 2012), the ideas that were shared through the open-ended surveys and later the transcribed interviews were coded to illuminate key themes that were shared by the participants of this study (Saldana, 2013). Grounded theory was utilized for the purpose of building a theory or a set of recommendations for future practice at Plymouth State University that might later inform broader studies, based on the information shared by the study participants as opposed to testing specific theories (Patton, 2015). This theory was chosen due to the nature of this qualitative study (Creswell, 2012), and the opportunity that it provided for participants to share their stories and for parallels and theories to be generated in an organic fashion that supported their personal narratives (Creswell, 2012).

Using Grounded Theory, the themes identified assist in generating a framework that study abroad programs and international experiences provided through Plymouth State University shape a theory of best practice and recommendations for the Global Engagement Office. The theory that emerges from the data is that study abroad or international experiences that utilize opportunities for cultural immersion, and personal reflection create high-impact learning opportunities for students. For faculty, the theory supports that faculty benefit from mentorship and collaboration from colleagues as well as in-country or pre-trip exposure. Lastly, the theory supports that the use of in-country partnership provided by local providers enables a richer cultural experience in a more cost effective, ethical, sustainable, and accessible way for students. The experiences and narratives shared by eleven Plymouth

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

State University faculty members through both open-ended surveys and Zoom interviews establish this theory of best practice as suited for Plymouth State University.

Implications from Empirical Studies

The empirical studies that informed this research primarily used qualitative methods and Grounded Theory to identify themes within their practices of surveys and interviews (Boateng & Thompson, 2013., Edwards & Richards, 2002., Hustad & Arntzen, 2013., Zouaoui, 2007). In studies completed by Boateng and Thompson, Adel Zouaoui, and Hustad and Arntzen, a primary theme was that connectedness and immersion into the local community and setting were integral in increasing intercultural or community awareness for participants. For Hustad and Arntzen, the relationships that were formed both within the participant group and surrounding community cultivated a deeper level of learning for students (Hustad & Arntzen, 2013). In a study completed by Matthew Goode, research supported the idea that faculty leaders need a developed sense of intercultural awareness and a skills in teaching intercultural awareness to students as this is an important indicator of high-impact learning experiences for students (Goode, 2008).

Additionally, Dinnan found that opportunities for cultural immersion positively impacted educators and school leaders in providing more high-impact and culturally appropriate learning opportunities for students (Dinnan, 2009). Consistent with the data from this study and the literature, opportunities for cultural immersion for students, but also for faculty facilitators even prior to leading the international experience or study abroad program remain critical.

These studies support the data found in this research that cultural immersion and reflection can support feelings of connection and deepen participant learning. The research and the use of Grounded Theory support the use of Grounded Theory in my research, as these similar qualitative studies focus on interviews, surveys, and hearing about the personal experiences that

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

participants have working within international experiences, study abroad programs, or intercultural programming (Zouaoui, 2007). In my research, Grounded Theory allowed me to generate a new theory based on the input from the study participants.

One area that was underdeveloped in my study in comparison to the empirical studies was the idea of cohorted learning and within the group (Edwards & Richards, 2003). This was not a theme that was heavily identified by participants in my study. Only one participant mentioned cohorted learning, and in this capacity it was a drawback as the faculty member viewed it as a hinderance for the students to develop opportunities for greater cultural immersion and experiential learning. Additionally, Hustad and Arntzen established that group learning was integral in high-impact learning (Hustad & Arntzen, 2013), and while my study did not contradict this information, my study identified higher impact from group learning that included facilitators and participators from the country in which the experience was taking place as opposed to group learners solely from Plymouth State University. Overall, participants in my study put greater emphasis on the relationships and cultural immersion provided through their programs in contrast to group-centered learning provided in relation to the experiences.

Consistent with the empirical studies, high amounts of experiential learning and hands-on, community based learning opportunities benefitted students and enabled higher levels of academic achievement upon their return and in related courses provided by Plymouth State University (Edwards & Richards, 2002., Knox, 2011., Stringer, Baldwin & Christensen. 2010). Plymouth State University faculty members who participated in my study shared that pedagogy centered around hands-on learning enabled them to provide more meaningful learning opportunities to Plymouth State University students. This is aligned with the empirical sources

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

and pairs cohesively with the idea of immersive learning and generating feelings of connectedness for student learners.

It is important to note, that while cohorted learning was not identified as one of the factors of high impact learning for Plymouth State University, the model of cohorted education is successful depending on the design and implementation of the study abroad program or international experience. Study abroad programs and international experiences can vary drastically in their purpose and the desired outcome for students. Desired outcomes may be academic, or they can range from group building to personal development and growth. In some models of study abroad programs, a cohorted approach will facilitate group learning (Hustad & Arntzen, 2013). In other models, an immersive solo experience, such as living in a homestay environment can create a greater opportunity for developing skills not only in language, but also in self and community awareness (Di Silvio, Donovan, & Malone, 2014). Depending on the desired outcome of the program, a different approach to cohorting or solo learning may need to be taken to meet the needs of the students and their academic and personal goals.

What might other scholar practitioners learn from this work?

Other practitioners studying the field of study abroad or facilitation of university based international experience would be able to learn from this study that faculty members offering a range of different programmatic offerings to students consistently identify the areas of in-country knowledge and partnership, cultural immersion, and reflection as integral pieces of providing high-impact learning opportunities to students. Additionally, this study lays a foundation for other scholar practitioners to continue researching. One area that was evident in this study that could use abundant further development is the idea of affordability and equity for Plymouth State University students to access study abroad programs or international experiences. In this study,

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

participants shared concern over the use of third-party providers supplementing the program that they were providing. This was especially a concern when the third-party provider was not based in the country of the experience. Faculty shared concerns that this increased the cost of the programming and became a prohibitive factor in students accessing, thus curtailing the equity of students, especially those of diverse or lower socio-economic backgrounds from participating.

Additionally, other practitioners could utilize this study to inform subsequent research especially from the perspective of the students participating in the study abroad or international experiences. Gaining information from student participates regarding the factors that informed their learning experiences would be instrumental in eliminating one of the limitations of this study and triangulating with greater accuracy if the program met the goal of providing high-impact learning. This would be a study that could be built off of the research completed in this study.

Areas of Improvement for Stakeholders

This study was designed in partnership with the Plymouth State University Global Engagement Office. The participants of this study were educators identified within the Global Engagement Office who met criteria as outlined in the IRB and study methodology. The purpose of this study was to identify faculty perceived best-practices and tools to enable faculty to lead high-impact learning experiences for Plymouth State University students in the future. The Global Engagement Office is a primary stakeholder along with Plymouth State University faculty who have led or may lead trips in the future, and Plymouth State University as an organization.

The data collected from study participants is based on the individual experiences of the participants and triangulated with follow up interviews to gain further insight on their

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

experiences and to allow them to further identify themes, tools, and experiences that have shaped their ability to lead study abroad experiences or international experiences for students. Due to the fact that this information was gathered from participants identified and in good standing from the Global Engagement Office, the information provided should offer the Global Engagement Office valuable insight from faculty leaders and assist in shaping training modules and faculty expectations and requirements as they prepare and lead study abroad or international experiences.

For faculty members, both those who participated in this study and those who may lead study abroad experiences for Plymouth State University students in the future, there was an opportunity for faculty to share their perceptions in this study. As stakeholders, this study culminates their experiences and responses to generate a theory of the resources and experiences that enable faculty to provide high-impact learning opportunities to students. This study provides an opportunity for faculty stakeholders to share their perceptions and have their input and expertise presented to Plymouth State University with the aim of their experiences assisting in informing protocols and expectations in the future.

As a stakeholder, the institution of Plymouth State University provides study abroad programs and international experiences to the student population. With input from faculty participants, especially surrounding the topics of cost, accessibility, and equity for students, the knowledge could assist Plymouth State University in supporting programming that will be accessed by a greater number of students. Being driven by the topics of student equity and affordability could draw a more diverse student population not only to access international programming, but to access the values exemplified by Plymouth State University. In the year 2020, this could vastly benefit Plymouth State University as a stakeholder.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The winter of 2020 brought astronomical change to the United States and to the field of study abroad. With the COVID-19 pandemic sweeping across the world, countries have shut their borders, and students who were studying internationally have been sent home. As the fall of 2020 approaches, the COVID-19 pandemic is still impacting countries around the world inspiring study abroad providers to change to a platform of offering virtual programming. Virtual and remote programming is being offered in several different forms for students to access during the summer of 2020 and onward as applicable. Programming includes remote internships, remote language and culture courses, and courses that focus on academic content (Kaya, n.d.). Additionally, study abroad providers are offering learning opportunities and workshops for students in different countries to focus on building cultural awareness remotely and navigating the new opportunities of remote work (CIS, n.d.).

With drastic changes to the field of study abroad occurring and transitions to remote or virtual study abroad opportunities growing during the period of COVID-19, it is important to note that future research in the field of study abroad could look very different. Future research would have to take into consideration the virtual aspect of learning and how that impacts the immersive opportunities for students. The offerings of workshops, collaborative learning opportunities, seminars, courses and internships (Kaya, n.d. & CIS, n.d.) will likely have different outcomes for students and how they generalize the content from their learning experiences.

When in-person and international programming is able to resume after the COVID-19 Pandemic, there will be an opportunity to imagine what study abroad looks like. Precautions related to the COVID-19 pandemic may necessitate smaller group sizes, different living styles while abroad, and they may have different components and learning modules such as virtual pre-

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

trip exposure that students may access. It is still unknown what the study abroad landscape will look like after COVID-19. This creates an opportunity for study abroad programs to be reimagined and redesigned with focuses on the areas of safety, accessibility, and equity for students. There is the opportunity to utilize study abroad programs as ways to enhance learning for passionate students, as opposed to being an opportunity for only students who can afford it. There is a turning point in the industry and it can hopefully bring some positive shifts to the field of study abroad.

Contributions to the Field of Educational Leadership

The research question below drove the research for this study:

- 4) What are faculty perceptions of their preparedness to teach in university level study abroad programs?
 - c. What experiences, resources, or tools are most beneficial for American-based faculty to create experiential learning opportunities in university level study abroad programs?
- 5) How do the perceptions of American-based faculty teaching in university level study abroad programs impact their ability to teach and lead high impact learning experiences?

These questions were designed to gauge not only the comfort level of faculty members providing education for students through study abroad or international experiences. The data that was collected through open-ended surveys and follow up interviews shared that faculty members generally feel prepared to lead study abroad or international experiences due to the length of time that it takes to design and prepare for the experience itself. The participants in this study have largely led study abroad programs for many years and are veterans of doing so. In reflection,

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

several participants stated that they were not initially prepared and lacked training, but that they have developed the experiences and feel much more confident in the level of experience and instruction that they are facilitating.

In terms of the resources that have been most beneficial for faculty members, it is clear that one of the most beneficial tools have been the opportunity to travel to the country prior to the experience in order to vet the program. Additionally, faculty have referenced opportunities to learn from their colleagues both domestically and those who are working internationally or who have led the same experiences or study abroad programs before. The input given from either seeing the site or learning from trusted colleagues were widely referenced in the data.

Also evident in the data was reflection on what components of the experience or study abroad program were most impactful for students. These components were largely providing opportunities for personal reflection, having opportunities for cultural immersion. These were the two factors that were present when faculty described the experience as life changing for their participants. Faculty who participated in this study also referenced academic opportunity for students, and the ability for them to connect their content into the real world. In reference to academics, faculty who were able to provide experimental opportunity or opportunity directly aligned with course content found that students who participated in the experiences were much more prepared to engage in the material when in a traditional class setting later.

Overall, faculty felt initially prepared to lead and deliver high-impact learning opportunities to students, but that feeling of confidence was supported by either having run the same or similar trips in the past or having the opportunity to visit the country prior to bringing students. As other students and researchers review this information, I think that there is room to develop a wider industry standard for preparing faculty members to design and lead international

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

experiences and study abroad opportunities. An initial step for developing an industry standard are to use some of the key themes identified in this study that facilitate high-impact learning experiences. By using these themes, programs can be designed to support academic and personal growth. Additionally, the industry standard could be reviewed to ensure accessibility for all students to participate in study abroad programming or international experiences without cost being a prohibitive factor.

Study abroad program offerings have continued to increase, and shorter-term programming can increase opportunity for students who may experience a semester abroad or a longer experience as financially prohibitive. In the study abroad industry, there is a lower percentage of diverse students who participate in study abroad or international experiences (Lee, n.d.). The issue of equity and access of students from a more diverse background or with a minority status is a huge area for improvement within study abroad programming. In my research, it became clear that many of the participants were concerned about keeping the cost of programming to an affordable level for students.

As stakeholders, Plymouth State University and the Global Engagement Office should consider opportunities to train faculty leaders in leading and facilitating a study abroad or international experience. This training, paired with exposure to the destination country will create confidence for the faculty leaders. Additionally, ensuring that international experiences and study abroad programs are accessible for all students would support the issue of student equity and nurture learning opportunities for students from different socio-economic backgrounds and more culture diverse backgrounds. This is crucial for Plymouth State University to consider as a stakeholder. Recommendations would include ensuring that the faculty member leading a study abroad or international experience had the following:

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

-Mentorship opportunities for faculty who are leading study abroad programs or international experiences for the first time, where they can learn from faculty members experienced in facilitation of international experiences or study abroad programs. This recommendation would support faculty members preparing to lead international experiences for the first time to ask questions to faculty members who have led trips before, and hopefully avoid any pitfalls and challenges that could occur due to their inexperience. Additionally, in the mentorship capacity, faculty members preparing to lead an international experience for the first time may be able to gain references and resources from a more seasoned faculty member.

-Access to knowledge of the country based on either existing experience or the opportunity for a pre-trip screening visit. By having spent time in the country or region that they are leading an international experience or study abroad program to, faculty will have a greater level of cultural knowledge and comfort that they will be able to use to develop more high-impact learning opportunities for students. Their own comfort level and confidence level will be supported by spending time in the country and will positively impact students who are learning from them.

-When possible, partnership with a local tour provider to facilitate needed details including but not limited to supplemental programming, transportation, or translation. This support will benefit the students and faculty by navigating logistical necessities, allowing more time for the faculty member to teach and focus on the students. Additionally, by using a local provider, the study abroad program or international experience will be supporting the local economy while in return receiving expertise from someone well versed in the local community and culture. It is important to review the providers being used to ensure that the provider is providing a high quality service, respecting sustainable and ethical practices as well as providing high quality local knowledge.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

-Opportunity for cultural immersion for all students. This could take a range of forms including cultural visits within communities, homestays, community partnerships, etc. By creating opportunities for cultural immersion, a deeper connection and learning experience is possible for students. Engaging students in relationship building opportunities, or opportunities to ask questions deepens their learning experience.

-Systematic integration of reflection assignments and facilitation for students both during and after the experience. By asking students to reflect upon their experiences it can offer growth in the areas of self-awareness, support in developing connections and ideas between the student's home culture and the one they are experiencing, and it may lessen the challenges of transitioning to and from a new country, especially in an immersive experience.

A full list of recommendations can be found in Appendix E.

Recommendations and Implications for Educational Leadership for Social Justice

In this study, issues of social justice became evident in several areas. Central themes impacting social justice are evident around the issues of affordability, accessibility, and racial equity. The demographics of study abroad participants lack diversity with 86% of student participants identifying as Caucasian (Lee, 2020). Many students at Plymouth State University have not traveled internationally before (Lopez-Mayhew, 2020), and based on data collected from study participants, the cost of the international programs is prohibitive to many first-generation college students, or students from more racially diverse backgrounds. Social justice is impacted when not all students have equal access to high-impact learning opportunities due to financial constraint or lack of access to affordable programming. Based on the data collected, immersive and high-impact study abroad programs or international experiences can be life

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

changing for students and offer the opportunity for more meaningful educational opportunities in the classroom. By having programming that is inaccessible to demographics of students based on race of socioeconomic status, there are ramifications to social justice.

For other researchers who are interested in studying the field of study abroad or international experience provided to university students, future studies should include qualitative research that captures the lived experience of students and faculty members as they participate in and lead study abroad programs or international experiences. Using a qualitative method to analyze the data such as Grounded Theory (Creswell, 2012), researchers will be able to build upon the data that was compiled in this study regarding the best tools and resources that faculty use to develop preparedness and deliver high-impact learning experiences that support social justice by being affordable and accessible for all students. Researchers interested in studying the field of study abroad should be aware of issues of equity that are present in the field. Not all students may have financial means to participate in study abroad programming. Awareness of barriers that may impact a more diverse student demographic from accessing study abroad programs should be considered.

I recommend that researchers have a larger participant pool, as the response rate of this study was less than 50%. The participant pool could include students or faculty from several comparable universities in New Hampshire or New England, or the study could be replicated in another state. Practitioners should be aware that the field of study abroad is very expansive and program offerings vary dramatically in regards to the duration, setting, and content knowledge that students are exposed to. The data will reflect inconsistencies due to this as the experience of living on a field station is very different from living in a dorm setting or with a host family. Being concrete with your methodology and outlining your participants clearly could limit this

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

degree of variance, but it could also significantly limit your population and the respondents that you are able to access.

It is important to consider that if students are the targeted research population, that 86% of students participating in study abroad programs or international experiences identify as white, with 6% identifying as Asian, 5% as LatinX, and less than 4% identifying as black (Iee, 2020). The demographics of the students may impact their perceptions of the experiences. Similarly, researchers should consider the experience levels of faculty participants, as the experience of a faculty member leading an international experience for the first time will vary greatly from a faculty member who is leading an experience for the sixth time.

The study was effective in identifying themes of study abroad and international experiences that facilitated high-impact learning. Multiple themes were identified that can serve as a foundation for future studies to take place and build off of the themes. This information is relevant in providing a base for stakeholders to develop training opportunities or to evaluate their faculty requirements and provided tools for leading study abroad programs and international experiences. For researchers who are hoping to learn more about study abroad programming, the work of John Dewey, and David Kolb were invaluable at identifying key ideas driving the theories and setting a professional standard. Further studies could investigate usage of experiential opportunities in study abroad programs, the perceptions of students who participate in study abroad programs, or issues of equity within study abroad programs and the ability for a range of students from diverse backgrounds to participate in such programs.

Connections to Leadership

In connections to the theories of leadership that have supplied underpinning to this study, the Transformational Leadership Model, and the Emotional Intelligence Model of Leadership are

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

both apparent through the data and the identified themes. 43% of interviewed participants stated that their students had identified the international learning opportunity as “life changing”. In order for students to participate in such a transformative experience, their current views had to be challenged through their opportunities to be immersed in the local culture and to view their own experiences and perceptions differently. With 91% of surveyed participants and 86% of interviewed participants speaking to the immersive experience for students, 71% of interviewed participants spoke to specific situations in which the perceptions of their students were challenged and subsequently transformed by witnessing or engaging in experiences of cultural difference. Facilitating opportunities for cultural immersion is supported through the data as an opportunity for students to challenge their beliefs and to generate a new set of perceptions or understanding. The Transformational Leadership Model identifies key personality traits to be developed are inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration (Johnson & Hackman, 2018). Through challenging their preconceived notions and exposing them to new situations, communities, and cultures, the Transformational Leadership Model can be achieved through study abroad programming or international experiences.

The other model of leadership identified through this study was the Emotional Intelligence Model of Leadership. This model of leadership was supported through the data specifically in the theme of reflection. 64% of surveyed participants and 86% of interviewed participants attest that reflection was an important theme used in their study abroad programming or international experience. One interviewed participant stated that their students were asked to participate in reflective opportunities a minimum of twice a day. Another interviewed participant shared an experience that was traumatizing for their students, and how reflection opportunities

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

helped the students to develop a deeper understanding of their own culture, privilege, and existing biases. Through offering students the opportunity for reflection, their personal beliefs can be evaluated, and a greater understanding can be generated (Salovey & Mayer, 1990). To become more aware students and to develop leadership qualities that are more aware of personal bias and privilege, the use of reflection has been a beneficial tool identified by the participants of this study based on their experiences leading study abroad programs of international experiences.

Limitations

In this study, there were multiple limitations that impacted the scope and practical usage of the data. In the study sample, the original goal was to have 15-25 participants, sharing about their experiences leading Plymouth State University students on study abroad trips. After 3 reminders and a month, only 11 Plymouth State University faculty members elected to participate in the survey, and 7 of those elected to participate in a follow up ZOOM interview. This was less than the anticipated 15-25 survey participants. This serves as a limitation to my study as the proposed sample size was not achieved. To remedy this, I should have elicited a response from additional faculty members if possible. Unfortunately, this was not an option as the sample population was provided by the Global Engagement Office at Plymouth State University and was a pool of 25 faculty members. 100% of the pool were contacted regarding their participation.

Another limitation of this study is that the perspectives shared in the surveys and interviews are only from the Plymouth State University faculty who led the experiences, and not of the students who participated. In order to get a comprehensive picture of the effectiveness and outcomes of the experience, the students who participated in the experience must also have their

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

voices heard. Because they were not a part of this study, it is a limitation in the perspectives and the reliability of the perceptions as they only reflect the experiences of Plymouth State University faculty members.

An additional limitation is that this study was conducted only using a sample population from Plymouth State University. Perspectives from faculty members from other universities who facilitate study abroad or international experiences could offer a deeper understanding of the systemic best practices and tools that support faculty in developing highly effective instruction in an international setting. This information would be useful in further triangulating the data to look at themes within specific institutions and higher education as a whole.

One limitation that could not be planned for was the global pandemic of COVID-19 which has heavily impacted the year 2020. With the emergence of the COVID-19 pandemic, Plymouth State University was forced to transition to remote programming mid-way through the spring semester. With such a drastic change to the model of learning and teaching, the response rates from the study participants could have been impacted and the response rate may be lower than it would have been without the COVID-19 pandemic. Faculty supporting students through this shift during the semester could have impacted the time that they had to participate in this study.

If I were to recreate this study or develop next steps, I would compare the data from the surveys and interviews that I collected with information from a repeated study at other universities. I think that there would be a lot of room for follow up studies that examine the perceptions of students who participate in the study abroad experiences as well as the faculty members. Given unlimited time and reach, I would re-create the study and use both students who participated and faculty members who led the international experiences and I would use that

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

information to triangulate the data. I think that this study would give a wider scope and generate useful information that could be used more generally in the design of future study abroad or international experiences that are provided by universities.

Implications for Your Leadership Agenda and Growth

The key lessons that emerged from this experience are paired not only in the areas of faculty training, and access to resources and tools but also lessons about the industry of study abroad as a whole. During a time of national turmoil due to the COVID-19 pandemic, and the death of George Floyd, issues and lessons in equity also emerge and give the opportunity for new directions in which future work could take place that focus on equality and accessibility. While lessons of this study were abundant, several were especially noteworthy.

Cultural Immersion

Throughout this study, a theme that continually emerged was that students were able to have high-impact learning experiences when the academic content was partnered with an opportunity for cultural immersion. In the open-ended surveys and interviews that we completed, participants cited opportunities for students to complete homestays, work in collaboration with community members, shop and live locally, and learn from local experts. These experiences gave students the ability to build deeper connections not only with the culture but with the content. Students were able to generalize these experiences into their coursework where they were able to demonstrate competence above that of their peers who had not had the same culturally immersive experience. Not only were these experiences powerful for students in the moment, they also left a lasting impact. Faculty who participated in this study referenced former

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

participants who left the country changed and had distinct alterations in their perspective or even the trajectory of their career.

Third Party and In Country Tour Providers

One area in which faculty participants had many opinions was in the topic of tour companies and their utilization. Several participants referenced that Plymouth State University mandates the use of a tour company for anyone leading an international experience. Several study participants cited that this was a large-scale provider who did not necessarily have expertise in the country where they were leading students. Participants in this study advocated for the use of in country providers or small-scale tour companies who could provide a more localized service at a lower cost. Participants in this study identified that the costs for the large-scale providers would regularly be too expensive for the bulk of Plymouth State University students to access. Across the board, participants in this study advocated against using large scale providers and promoted using in country providers in efforts to keep trip costs affordable and to increase access of Plymouth State University students.

As a consideration, participants in this study who referenced the importance of visiting the country or having experience in the country prior to leading a study abroad experience there also stressed the importance of meeting with local providers to ensure the quality of the service. There are a range of providers in each country, and finding services that are provided sustainably and ethically was a concern for 3 out of 7 or 43% of participants in this study. All providers should be evaluated and considered thoroughly before being hired to support a study abroad initiative.

Reflective Opportunity

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

The third biggest take away from this study is the importance of creating opportunity within the study abroad offering for reflection. For some students, they have not experienced another culture before, nor have they had exposure to the climate, or landscape of the country in which their study abroad or international experience takes place. The theme of reflection was present in nearly all of the open-ended surveys and interviews completed by study participants. The lesson embedded in this knowledge is that reflecting through the international experience as well as after are important parts of creating high-impact learning and also cultivating lasting lessons for students. The participants mentioned that for some students the transition home after an intensive learning opportunity abroad can be challenging. They shared that maintaining communication, through a course, or through structured follow up was imperative in supporting students as they transition back to their homes, changed individuals with new knowledge.

Reflection of Self

In doing my own reflection on my life and personal experience, I reflect upon my international experiences and how they have shaped me into an educational leader. Certainly these experiences have provided me with opportunities to push out of my comfort zone and to absorb knowledge in different content areas through different cultures, but it has also shaped my self awareness; or so I thought. While gratitude for these experiences has always been implicit for me, I don't think it has been enough. I have been able to professionally take these experiences of living and leaning abroad and I have used them to shape my career. Now I am a school principal, and I look at my leadership abilities with positivity most of the time. I view myself as having openness of different cultures, humility for what I don't know, and what I believe to be a broader global perspective.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Throughout the course of my research, the United States has been experiencing protests and violence due to racial inequity, specifically in response to police brutality directed towards people of color, ignited by the death of George Floyd. I have viewed my leadership abilities positively, shaped by my international experiences, but in reality, I believe that they are also largely shaped by my privileges. I have had the privilege to travel and to have my comfort zone challenged. I have had the privilege to pay to observe and immerse myself in someone else's culture. I have learned from these experiences, and I think that they have made me a better leader, but I got those opportunities based on my background and what I look like. I think that what this study has brought to light is a need for more students to have access to international programming at a price point that they can access. In my own reflection, I see that as an educational leader, my job now is to advocate for study abroad or international programming to be more accessible to all students so that high-impact learning opportunities are not only provided to those who can afford it.

The Next Steps

My next level of work is to share the lessons learned through this study with Plymouth State University and the Global Engagement Office. I will share with them the key pieces of information and take-aways that were shared from faculty measures and brought together using Grounded Theory (Creswell, 2012). This information will inform next steps for the Global Engagement Office during a time when international travel has been at a standstill due to the Coronavirus and a time when inequity within our country's systems are particularly evident. By outlining opportunities for more cost effective programming where high-impact learning could be delivered to more students, I believe that Plymouth State University and the Global Engagement Office could use this information to strengthen specific faculty engagement in the

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

program and enhance the design of their supportive resources for both faculty and students.

While there are many directions and topics that could benefit from further investigation and research, there are several that were particularly evident from this study. The idea of cultural connectivity is connected with the identified theme of cultural immersion. Currently there is no explicit measure of the connectivity that students develop through a culturally immersive program. A further area of study could be to identify immersive experiences and to gather data from the student participants about the factors that contributed to their feelings of connectedness and how they were able to identify those feelings and experiences. The only measures of this connectivity is implicit and shared through anecdotal student responses.

Subsequent studies should surround the availability and access of study abroad and international experience programs to students of racially and economically diverse backgrounds. While further identifying the impact of reflection and cultural immersion when facilitated during international experiences is important, recognizing the student population who has access to these programs is critical. The two subsequent areas of study should focus on diversity of student participants as well as how structured cultural immersion and reflection impacts the student experience.

A necessary piece to further develop the theory behind this study is to gather data about the students' experiences participating in study abroad programs or international experiences at Plymouth State University. While this information will give a clearer picture of if the perceptions of high-impact teaching and learning are accurate and consistent, it is also necessary to make sure that the students who participate are an accurate representation of the student population at Plymouth State University. If this is not the case, there could be bias if only students of a certain background or socioeconomic status are participating.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

Conclusion

What began as a study about best practice and faculty training and preparedness to lead study abroad programs and international experiences has become a study that reflects important factors of provided programming. Study abroad programs and international experiences have the ability to be powerful learning tools for students. By integrating themes of community immersion and reflection, faculty participants feel that students are receiving high-impact learning opportunities. These opportunities are regularly described by participants as life changing.

An unexpected outcome of this study is the theme that some international programs through Plymouth State University become too expensive for students to access due in part by the utilization of large-scale third party providers. As this increases the price point of the programs it also impacts the range of students who are able to participate in the programs. This study for me, became a view into themes of equity within study abroad programs. There continues to be work that could be done to identify points of access for students and to increase those access points to ensure that interested students have access to study abroad programs and international experiences so that they too may benefit from immersive, life changing learning, regardless of their socioeconomic status.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

References

- American Institute for Foreign Study. (n.d.). Retrieved June 30, 2018, from <https://www.aifs.com/>
- Balasoorigiya, C., Di Corpo, S., & Hawkins, M. (2010). The facilitation of collaborative learning: what works?. *Higher Education Management & Policy*, 22(2), 31–44.
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 4(2), 542-559.
- Boateng, A., & Thompson, A. M. (2013). Study abroad Ghana: An international experiential learning. *Journal of Social Work Education*, 49(4), 701-715.
- Brewer, E., & Cunningham, K. (2010). *Integrating study abroad into the curriculum*. Stylus Publishing.
- Brockbank, A., & McGill, I. (2007). *Facilitating Reflective Learning in Higher Education* (Vol. 2nd ed). McGraw-Hill Education.
- CIS Abroad (n.d.). Retrieved July, 9, 2020, from <https://www.cisabroad.com/>
- Council on International Educational Exchange (CIEE). (n.d.). The world is our classroom. Join Us. Retrieved June 30, 2018, from <https://www.ciee.org/>.
- Creswell, J. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Newbury Park, CA:SAGE.
- Darling-Hammond, L. (2001). *Thoughts on Teacher Preparation*. George Lucas Educational Foundation.
- DeAngelis, T. (2013). Therapy Gone Wild. *American Psychological Association*, 44(8), 78-81.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

Di Silvio, F., Donovan, A. & Malone, M. (2014). The Effect of Study Abroad Homestay Placements:

Participant Perspectives and Oral Proficiency Gains. *American Council on the Teaching of Foreign Languages*, 47(1), 168-188.

Dinnan, P. (2009). *The effects of a short-term cultural immersion experience to Mexico on school leaders* [Unpublished doctoral dissertation]. Georgia State University.

Duncan, A. (2009). A Call to Teaching. *US Department of Education*.

Durnall, E. J. (1967). Study-Abroad Programs: A Critical Survey. *The Journal of Higher Education*, 38(8), 450-453.

Easley, A., Ratz, J., Roggenbuck, J. (1985). Wilderness Education at NOLS: Student outcomes and correlates or perceived instructor effectiveness. *Proceedings-National Wilderness Research Conference*. (377-384).

Edwards, J., & Richards, A. (2002). Relational teaching. *Journal of Teaching in Social Work*, 22(1-2), 33-48.

Education First (EF). (n.d.). Retrieved June 30, 2018, Retrieved from <https://www.ef.edu/>

The Experiment in International Living. (n.d.). Retrieved June 30, 2018, from

<https://www.experiment.org/>

Evers, W. M., Izumi, L. T. (2002). Teacher Quality. Pacific Research Institute for Public Policy, & Hoover Institution on War.

Fantini, A. (2018). Intercultural Communicative Competence in Educational Exchange: A Multinational Perspective. Routledge.

Fleming, M., Byram, M., & Feng, A. (2009). *Becoming Interculturally Competent Through Education and Training*. Multilingual Matters.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

- Hargreaves, A., Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
- Hustad, E., & Arntzen, A. (2013). Facilitating teaching and learning capabilities in social learning management systems: Challenges, issues, and implications for design. *Journal of Integrated Design and Process Science*, 17(1), 17-35.
- Goode, M. (2008). The Role of Faculty Study Abroad Directors: A Case Study. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 15(1). 149-172.
- IEE: The Power of International Education. (n.d.). Retrieved April 30, 2020, from <https://www.iie.org/Research-and-Insights/Open-Doors/Data/US-Study-Abroad/Student-Profile>
- International Education of Students. (n.d.). IES Abroad. Retrieved June 30, 2018, from <https://www.iesabroad.org/>
- Johnson, C., Hackman, M. (2018). *Leadership: A Communication Perspective*. Waveland Press.
- Kauffmann, N., Martin, J. N., Weaver, H. D., & Weaver, J. (1992). *Students abroad: Strangers at home*. Intercultural Press, Inc.
- Kaya: Responsible Travel. (n.d.). Retrieved July, 9, 2020; from <https://www.kayavolunteer.com/>
- Kinging, C. (2013). *Social and Cultural Aspects of Language Learning in Study Abroad*. John Benjamins Publishing Company.
- Knox, R. (2011). Facilitating a small group teaching session. *Innovait: Education and Inspiration for General Practice*, 4(6), 360-367.
- Kolb, D. (2014). *Experiential Learning: Experience as the Source of Learning and Development*. FT Press.
- Kolb, D., Passarelli, A. (2011). Using Experiential Learning Theory to Promote Student Learning and Development in Programs of Education Abroad. *Student Learning Abroad*. Stylus Publishing.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

- Lewin, R. (2009). *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. Routledge.
- Lo, A. (2015). *South Korea's education exodus: The life and times of early study abroad*. University of Washington Press.
- Lopez-Mayhew, B. (2020). Personal Communication, January 25.
- Lowe, T. B., Dozier, C. D., Hunt-Hurst, P., & Smith, B. P. (2008). *Study abroad in West Africa: An interdisciplinary program of international education*. *College Student Journal*, 42(3), 738-747.
- Lloyd, Susan. (1987). *The Putney School: A progressive experiment*. Yale University Press.
- McKeown, J. (2009). *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development*. SUNY Press.
- Meijer, L. (2020). Personal Communication, July. 8.
- Mkandawire-Valhmu, L., & Doering, J. (2012). Study Abroad as a Tool for Promoting Cultural Safety in Nursing Education. *Journal of Transcultural Nursing*, 23(1), 82-89.
- Morehouse, A. (2019). Personal communication. Feb. 28.
- Myers, R. (1972). *Education and emigration; study abroad and the migration of human resources*. David McKay Company.
- Niehaus, E.; Reading, J.; Nelson, J.; Wegener, A.; & Arthur, A. (2018) Faculty engagement in cultural mentoring as instructors of short-term study abroad courses. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 30(2), 77-91.
- Rhodes, G., Biscarra, A., Loberg, L., & Roller, K. (2012). Study abroad as a collaborative endeavor. *About Campus*, 16(6), 2-10.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality.*

Scientific Research, 9(1), 185-211.

Sander, V. (1965). Study abroad: An alternate solution. *The German Quarterly*, 38(4), 692-695.

Sayer, J. (2006). European perspectives of teacher education and training. *Comparative Education*, 42(1), 63-75.

School For International Training. (n.d.). Study abroad. Retrieved June 30, 2018, from

<https://studyabroad.sit.edu/>

School for Field Studies. (SFS). (n.d.). Study abroad programs. Retrieved June 30, 2018, from

<https://fieldstudies.org/>

Seifert, M. (2019). Personal communication, February 11.

Skinner, D. (2005). *Get Set for Teacher Training*. Edinburgh University Press.

Stephenson, S. (2020). Personal Communication, June, 29.

Stringer, E. T., Baldwin, S. C., & Christensen, L. M. (2010). *Integrating Teaching, Learning, and Action Research: Enhancing Instruction in the K-12 Classroom*. SAGE Publications, Inc.

UNESCO. (n.d.). Retrieved April 2, 2020, from <http://en.unesco.org/>

Wood, A. (2019). Personal Communication. March 28.

Wynveen, C. J., Kyle, G. T., & Tarrant, M. A. (2011). Study Abroad Experiences and Global

Citizenship Fostering Proenvironmental Behavior. *Journal of Studies in International Education*, 16(4), 334-352.

Zouaoui, A. (2007). Education, Facilitation, and Inclusion-the Tunisian Experience. *Journal of Science Communication*, 6(2).

Appendices

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

Appendix A

IRB Approval Letter

April 3, 2020

Dear Leah Salloway

Study: The Transference of Domestic Teaching Skills to International Settings Within Study
Abroad Programs

Approval Date: April 2, 2020

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Expedited as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 1101(b). Approval is granted to conduct your study as described in your protocol. Be sure to complete the Final Report Form when your research is finished. If, during the course of your project you intend to make changes that may significantly affect the human subjects involved (particularly methodological changes), you must obtain IRB approval prior to implementing these changes. Any unanticipated problems related to your use of human subjects must be promptly reported to the IRB. The IRB may be contacted through Dr. RYANNE CARMICHAEL, Chair of the IRB. This is required so that the IRB can update or revise protective measures for human subjects as may be necessary. You are expected to maintain as an essential part of your project records, any records pertaining to the use of humans as subjects in your research. This includes any information or materials conveyed to and received from the subjects as well as any executed forms, data and analysis results. If this is a funded project (federal, state, private, other organization), you should be aware that these records are

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

subject to inspection and review by authorized representatives of the University, State of New Hampshire, and/or the federal government. Please note that IRB approval cannot exceed one year. If you expect your project to continue beyond this approval period, you must submit a request for continuance to the IRB for renewal of IRB approval. IRB approval must be obtained and maintained for the entire term of your project or award. Please notify the IRB in writing when the project is completed. We may ask that you provide information regarding your experiences with human subjects and with the IRB review process. Upon notification, we will close our files pertaining to your project. Any subsequent reactivation of the project will require a new IRB application. I have attached the Project Completion Form for your convenience. Please do not hesitate to contact the IRB if you have any questions or require assistance. We will be happy to assist you in any way we can. Thank you for your cooperation and efforts throughout this review process. We wish you success in this endeavor.

Sincerely,

Clarissa M. Uttley

Clarissa M. Uttley, PhD

Institutional Review Board

cmutley@plymouth.edu

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

Appendix B

Faculty Survey Questions

How long have you taught in study abroad programs at Plymouth State University?

Describe the experience(s) you designed for students in the study abroad program.

Was a course connected to the study abroad program you facilitated? If so, describe the course.

How did you prepare to lead the experience in the study abroad program?

Describe the pedagogy or approach to learning that supported the study abroad experience that you designed and led.

Describe the experience(s) in the program or international experience that provided the richest opportunities for student learning.

If you taught the same course for students who did not take the study abroad program, what differences did you notice, if any, in the student experience and performance in the class.

Describe anything that you wish you had done differently in designing or leading the study abroad experience.

In retrospect, describe what knowledge, training, or resources you believe would have helped you prepare and deliver this kind of study abroad experience more effectively.

Is there any other information you would like to share about how you perceive your experiences teaching in study abroad programs?

Would you be willing to participate in a more in-depth virtual interview using Zoom? If so, please provide an e-mail address to use in contacting you.

Appendix C

Faculty Interview Questions

Can you tell me more about the study abroad or international experience that you led to
_____?

What goals did you have for yourself and for your students when designing the study abroad or international experience?

How did the experience achieve those goals? Were there goals that were not achieved?

Can you explain further about what did you do to prepare yourself to develop and lead a study abroad program or international experience?

Looking back on your experience leading a group of Plymouth State Students internationally, how would you describe the experience and the achievement of your learning objectives?

What advice or information would you like to share with faculty preparing to lead a study abroad or international experience for the first time?

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

APPENDIX D

INFORMED CONSENT FORM

CONSENT TO PARTICIPATE

VOLUNTARILY IN A RESEARCH INVESTIGATION

PLYMOUTH STATE UNIVERSITY

INVESTIGATOR(S) NAME: Leah Salloway

STUDY TITLE: The Transference of Domestic Teaching Skills to International Settings Within Study Abroad Programs

PURPOSE OF THE STUDY

The purpose of this research study is to learn about the experiences of Plymouth State University faculty as they have led international experiences or study abroad programs. The goal is to learn what resources, tools, or procedures were most beneficial to the participants in creating a high impact learning experience for their students.

You are being asked to be a participant in the study because you are or have been a faculty member at Plymouth State University, and you have led a study abroad or international experience with Plymouth State University between the years 2000 and 2020.

DESCRIPTION OF THE STUDY

The participants in this study will participate in an open-ended survey through Qualtrics. The survey will inquire about the participant's experience leading a study abroad or other international experience. Should the participant agree to participate in a follow up interview, they will be asked to provide an e-mail address and schedule a Zoom interview with this researcher to discuss in greater depth about the experiences of the participants and what tools, knowledge or experiences were most beneficial as they planned and led a study abroad or international experience.

The amount of time required to participate in the study is less than one hour. Should a participant elect to participate in an additional virtual interview, an additional time commitment of 30 minutes may be incurred.

RISKS AND DISCOMFORTS

As a participant in this study, you may experience a risk exists in the comfortability in responding to the survey or interview questions. Some of the questions may be triggering depending on the experience that the participant had teaching within a study abroad or international experience. The risk of a loss of confidentiality regarding an information breach is minimal.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

BENEFITS

There may be no direct benefits of participating in this study; however, the knowledge received may be of value to the participants as they may gain greater insight in their own perceptions of themselves as educators. Additionally, the study may illuminate best practices in supporting Plymouth State University faculty to teach internationally. Plymouth State University will benefit by being able to refine their offerings of study abroad experiences and attract students interested in a cohesive study abroad experience. The Global Engagement Office will also benefit as they will be able to use the data collected to streamline their approach to faculty training, and resources provided to faculty.

ALTERNATIVE PROCEDURES

The alternative procedure is that the individual would not participate in this study.

CONFIDENTIALITY

All documents and information pertaining to this research study will be kept confidential in accordance with all applicable federal, state, and local laws and regulations. The data generated by the study may be reviewed by Plymouth State University's Institutional Review Board, which is the committee responsible for ensuring your welfare and rights as a research participant, to assure proper conduct of the study and compliance with university regulations. If any presentations or publication result from this research, you will not be identified by name. As per federal guidelines, the information collected during your participation in this study will be kept for a minimum of three years.

I plan to maintain the confidentiality of all data and records associated with your participation in this research.

There are, however, rare instances when I may be required to share individually identifiable information with the following:

- Officials at Plymouth State University (PSU),
- Regulatory and oversight government agencies, or

Further, any communication via the internet poses minimal risk of a breach of confidentiality.

To help protect the confidentiality of your information, all hard copy materials will be destroyed after the study. All electronic information will be stored on a USB drive, encrypted and locked in a drawer in the investigator's personal home. Only this researcher will have access to the survey information, access to the encrypted, recorded interviews and transcriptions. The information will be kept solely on a USB drive that will be locked in a drawer, in a locked personal office. No identifiable information will be shared with anyone other than the investigator. Additionally, data will not be used for future studies. Recordings from any virtual interviews will be encrypted and saved until they are transcribed by this investigator. Once transcribed, all recordings will be destroyed. Hard copy materials will be shredded and destroyed after 3 years.

I will report the data anonymously. The results may be used in reports, presentations, and publications.

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN STUDY ABROAD PROGRAMS

TERMINATION OF PARTICIPATION

You may choose to withdraw from this study at any time and for any reason. If you choose to drop out of the study, you may contact the investigator and your research records will be destroyed. However, as this study is completed with an anonymous survey, unless participants elect to participate in an additional interview, the research records cannot be destroyed following submission of the survey.

COMPENSATION

You will not receive payment for being in this study. Participation in this study is strictly voluntary. There will be no cost to you for participating in this research.

INJURY COMPENSATION

Neither Plymouth State University nor any government or other agency funding this research project will provide special services, free care, or compensation for any injuries resulting from this research. The treatment for such injuries will be at your expense and/or paid through your medical plan.

QUESTIONS

If you have further questions about this study, you may contact Leah Salloway or Dr. Annette Holba at lsalloway@plymouth.edu or aholba@plymouth.edu. If you have any questions about the rights of research participants, you may call the Chairperson of the Plymouth State University's Institutional Review Board at 603-535-3114 (Valid until July 1, 2021).

VOLUNTARY PARTICIPATION

You understand that your participation in this study is entirely voluntary, and that refusal to participate will involve no penalty or loss of benefits. You are free to withdraw or refuse consent, or to discontinue your participation in this study at any time without penalty or consequence.

You voluntarily give your consent to participate in this research study. You will be given a copy of this consent form.

Signatures:

Participant's Name (Print)

Participant's Signature

Date

I, the undersigned, certify that to the best of my knowledge, the subject signing this consent form has had the study fully and carefully explained by me and have been given an opportunity to ask any questions regarding the nature, risks, and benefits of participation in this research study.

Leah Salloway

Investigator's Name (Print)

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

A handwritten signature in black ink, appearing to read "Jeff Sallang". The signature is written in a cursive style with a long, sweeping underline.

Investigator's Signature

3/23/2020

Date

Plymouth State University's IRB has approved the solicitation of participants for the study until

THE TRANSFERENCE OF DOMESTIC TEACHING SKILLS TO INTERNATIONAL SETTINGS WITHIN
STUDY ABROAD PROGRAMS

Appendix E

Study Recommendations

- Provide mentorship opportunities for faculty who are leading study abroad programs or international experiences for the first time, where they can learn from faculty members experienced in facilitation of international experiences or study abroad programs.
- Facilitate collaborative opportunities with faculty members both domestically and abroad.
- Enable these collaboration and mentorship opportunities through the Global Engagement Office
- Ensure access to knowledge of the country based on either existing experience or the opportunity for a pre-trip screening visit.
- When possible, utilize partnership with a local tour provider to facilitate needed details including but not limited to supplemental programming, transportation, or translation.
- Provide opportunity for cultural immersion for all students. This could take a range of forms including cultural visits within communities, homestays, community partnerships, etc.
- Use systematic integration of reflection assignments and facilitation for students both during and after the experience.
- Ensure that faculty members do appropriate research and vetting of partner organizations prior to leading an international experience to a new location.