

STUDY ABROAD PARTICIPATION AND
UNIVERSITY STUDENTS' INTERCULTURAL SENSITIVITY

by

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ABSTRACT

JULIA A. EDMUNDS. Study Abroad Participation and University Students' Intercultural Sensitivity. (Under the direction of DR. REBECCA SHORE)

The purpose of this study was to examine the intercultural sensitivity of College of Education students who participated in short-term, faculty led, study abroad programs at a large, urban, branch, university in the Southeast. The research questions in this study were addressed using a mixed methods approach. This method provided for the integration of both quantitative and qualitative data. A mixed methods design was selected because it was not possible to randomly assign students to an experimental group (study abroad) or a control group and the research was conducted after the students participated in the short-term, faculty led, study abroad course. Using this design, the researcher attempted to identify a relationship between students' participation in a short-term, faculty led, study abroad program and intercultural sensitivity.

This study's quantitative and qualitative findings relied on the statistically valid and reliable *Intercultural Development Inventory v.3* (IDI; Hammer and Bennett, 2010) to measure intercultural sensitivity. The IDI scores from the sample of College of Education students ($N = 24$) who participated in the research, was used to run a quantitative analysis, the themes which emerged from the qualitative information added depth to the data and provided students' recollections of their intercultural experiences.

This study provided baseline intercultural sensitivity scores, some demographic characteristics, individuals' perception of their intercultural sensitivity, and recollections of intercultural experiences of the College of Education participants. The IDI Perceived Orientation (PO) and Developmental Orientation (DO) and mean scores for College of

Education students who participated in short-term, faculty led, study abroad program were higher than College of Education students who did not participate in study abroad programs. However, caution is strongly urged in interpretation of the findings due to the small and non-representative sample. Given the low response rate ($N = 24$) it is recommended that additional studies with larger sample sizes be conducted to ascertain results with greater reliability.

DEDICATION

I am grateful that I can dedicate my life and this work to the Lord; in praise for my creation, the gift of His infallible Word, His unending grace, mercy, forgiveness, and faithfulness; Jesus Christ for His sacrifice, my salvation, and the assurance of eternal life; the Holy Spirit for His comfort and guidance. Every prayer that has been said on my behalf the Lord has heard and answered; minute by minute, day by day, God has known and met my needs.

The three greatest men I have ever known and loved all passed away in 2016. My father, Dr. John B. Edmunds jr. Dad showed me what it meant to approach each day with an open heart, the joy of walking through life with a smile on your face even when you're alone, and the incalculable peace that comes from forgiveness.

Dr. Alex Nides, the most brilliant and skillful mentor who I was blessed with for over 20 years. He was a dedicated friend with whom I could share my heart, have incredibly fascinating discussions with on every topic under the sun, and chuckle with over the miracle of furry, four-legged friends.

General K. Cooper, my soulmate, best friend, confidant, and the most devoted, unconditional, earthly love I have experienced. Not a day goes by when I don't wish for more time with him.

I am privileged to be the cherished daughter of the most supportive, compassionate, courageous lady in the South, Mrs. Judy M. Edmunds and to share this honor with her. She has been my port in the storm, provided loving encouragement, blessed me with a passion for learning, and laughs with me as I unintentionally find the humor in all circumstances. Thank you Momma Honey!

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Last but never, ever least (although we are told that the first will be last and the last will be first, and we are all going to get there) I am eternally grateful for the prayers which have been said on my behalf by the some of the most supremely dedicated prayer warriors the Lord ever put on Earth. I recognize I have accomplished this goal because of the prayers which have been said for me by the members of my FBC Life Group and my extended family of brothers and sisters in Christ. Each day I have felt the Lord's peace wash over me, strengthen me, and meet my every need. My prayers and the prayers of those who love me have been answered. I ask the Lord to remind me daily, that everything I am and everything I have is His. He has provided for me freely and loving

by giving me the privilege of sharing His miraculous joy and supreme sacrifice with His children.

“For You will light my lamp;

The Lord my God will enlighten my darkness.

For by You I can run against a troop.

By my God I can leap over a wall.

As for God, His way is perfect;

The word of the Lord is proven;

He is a shield to all who trust in Him. Psalm 18:28-30

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CHAPTER 1: INTRODUCTION

The Founding Fathers of America understood that an informed citizenry was necessary to ensure the nascent nation's survival. During the 18th and 19th centuries educated Americans read and spoke several languages, studied world history, the sciences, and immersed themselves in ancient and contemporary philosophy and theology. These leaders recognized the critical necessity of national and international interdependence, not only for America's governmental and financial success but for the social success of the nation's citizenry. The nation's colonial leaders' commitment is evidenced by the highly cultivated relationships that American ambassadors had with multiple Eurasian nations. Almost 200 years later Eleanor Roosevelt, in her position as the first Chairperson of the United Nation's Human Rights Commission after World War II, used her prominence to focus attention on the importance of interdependence and global cohesion (United for Human Rights, 2008). Former President of the United States, Barack Obama, often cited his own experiences of living in and being attuned to foreign cultures when he stressed the benefit of American students studying abroad. President Obama supported the 100,000 Strong Initiative to increase the participation of American students studying in China and he lifted the embargo on academic travel to Cuba (U.S. Department of State, 2009).

Background

Throughout history, experiential learning has been the primary and continual educational practice of all people. While participating in daily life we have taught and continue to teach each other a myriad of information experientially; from using a fork,

plumbing a house, or transplanting a heart. In his work *Democracy in Education* John Dewey (1916) wrote

It is the nature of an experience to have implications which go far beyond what is at first consciously noted in it. Bringing these connections or implications to consciousness enhances the meaning of the experience. Any experience, however trivial in its first appearance, is capable of assuming an indefinite richness of significance by extending its range of perceived connections. (p. 322)

Formal instruction should at some point be rooted in the practical application of information and ability. Universities and colleges that seek to provide a seamless integrative environment provide students with numerous opportunities in experiential learning. Many of today's college students have a strong desire to be a part of an experiential study abroad program. In addition to the time-honored junior year abroad in Europe, students are insisting there be more innovative educational methods and that nontraditional locations be included in the study abroad catalog. These students' requests have been supported and encouraged by both industry and government (Goodwin and Nacht, 1988, p. 2-4).

According to Huber, Hutchings and Gale (2005) in their article *Integrative Learning for Liberal Education*, integrative learning allows students to make connections between academic knowledge and practice the skills they have learned from varied curricular sources and experiences. American institutions of higher learning have long recognized study abroad as an educational practice which enhances and deepens the integrative educational experience of students. Prior to the end of the Cold War in 1991 study abroad was generally regarded as an educational opportunity reserved for affluent

Ivy League students. Conventional study abroad was primarily an opportunity for college students to experience first-hand the art, language, and culture of Europe while still under adult educational supervision. The year abroad gave some students the opportunity to gain an insightful understanding of Western history, economics, politics, and develop personal networks which would prepare them for future leadership positions in government, industry, and finance.

While the American study abroad experience of the past focused primarily on Western Europe, Mexico and Canada, the study abroad locations of today cover almost every country and geographical region on Earth. Many colleges and universities now have dedicated study abroad offices, offer an abundance of study abroad destinations, and sponsor innumerable overseas educational opportunities allowing American college students the ability to include study abroad in their traditional course of study. According to the Institute of International Education (IIE) there are 351 colleges and universities with students participating in school sponsored study abroad programs (IIE, 2015). The Association of American Colleges and Universities (AACU) has been a strong proponent of global civic engagement. They non-governmental organizations have argued that colleges and universities “need to provide students with international civic experiences as a means of training them to think liberally and practically about global problems and their resolutions. Against this backdrop, the development of global citizens through study abroad has become a high priority for institutions of higher education across the United States” (Lewin, 2009).

The length of time students devote to study abroad has also changed profoundly over the past fifty years. Prior to the 1990’s most students spent a full semester or an

entire academic year studying abroad. Study abroad today may involve students spending merely seven days at a study abroad location. Several factors have contributed to this change in duration and participation. In the not so distant past, travel time and transportation cost played a much more significant role in determining where and for how long students studied abroad. In the early and mid-20th century most students traveled by ship and reaching a European port from the East Coast of the United States could take more than a week. Historically, for the average college student and their family the cost of studying abroad for a semester or a year was prohibitive. With major forward strides in international transportation, lower transportation costs, shorter trips and more access to grants and financial credit, the possibility of studying abroad is now within reach for a substantial number of students. Short-term study abroad programs also have fewer language constraints. Semester or year-long programs generally require students to be intermediate or fluent speakers in the host country's language (Dwyer & Peters, 2004). Most of the short-term study abroad programs have no foreign language requirements, thus making them more attractive for students without strong foreign language skills (Goodwin & Nacht, 1988).

Due to the changes in transportation, trip costs, and language fluency requirements, participation in significantly shorter study abroad programs has become increasingly popular with many of today's college students. According to the IIE, publisher of the annual statistical survey of U.S. international educational exchange programs *Open Doors Report on International Educational Exchange*, during the 2011-2012 college school year 250,338 American undergraduate students received academic credit for study abroad. This was a 2 % increase from the previous year and more than a

300 % increase since 1994. During the decade from 1999 to 2010, American university and college student participation in study abroad increased 88 percent. While the IIE's data provides concrete evidence of a substantial increase in study abroad participation (289,408 total graduate and undergraduate students) the 250,338 undergraduate students who participated in study abroad represented only 9.4 % of the total number of students enrolled in post-secondary, undergraduate degree programs during the cited year. When graduate students are included the total number of students studying abroad during the 2011-2012 school year, only 1.5 % of college students participated in study abroad.

Growth in study abroad participation was demonstrated by the increased number of 340,000 undergraduate and graduate students who studied abroad during the 2013-2014 school year, with 62 % of these students participating in programs of eight weeks or less (IIE, 2015). The rise in enrollment of short-term study abroad has come at the diminishment in popularity of long-term study abroad program participation. The IIE 2014 annual report reveals that year-long study abroad participation fell from 7.3 % in 2001 to 3.2 % during the 2011- 2012 school year. Semester-long study abroad participation has dropped from 42.3 % to 36.5 % from 2004 through the spring semester of 2012. The number of students studying abroad for eight weeks or less has increased from 51.4 % in 2004 to 60.3 % during the 2012-2013 reporting year (IIE, 2014).

The popularity of the bumper sticker slogan "think globally, act locally" highlights individual's awareness of the rapid growth of globalization. Colleges and universities are attempting to balance the integration of the U.S. government's and businesses' requirement of a globally competent workforce with the counterweight of creating an environment which graduates culturally intelligent world citizens. In 2005

Senator Dick Durbin urged his fellow senators to support Senate Resolution 308, encouraging study abroad initiatives and promoting the expansion of study abroad opportunities for students. Senator Durbin informed the Senate that

studying abroad can help students develop foreign language proficiency, improve decision making skills, and increase maturity and self- confidence. Such experience can also help heighten a student's cultural sensitivity. Put simply, an international education prepares U.S. citizens to live, work, and compete in the global economy. (S. Res. 308, 2005)

University sponsored study abroad is often presented as one of the most successful and practical experiential learning platforms available to students. Study abroad is encouraged at all levels of government from local school districts and county commissions to the Office of the President of the United States. Through their support of agencies and commissions, such as the Council for International Education Exchange (CIEE), IIE, the President's Commission on Foreign Languages and International Studies, the Fulbright Program, the Higher Education Act of 1965, the Commission on the Abraham Lincoln Study Abroad Fellowship Program, the Department of Education, Department of State, and the U.S. Congress recognize and promote the nation's on-going educational commitment to the pursuit of knowledge of other cultures and countries. An example of this commitment was Senate Resolution 308 (2005). The resolution begins with the declaration:

ensuring that the citizens of the United States are globally literate is the responsibility of the educational system of the United States.... studying abroad

exposes students from the United States to valuable global knowledge and cultural understanding and forms an integral part of their education (p. 1)

An objective of Senate Resolution 308 was to increase the number of American students studying abroad after the 2002 American Council on Education poll found that, “79 % of people in the United States agree that students should have a study abroad experience sometime during college, yet only 1 % of students from the United States currently study abroad each year” (p. 1). In an increasingly globalized world it is imperative that a competitive American workforce be familiar with international cultural norms and economic developments. Global Workforce in Transition (GWIT) defined a global workforce as needing “the knowledge, skills, attitudes and behaviors to continually adapt to changing and escalating labor market requirements” (GWIT, 2004, para. 3). On November 10, 2005 the United States Senate resolved to designate 2006 as the “Year of Study Abroad”

encourages secondary schools, institutions of higher learning, businesses, and government programs to promote and expand study abroad opportunities; and encourages the people of the United States to support initiatives to promote and expand study abroad opportunities; and observe the “Year of Study Abroad” with appropriate ceremonies, programs, and other activities. (S. Res. 308, 2005)

The vital function of international business was recorded as a key reason for the passage and support of Senate Resolution 308. Private industry is a supporter of study abroad and corporations often seek to hire culturally intelligent college graduates who will add to the company’s international standing. However, the Senate reported that research from multiple non-governmental organizations demonstrated that “institutions of higher

education in the United States are struggling to graduate enough students with the language skills and cultural competence necessary to meet the current demands of business, government, and educational institutions” (p. 1)

Statement of the Problem

The number of students participating in higher education, short-term, faculty led, study abroad programs continues to escalate steadily. It is imperative that university administration and faculty understand the impact short-term, faculty led, study abroad programs have on students’ intercultural education. Tangible data is a demonstrable way for stake holders; academic administrators, faculty, students, parents, employers, legislators, etc. to ensure the investment of time, funds and other resources are justified. Quantifiable data allows higher education administrators to determine the most beneficial direction and rate of growth study abroad programs should take. The addition of qualitative information adds depth to the data and provides stakeholders with the students’ insight into their perspectives of intercultural competence.

In a College of Education program, it is essential for leadership to consider the benefits of implementing a system that measures the intercultural development of students resulting from their participation in a short-term, faculty led, study abroad program. Although there is empirical evidence on the effects short-term, faculty led, study abroad programs have on undergraduate students’ intercultural sensitivity, to date there has not been a study focusing on the combined population of graduate and undergraduate education students who participated in short-term, faculty led, study abroad programs and their intercultural sensitivity using a similar population of students for comparison. Additionally, there has not been research examining students’

intercultural sensitivity conducted at this specific large, urban, branch, university in the Southeast.

Purpose of the Study

The purpose of this study was to examine the intercultural sensitivity of College of Education students who participated in short-term, faculty led, study abroad programs at a large, public, urban, branch, university in the Southeast. This study's quantitative and qualitative findings relied on the statistically valid and reliable *Intercultural Development Inventory v.3* (IDI; Hammer, 2012) to measure intercultural sensitivity.

Research Questions

The research questions for this study were as follows:

1. Is there a difference between the students who participated in short-term, faculty led, study abroad programs and those who did not participate in study abroad programs on their Perceived Orientation scores, Developmental Orientation scores and their Orientation Gap scores?
2. Is there a difference between the students who participated in the short-term, faculty led, study abroad programs and those who did not participate in the study abroad programs in their subscale orientation; Denial, Defense, Reversal, Minimization, Acceptance, Adaptation, location on the Intercultural Development Continuum?
3. How do the intercultural experiences recollected by the participants, in their written responses, reflect their orientation the Intercultural Development Continuum?

Theoretical Model

The research conducted in this study was based on Hammer's theoretical framework, the *Intercultural Development Continuum* (IDC; Hammer, 2011, 2015). The IDC is a theoretical model of intercultural competence in which an individual's orientation result, determined by the scores they receive on the IDI, are arrayed on the continuum from a monocultural mindset to an intercultural mindset (see Figure 1). The IDC describes an individual's knowledge, attitude, and skill sets in relation to cultural differences and commonalities. The six orientations on the IDC are Denial, Defense, Reversal, Minimization, Acceptance, and Adaptation.

The IDC is grounded in and is a revised and updated version of Bennett's DMIS (1986, 1993). The DMIS (Bennett, 1986, 1993) and the IDC (Hammer, 2011, 2012, 2013) were used to create the three versions of the IDI. The IDI is a survey instrument that assesses an individual's intercultural competence. The IDI is the only theory based instrument which assesses intercultural competence, measures an individual's or group's mindset, and provides detailed insight into how the survey respondent comprehends and responds to cultural differences (see Figure 1).

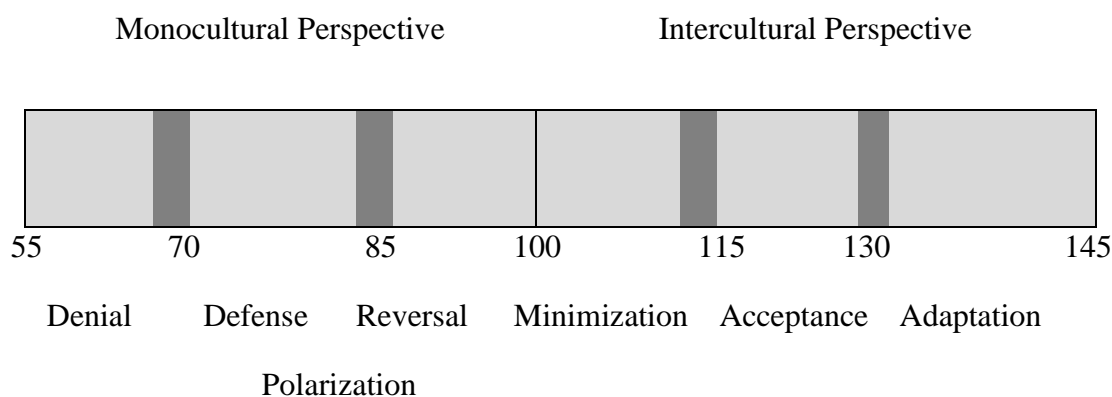


Figure 1. IDI Scores Compared to IDC Orientations

Significance of the Study

Anecdotally many students cite their study abroad experience as being one of the most significant events of their university career. Students return to their home campuses with stories of new cultures, people, and challenges, which increased their awareness of a world that may be in contrast with their own. The familiar bonds of friendship and family students' experience during their time abroad, reinforce the underlying connections that unify all of humanity. "Students are influenced by their study abroad experience and, provided that it is successful and rewarding, they look for ways to incorporate those newly acquired knowledge, concepts, and ideas into their academic, professional and personal lives" (Medina-López-Portillo, 2004, p.59).

In general, college administrators, educators, and employers recognize the advantages of studying abroad (Goodwin & Nacht, 1988). However, demonstrating the requisite effects participation in study abroad has on student intercultural sensitivity is a complex enterprise. This task is further complicated due to the increasing variety of study

abroad programs available to students through colleges, universities, and non-university sponsored opportunities such as internships, not-for-credit course work, church led mission trips, and volunteer activities.

An understanding of the impact study abroad programs have on the intercultural sensitivity of students is important for college administrators and faculty when developing, recruiting, planning, and budgeting for study abroad programs. Study abroad options and commitment to students' intercultural maturation is important for students and their families to consider when selecting a program. Promoting and developing intercultural sensitivity among the student body has become a key goal in higher education (Lewin, 2009). Establishing a baseline of intercultural sensitivity scores of education students who have participated in faculty led, short-term, study abroad programs may yield information for education departments, curriculum designers, international program administrators, faculty, the student body, and the field of study abroad in general. This study, while conducted at a single institution, aimed to add to the body of literature on college student intercultural sensitivity and provided an opportunity to advance the understanding of how taking part in short-term, faculty led, study abroad programs might influence the intercultural sensitivity of College of Education students.

Design of the Study

The research questions in this study were addressed using a mixed methods approach. This method provided for the integration of both quantitative and qualitative data. A mixed methods design was selected because it was not possible to randomly assign students to an experimental group (study abroad) or a comparison group. Furthermore, the research was conducted after the students participated in the short-term,

faculty led, study abroad course. Utilizing a mixed methods design, the researcher endeavored to identify a relationship between students' participation in short-term, faculty led, study abroad programs and intercultural sensitivity. The quantitative methods used to collect the study's data were the IDI v.3 and the IDI designed demographic questionnaire. The qualitative method used to gather data was in the form of participants' written responses to five open-ended "contexting" questions on the IDI.

Delimitations

This study had the following delimitations:

- No assistants or individuals other than the researcher were needed to administer the Intercultural Development Inventory v.3 (IDI) survey or demographic questionnaire ensuring the continuity and accuracy of the survey's administration.
- The demographic questionnaire and IDI survey were brief and took the average participant less than 25 minutes to complete.
- The IDI survey is widely available and has been used at over 100 colleges and universities since 2000 and is widely used in the higher education sector.
- The IDI has been determined to be a valid, reliable instrument and found to produce consistent results when used in college and university settings with undergraduate and graduate students.

Limitations

This study had the following limitations:

- This study was focused on students in the College of Education at a single, large, urban, branch, campus in the Southeast.
- The cost of study abroad does not allow all students to participate in study abroad programs which may have influenced the survey responses.
Approximately 40 % of the students on the selected Southeastern college campus are low income. This may have caused the student sample not to be representative of the College of Education population.
- The time required for students to participate in study abroad often does not easily pair with the required course curriculum. Therefore, the percentage of students who would be able to engage in study abroad programs may be diminished.
- The length of time when a student participated in a school sponsored study abroad program, experiences, and events they have been involved in between the time they participated in study abroad and when they took the survey may have impacted their responses.
- Students who were enrolled in the study abroad programs may have been at different levels of intercultural sensitivity prior to their participation in the study abroad course.
- The cost of \$11 per IDI username and password was assumed by the researcher which did not allow for a large sample size. The representative sample was small and focused on students in the College of Education (graduate and undergraduate) at a large, urban, branch university in the Southeast. This small sample size hinders the researcher's ability to draw

general conclusions or make comprehensive recommendations regarding the findings.

- As often is the case regarding self-administered, self-reported surveys, there are respondent concerns, such as image management, honesty, and introspective ability which pose potential validity issues.

Assumptions

The following assumptions were made in the implementation of this research:

- It was assumed that the individuals participating in the completion of the survey were undergraduate and graduate College of Education students at a large, urban, public, branch, university in the Southeast.
- It was assumed the students taking the survey would respond in an honest way and that the students would answer all the questions on the survey.

Operational Definitions

While the concept of world mindedness is not new (Sampson & Smith, 1957) the increased recognition world mindedness plays in an increasingly globalized world has increased significantly in the past two decades. This requires that the terminology used in this research include terms such as cultural intelligence (Ang & Van Dyne, 2008), global mindedness (Hett, 1993), global perspective individual (Braskamp, Braskamp, & Engberg, 2014), intercultural sensitivity (Hammer, Bennett & Wiseman, 2003), intercultural competence (Hammer et al, 2003), and world mindedness (Sampson & Smith, 1957). Researchers in this area have looked at the skills (Bhawuk & Brislin, 1992) and competencies (Dinges & Baldwin, 1996), which are present in individuals who demonstrate intercultural awareness. While the definitions and constructs vary somewhat,

often the terms are created specifically for an individual researcher's survey instrument or research, they are generally used interchangeably by practitioners and all come under the sphere of intercultural expertise which has the objective of learning at its core.

The operational definitions being used for this research study are as follows:

Acceptance. An orientation that recognizes and appreciates patterns of cultural differences and commonality in one's own and other cultures (Hammer, 2017).

Adaptation. An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways (Hammer, 2017).

Cultural intelligence. Cultural intelligence (CQ) is a person's capability to adapt effectively to new cultural contexts and therefore represent a form of situated intelligence where intelligently adaptive behaviors are culturally bound to the values and beliefs of a given society or culture (Ang & Van Dyne, 2008, p. 26).

Cross-cultural competence. Is a set of cultural behaviors and attitudes integrated into the practice methods of a system, agency, or its professionals that enables them to work effectively in cross-cultural situations" (Cross, Bazron, Dennis, & Isaacs, 1989).

Denial. An orientation that likely recognizes more observable cultural differences (e.g., food) but, may not notice deeper cultural differences (e.g., conflict resolution styles), and may avoid or withdraw from cultural differences (Hammer, 2017).

Developmental Model of Intercultural Sensitivity (DMIS). Is the six-stage model of personal growth; Denial, Defense, Reversal, Minimization, Acceptance, Adaptation (Bennett, 1993).

Developmental Orientation (DO). Indicates which orientation (Denial, Defense, Reversal, Minimization, Acceptance, and Adaptation) an individual is located on the Intercultural Development Continuum according the IDI assessment. This the perspective an individual is most likely to use in intercultural situations (Hammer, 2017).

Experiential learning. Is any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor directs and facilitates learning. The classroom, laboratory, or studio can serve as a setting for experiential learning through embedded activities such as case and problem-based studies, guided inquiry, simulations, experiments, or art projects (Wurdinger & Carlson, 2010). Other terms include: integrative learning, hands-on learning, and interactive learning.

Ethnocentrism. The experience of one's own culture as 'central to reality' is how Bennett (2004, p. 62) defined the concept. Bennett went on to explain that "the more ethnocentric orientations can be seen as ways of avoiding cultural difference, either by denying its existence, by raising defenses against it, or by minimizing its importance" (Bennett, 2004, p. 63).

Ethnorelativism. This is defined as "the experience of one's own beliefs and behaviors as just one organization of reality among many viable possibilities" (Bennett, 2004, p. 62). Additionally, "the more ethnorelative worldviews are ways of seeking cultural difference, either by accepting its importance, by adapting perspective to take it into account, or by integrating the whole concept into a definition of identity" (Bennett, 2004, p. 63).

Faculty led. In this study, the term means a study abroad program for course credit, where one or more faculty members from the College of Education accompanied the students and act as teacher and facilitator during the study abroad experience.

Globalization. An ever-increasing social complexity that arises from the ongoing integration of cultural, technological, political, social, and business processes that results in a teeming, unpredictable, ambiguous, ever-changing context that must be squarely faced by everyone—but especially educators and businesspeople (Lane, Maznevski, Mendenhall, & McNett, 2004).

Global mindedness. A world view in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in attitudes, beliefs, and behaviors (Hett, 1993).

Global perspective. The capacity and predisposition for a person to think with complexity while taking into account multiple perspectives, to form a unique sense of self that is value based and authentic, and to relate to others with respect and openness especially with those who are not like the individual (Braskamp et al., 2014).

Intercultural competence. “The ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural context” (Bennett, Bennett, Gaskind & Roberts, 2001, p. 5). Hammer et al. in 2003 updated the definition, after continuing research on the topic, to read “the ability to think and act in interculturally appropriate ways in cross-cultural situations” (p.422). Hammer (2013) included in the definition the “capability to shift cultural perspective and appropriately adapt behavior to cultural difference and commonalities” (p. 26).

Intercultural Development Continuum (IDC). The IDC was developed by Mitchell R. Hammer and adapted from Milton Bennett's DMIS (1986, 1993). The IDC describes an individual's knowledge, attitude, or skill sets in relation to their intercultural competence to determine their orientation on the continuum. These intercultural competence orientations are arrayed along the theoretical framework of the IDC, from the more monocultural mindsets, Denial, Defense, and Reversal, to the more intercultural mindsets, Minimization, Acceptance, and Adaptation. An individual's or group's IDI score is found in one of the six orientations on the IDC (Hammer, 2015).

Intercultural Development Inventory (IDI). The IDI incorporates a quantitative instrument, the 50-item Likert scale questionnaire which measure an individual's level of intercultural competence, a demographic questionnaire with the option of including up to six research specific questions, and a qualitative section which focuses on the way in which an individual engages with cultural differences and commonalities (Hammer, 2017). Respondents' IDI score ranges from 55-145 on the IDC. The IDI is the only theory-based assessment of intercultural competence and the results are arrayed along the theoretical model of the IDC which was adapted from Bennett's DMIS (Hammer, 2012).

Intercultural mindset. This mindset allows an individual to make sense of their own and other's cultural values and practices. An intercultural mindset also supports more complex perceptions and experiences of cultural differences and commonality (Hammer, 2013).

Intercultural sensitivity. Is known to be a curiosity about other cultures, noticing and understanding cultural differences, and willingness to modify one's behavior to fit cultural context (Hammer et al, 2003, p.422).

Integrative learning. Involves making connections within a major, between fields, between curriculum or between academic knowledge and practice (Huber et al., 2005).

Minimization. A transitional orientation that is more effective at recognizing and responding to cultural commonality and universal values and principles but is challenged when complex cultural differences need to be adapted to through deeper understanding of the values and behavior patterns of the other cultural community (Hammer, 2011, p. 3).

Monocultural mindset. Individuals in this mindset use broad stereotypes to identify cultural differences, use cultural generalizations, and support less complex perceptions and experiences when recognizing or experiencing cultural differences and commonalities (Hammer, 2013).

Non-university sponsored international experience. Education that occurs outside the participant's home country and includes examples such as work, volunteering, non-credit internships, not for credit course work and directed travel.

Orientation Gap (OG). Is the difference, on the Intercultural Development Continuum, between an individual's Perceived Orientation (PO) and their Developmental Orientation (DO). An OG of more than seven points or higher shows a meaningful difference between the PO and the DO (Hammer, 2017).

Perceived Orientation (PO). Reflects which orientation (Denial, Defense, Reversal, Minimization, Acceptance, and Adaptation) an individual *place themselves* in along the Intercultural Development Continuum (Hammer, 2017).

Polarization. A judgmental orientation that views cultural differences in terms of "us" and "them". This can take the form of:

Defense. An uncritical view toward one's cultural values and practices and an overly critical view toward other cultural values and practices (Hammer, 2017).

Reversal. An overly critical orientation toward one's own cultural values and practices and an uncritical view toward other cultural values and practices (Hammer, 2017).

Short-term study abroad. For this study, the term is defined as a course which involves eight weeks or less of course work outside the United States.

Study abroad. Education that occurs outside the participant's home country (IIE, 2016).

World mindedness. Is "a frame of reference, or value orientation, favoring a world-view of the problems of humanity, with mankind, rather than the nationals of a particular country, as the primary group of reference" (Sampson & Smith, 1957, p. 105).

Summary

In the poem *The English Flag*, written by Rudyard Kipling in 1891, he lyrically expressed "Winds of the World, give answer! They are whimpering to and fro -And what should they know of England who only England know" (Kipling, 2005). Kipling's prose serves to emphasize the significance of developing cultural competence and an awareness of the perspective others may have. The intent of this study was to provide informative data on the intercultural sensitivity demonstrated by College of Education students who participated in short-term, faculty led, study abroad programs. This research was conducted to add to the body of literature on intercultural competence and assist the following: post-secondary leadership, college and university study abroad directors,

university and college administration, faculty, prospective study abroad students and their families, and those who are interested in developing intercultural sensitivity.

CHAPTER 2: LITERATURE REVIEW

During the past century study abroad has morphed from a year abroad, often in one of Europe's capitals, to a semester abroad or a short-term stint in a novel non-western part of the world. One pedagogical rationale for study abroad is to provide students with an experiential learning opportunity, allowing them a more authentic understanding of the points of view of others. Most academic institutions assert that participation in either a short or long-term study abroad program provides students the opportunity to apply classroom acquired knowledge and skills, improve their global awareness, gain practical real-world knowledge, and sets the stage for students to mature into culturally intelligent global citizens.

The primary basis for a significant number of intercultural studies is generally based on Bennett's (1993) conviction that our modern goal of changing our 'natural' behavior through intercultural communication education and training is not natural.

It is not part of our primate past, nor has it characterized most of human history. Cross-cultural contact usually has been accompanied by bloodshed, oppression, or genocide. The continuation of this pattern in today's world is not just immoral or unprofitable—it is self-destructive. Yet, in seeking a different way, we inherit no model from history to guide us. With the concepts and skills developed in this field, we ask learners to transcend traditional ethnocentrism and to explore new relationships across cultural boundaries. (p. 21)

American Study Abroad Prior to the Twentieth Century

During America's nascency both students and scholars looked to the Old World for guidance, instruction, values, and the advanced European educational experience.

Scholarly travel was reserved primarily for those with either private wealth or financial sponsorship from a prosperous patron. Young wealthy Americans joined the grand continental tour with their aristocratic British peers. John Quincy Adams was one prominent American who studied overseas at Leyden University in the Netherlands. The prosperous class of individuals were able to gain first-hand knowledge of culture, world history, economics, arts, societal structures, architecture, and languages. Many believed that it was critical America's future political, intellectual and business leaders experience Europe's institutions and discover where Western civilization, as they knew it, began (Lamet & Lamet, 1981). As the nineteenth century progressed, these young affluent Americans returned from abroad and completed their education at rapidly growing academic centers in the United States. American economist John Bates Clark and historian and international relations expert James T. Shotwell, both professors at Columbia University, were leading American intellectuals and known internationally as being at the forefront of their disciplines. American universities were becoming recognized intercontinentally as noteworthy intellectual and educational contenders and giving their time-honored rivals in the European bastions of academia quite a challenge (Goodwin & Nacht, 1991).

Study Abroad During the Twentieth Century

The twentieth century brought monumental changes to the concept and growth of overseas education for American students. World War I and, to a far wider ranging degree, World War II played enormous parts in introducing America's young men and women to the world outside the borders of the United States. These wars sent Americans all over the globe. America's presence was considerable across North Africa, Western

Europe, and Asia. After WWI there was an apparent need for intensification in university led international relations programs. This period in America's history saw the creation of the Brookings Institute, the Carnegie Endowment for International Peace, and the Council on Foreign Relations. (Goodwin & Nacht, 1991)

World War II gave Americans serving in the military unfamiliar and distinctive cultural experiences. The war also provided American civilians, who were watching news reels, an up-close look at areas of the world which previously most Americans had only read about or studied in school. This rapid internationalization of the nation revealed the critical need for Americans to have a broader understanding of other nations and cultures, whether they were considered America's allies or enemies. Prior to WWII there were no university based Russian or Soviet studies research centers in the United States. After the War there was an era of rapid academic expansion in all disciplines with the targeted objective to become more fully aware of the relational state of the world and America's standing in it. If the United States was going to be required

to lead the countries of the "free world" against the forces of darkness, it was no longer a luxury, but a necessity, to travel the globe to master all of its intricacies... If it was to be the United States' role to put new systems in their place, the crumbling imperial structures had to be fully understood and the alternatives carefully crafted (Goodwin & Nacht, 1991, p.2-4).

Senator J. William Fulbright in 1945, following WWII, recognized that it was imperative for America to actively engage in the "promotion of international good will through the exchange of students in the fields of education, culture, and science" (Fulbright & Tillman, 1989). Fulbright introduced a bill to congress which would fund

the Fulbright Program through the sales of surplus military property. One of the primary goals of the Fulbright Program has been to allow “the all-American boy to come back a little better, with an enlarged perspective, a more sophisticated citizen who would work toward popular backing of a more sophisticated foreign policy by the Government” (Springer, 1968, p. 3). President Harry S. Truman signed the bill into law in 1946 and since its creation, international partnerships have been the core mission of the Fulbright Program. The importance of the Fulbright Program was noted as

A way of thinking about people, societies, and governments in countries other than one’s own makes the difference. An informed way of thinking about those things may be the simplest definition. In a world where actions, events, and words in one country are promptly known and heard everywhere else, reactions and responses based on knowledge and understanding are needed. Only thus can there be rational and peaceful relations among people and nations. (Cardozo, 1987, p. 307)

In 1967 *A Report on the Fulbright-Hays Student Exchange Program* was presented at a seminar in Wingspread, Wisconsin. Dr. George Springer noted that none would question

the fact that sending growing numbers of American students abroad and bringing growing numbers of foreign students to these shores generally benefits the students as well as the countries involved. The international exchange of students is here to stay and that it has, happily, become a living feature of all college and university campuses. (p.1)

The Assistant Secretary of State for Educational and Cultural Affairs, Charles Frankel told the gathering, in relation to the importance of American students studying abroad “as long as one can make the statement that enlightened self-interest has been served by an individual to himself and society, then things have worked well” (Springer, 1968, p. 12). The opening speaker at the seminar, Dr. O. Meredith Wilson, the president of the University of Minnesota, espoused that

By its nature, the university is international as is knowledge, which constitutes power over nature. A mixture of men is essential to gain an understanding of man, his nature and government... Programs like the Fulbright-Hays, and institutions like the IIE, which have sought to bring different men together, have helped unite the world by degrees. (p 2-3)

While fifty years has passed since 1967, the sentiments recorded at the seminar still ring true today. The basic principle of studying abroad is still the attainment of first-hand knowledge of foreign people, cultures and nations which is difficult to replicate through campus study, media, or books.

The panelist and conference attendees concluded the seminar with predictions regarding the future of studying abroad for American students. Interestingly many of their predictions have come true and are currently issues which today’s educational institutions and study abroad practitioners are actively experiencing, especially in short-term study abroad. They observed that study abroad “will cease to be the special privilege it used to be and will become a common experience... International education should become something quite normal, part of a student’s normal expectation” (Springer, 1968, p. 39-40). The seminar contributors also astutely thought that

Technology is bound to affect educational exchange, not merely through advances in information media, but in transportation, which may become so inexpensive that substantial numbers of students could be transported overseas for two or three months rather than for a year or longer. (p. 40-41)

Today, university administrators and international education professionals are developing strategies to help more students foster their cultural intelligence by participating in study abroad programs which vary in length from one week to one year.

The IIE, a private non-profit organization, was founded in 1919 after World War I by three Nobel Peace Prize winners, Nicolas Murry Butler, the President of Columbia University; Elihu Root, a former Secretary of State, and Stephen Duggan Sr., a Professor of Political Science at the College of the City of New York and the first president of IIE. The aspiration of these men was to create an organization devoted to fostering educational exchange. The IIE became the coordination center for American educational institutions, foundations, private organizations, corporations, government, and foreign nations. The IIE was the catalyst for the creation of student visas in the 1920's. IIE was also instrumental in the creation of NAFSA: Association of International Educators, the Association of International Educators, and the Council on International Exchange (CIEE).

The IIE coordinates the Fulbright Program, is active in policy analysis and research, helps educational institutions increase their international programs, and actively serves international educators through the publication of *Open Doors*. *Open Doors* is an annual national survey which provides statistics on American and foreign students mobility (IIE, 2014). In 1967, the IIE included for the first-time students who were

enrolled in summer and other short special study abroad sessions in *Open Doors*.

Kenneth Holland, the President of IIE from 1951 through 1973, poignantly wrote in the President's Message

it is plain that educational exchange has attained an established place in U.S. higher education. It is no longer a pioneering adventure, undertaken for the vague, if benevolent, reason that it contributes to international good will. Hopefully it does, but it has also become an instrument of economic and social progress, a tool in manpower training, a means of educational development. (p. iii)

He went on to explain that because of the strong commitment to study abroad it was vital for educational exchange to be critically reviewed and reappraised. "In the concern to maintain established programs and to originate new ones, there seems no commensurate concern to evaluate what we have been doing to determine whether our objectives are being realized, to appraise our experiences, and to apply the lessons of that experience to changing needs and conditions" (Holland, 1967, p. iii). The need for evaluation of study abroad programs is as valid today as it was fifty years ago, especially in respects to the cultural intelligence gained by undergraduate students who participate in short-term study abroad.

With the increasing tensions of the Cold War, national security became a major motivator for American students interested in acquiring international competence. During President Jimmy Carter's administration, The President's Commission on Foreign Languages and International Studies (1979) reported the essential need for America's undergraduates to improve their competence in geography, business, and political science. "...our dangerously inadequate understanding of world affairs clearly inhibits

the United States conduct of foreign policy, its ability to participate in international and bilateral trade agreements, and the degree to which its citizens are able to function in the real world” (p. 9).

Study Abroad in the 21st Century

Some of the current intercultural competence programs available to undergraduate students at American educational institutions were developed as the result of administrative and educational campus leaders challenge to meet global competence goals rather than through a measured, well researched process (Hunter, White, & Godbey, 2006, p. 271). Hayward and ACE (2000) published *Internationalization of U.S. Higher Education* asserting “international education at U.S. colleges and universities is a poorly documented phenomena” (p. 4).

The concept of students in study abroad gaining global competence was advanced in 1988 with a report published by the CIEE. This report called on American universities to send students on exchange programs to universities abroad where Americans are not the majority population and where English is not the dominant language. The report also suggested that students go abroad for 3 months or more, particularly to countries not normally traveled to by Americans (Hunter et al., 2006, p. 272-274). As the twentieth century ended ACE reported that “less than 7 % of all higher education students achieved the basic standards of global preparedness, which the ACE defines as four or more courses of international studies and a certain number of years of a foreign language” (ACE, 1998, p. 7). Hayward and ACE (2000) opined that intercultural competence in higher education was lacking and suggested the government adopt a global competence agenda for the nation, stating that the

global transformations of the last decade have created an unparalleled need in the United States for expanded international knowledge and skills. Over the last several decades, however, expanding needs, rising costs, and declining investments in international and foreign language training have led the United States to a dangerous shortfall of individuals with global competence. (p. 23)

Current Trends in Study Abroad

Though the number of American students involved in higher education study abroad programs continues to show significant gains, these increases are attributed to greater participation in short term study abroad programs (Lewin, 2009). According to statistics from the IIE's *Open Doors Data Report* in 2011 a total of 233,160 undergraduates participated in study abroad during the 2009-2010 school year. This was an 88 % increase from the 1999-2000 school year. During the late 1990's less than 100,000 American students studied abroad. The significant growth was attributed to the recent popularity of short term study abroad programs that are eight weeks or less (IIE, 2011).

Goodwin and Nacht (1988), in conjunction with the IIE, found that many students who participate in study abroad cite the experience as one of the most important events they have experienced and the term "life changing" was frequently used. Students return to their friends and families with tales of encountering new cultures, developing new friendships, and living lives which are unique different from their lives in America. Although personal growth and life changing experiences may be remembered for decades, educational professionals need research based evidence of impact to support the growth of study abroad programs. Understanding how students' study abroad experiences

effect their intercultural sensitivity is important for university administrators to consider while planning study abroad programs and determining the support students will need to make significant individual gains in global competence (Goodwin & Nacht, 1988).

American higher education professionals appreciate the importance intercultural sensitivity and global competency play in the world and stress the value to students in developing these skills to successfully work across cultures. Colleges and universities have supported the global competency initiatives by enhancing and promoting the internationalization of their institutions (ACE, 2002). Because of internationalization across numerous platforms; technology, business, politics, culture, media, and education, it has become increasingly vital that students leave the university campus able to handle the frequently shifting contexts requiring cultural intelligence and global competence (Lane, et al. 2004). According to the research published by Hunter et al. in 2006

Colleges and universities have a special interest in, and capacity to contribute to, soft power - a form that permits win-win situations through intercultural borrowings and synthesis and the global extrapolation of the work of nonprofit, humanitarian organizations. Global competence as a concept is important because it informs the ways in which we encourage and train people to interact with, and open themselves to, other cultures and to build the relationship capital that makes the exercise of sharp power less likely. (p. 269)

While stakeholders at all levels are committed to students maturing into global citizens, currently study abroad in higher education is still an experimental phase. This undertaking is being led by the Association of American Colleges and Universities (AACU). In multiple publications the AACU has reasoned that international civic

experiences will prepare students practical engagement when considering global issues. The AACU has also stated that experiential learning, especially in terms of acquiring intercultural competence, is a high priority for universities and colleges (Lewin, 2009). Engle and Engle (2003) have argued that a re-orientation of education and administrators needs to take place with their focus moving “from an appraisal of the sheer numbers of students participating in international education to the quality of their [students] experiences abroad” (2003, p. 1). Anderson, Lawton, Rexeisen, and Hubbard (2006) observed that while specific objectives for study abroad programs may differ between institutions “academic and intercultural competencies are common to virtually all programs. Academic competency focuses on the specific discipline studied, while intercultural competency relates to the broad goal of enhancing student appreciation of differences among cultures” (Anderson et al., 2006, p. 458).

Over the past twenty years participation in higher education in general and study abroad specifically has grown substantially. According to the IIE, two significant factors have contributed to this growth; more new colleges and universities have opened, and existing schools are expanding their campuses’ and programs’ study abroad offerings resulting in a sizeable increase in overall student enrollment. This surge in college enrollment has led to greater numbers of students being encouraged to participate in the study abroad experience (IIE, 2015). Study abroad offers schools the opportunity to enhance their students’ experiential knowledge and intercultural sensitivity while advancing the internationalization of their campuses.

It was determined by the Lincoln Commission (2005) that America’s national interest is tied to a workforce which is effective in a globalized world.

Our national security and domestic prosperity depend upon a citizenry that

understands America's place in the world, the security challenges it faces, and the opportunities and perils confronting Americans around the world. Responding to these realities require a massive increase in the global literacy of the typical college graduate (p. ix).

In response to college administrators' recognition of the role study abroad programs play in helping students develop cross-cultural skills, short-term study abroad programs of eight weeks or less are growing rapidly in popularity. Conversely, at the same time there has been a statistically significant decrease in study abroad program participation of eight weeks or longer. As stays have grown shorter the geographical reach of study abroad programs have dramatically expanded (IIE, 2015). Although, Europe still hosts the largest number of American students, nontraditional destinations are becoming more popular. According to a 2008 NAFSA report, 14 of the top 25 study abroad destinations were outside of Europe and English is not the primary language in 19 of the top 25 study abroad destinations (2008).

One major strategy Chiefflo and Griffiths (2009) determined may be a significant way to achieve the ambitious participation goals for study abroad is through further development and growth of short-term programs. After extensive research at the University of Delaware (2003-2004) with over 2300 student participants, Chiefflo and Griffiths concluded that "short-term programs do not have to be perceived as the poor relation to long-term programs. Not only do they widen access to study abroad, lead to repeat study abroad participants, but also, through careful planning, can successfully meet many of our learning goals" (2009, p. 378).

On January 19, 2011, then First Lady of the United States, Michelle Obama gave a speech at Howard University in which she focused on the importance of study abroad.

...when you study abroad, you're actually helping to make America stronger... [study abroad] experiences also set the stage for young people all over the world to come together and work together to make our world stronger, because make no mistake about it, whether it's climate change or terrorism, economic recovery or the spread of nuclear weapons, for the U.S. and China, the defining challenges of our time are shared challenges. That's why it is so important for more of our young people to live and study in each other's countries. That's how, student by student, we develop that habit of cooperation, by immersing yourself in someone else's culture, by sharing your stories and letting them share theirs, by taking the time to get past the stereotypes and misperceptions that too often divide us. (Schulman, 2011)

Previous Study Abroad Research

Several quantitative, qualitative, and mixed method studies have been published detailing students' perceptions of the educational influence their short or long-term study abroad experience had on their intercultural development. Paige, Jacobs-Cassuto, Yershova and DeJaeghere (2003) found that students in semester long study abroad programs showed an increase in intercultural sensitivity. The IES in 2004 published a longitudinal, quantitative study which showed a correlation in the length of a student's study abroad experience and their intercultural development. The survey population were individuals who were alumni of Institute for the International Education of Students (IES) study abroad programs between 1950 and 2000. The IES is a recognized leader in study

abroad with over 60 years of developing, coordinating, and evaluating study abroad programs. One of IES' conclusions was that the impact of studying abroad on an individual's intercultural development can be sustained over a period as long as 50 years (Dwyer, 2004, p. 161). Critics of the IES study point out that the IES research used a self-reported survey without a control group. There was also concern expressed regarding the length of time between when a respondent participated in the IES sponsored study abroad program and when they responded to the IES research survey.

Medina-Lopez-Portillo (2004) researched the link between the duration of a study abroad program and the development of intercultural sensitivity. She used the quantitative method of administering the IDI v. 2 (Hammer & Bennett, 2004) and the qualitative methods of guided journal entries and interviews. Of the 28 students who participated in the study, 18 were enrolled in a semester long program and 10 were enrolled in a short-term seven-week summer program. Medina-Lopez-Portillo found that the length of a study abroad program did significantly impact the intercultural sensitivity of students. The qualitative data collected indicated higher levels of intercultural sensitivity than the quantitative data (Medina-Lopez-Portillo, 2004).

While many intercultural competence studies are limited to a smaller sample size the research conducted by Chieffo and Griffiths (2005) was a large-scale assessment conducted at the University of Delaware. The researchers determined that they would focus on whether students participating in a study abroad course acquired statistically significant global-awareness in comparison to students who were enrolled in similar courses on the home campus. The data was collected over a two-year period (2003 & 2004), from more than 2300 students, and provides a base of information which can be

accessed by researchers and international program administrators on the impact that short-term study abroad programs have on students. The data demonstrated that “the students who spent the month abroad were more confident in their levels of intercultural awareness and functional knowledge than their peers who remained on campus. Additionally, they [students] engaged in more internationally-minded activities and described their learning in much broader and non-academic categories than their counterparts” (Chieffo & Griffiths, 2005, p. 168).

McLeod and Wainwright’s (2009) research sought to fully evaluate the study abroad experience and learn about possible “specific expectancies and experiences of their [students’] study abroad program” (2009, p. 68). McLeod and Wainwright interviewed several focus groups, 59 American students, while in their final stages of study abroad courses. In each of the three focus groups, females were in the majority. The researchers determined that what separated students who had an overall positive experience from those who did not, was that their confidence had increased to the point where they were able “to have an effect on their environment, a feeling state consistent with an internal locus of control” (2009, p.68).

The IDI v. 2 was used by Pedersen (2010) in an action research study during a year-long study abroad program in central England to assess the efficacy of intercultural pedagogy. Pedersen found statistically significant differences from pre- to post-IDI scores between the students who received the study abroad intervention, the study abroad group who did not receive the intervention, and the control group of students who stayed on the home campus. The findings provided empirical support that it is “not enough to send students to study abroad without intentional pedagogy focused on outcomes of

intercultural effectiveness” (p. 79). Pedersen’s research suggested that much more needs to be done than simply sending students abroad if intercultural effectiveness is a primary goal of the program. The study’s results showed that the only variables which moved a student along the DMIS were previous travel experience and the presence of intercultural pedagogy. Pedersen’s findings revealed that the variables of gender, involvement in extra-curricular activities, family stays, ability to speak a second language, involvement in work, and whether they kept a journal or reported having important friendships did not impact their IDI scores (Pedersen, 2010).

The data collected during the Georgetown University Consortium Project (GUCP), pre- and post-test IDI scores, was used by Nichols (2011) to explore how individual student characteristics, study abroad program choices, and gender influenced intercultural competence outcomes through participation in a study abroad program. The GUCP sample was comprised of 1,163 students who were studying abroad in one of the 51 programs across the world and completed both the pre- and post-test IDI. The results established that there were significant differences between the genders, both in individual and program characteristics. The research established that females were “more likely to take a course in the target language, receive frequent group mentoring, and major in the health sciences, humanities/social science or foreign language...and start out with a higher initial intercultural competence level prior to studying abroad” (2011, p. 79). Interestingly, the students in the GUCP study did not differ by gender in prior foreign language study in high school, the duration of their study abroad program, prior experience living in another culture, the type of housing, class composition, or taking target language courses while studying abroad. Nichols found that the only significant

positive predictor of intercultural competence development was being female (Nichols, 2011).

Summary

Senator J. William Fulbright, in the forward to *The Fulbright Experience* (1989), believed that

We must try, through international education, to realize something new in the world – a purpose that will inspire us and challenge us to use our talents and material wealth in a new way, by persuasion rather than force, cooperatively rather than competitively, not with the intention of gaining dominance for a nation or an ideology, but for the purpose of helping every society develop its own concept of public decency and individual fulfillment. (p. xii)

This research on study abroad attempted to establish the baseline intercultural sensitivity scores of education students who have participated in faculty led, short-term, study abroad programs, increase the information regarding how study abroad participation may help develop students' intercultural competence, and add to the body of literature available to education departments, curriculum designers, international program administrators, faculty, students, and the field of study abroad in general.

CHAPTER 3: METHODOLOGY

The purpose of this study was to examine the intercultural sensitivity of College of Education students who participated in short-term, faculty led, study abroad programs at a large, public, urban, branch, university in the Southeast. This chapter reviews the study's research questions, presents the research design, sampling procedure, instrumentation, data collection and analyses methods.

Research Questions

The research questions for this study are as follows:

1. Is there a difference between the students who participated in short-term, faculty led, study abroad programs and those who did not participate in study abroad programs on their Perceived Orientation scores, Developmental Orientation scores and their Orientation Gap scores?
2. Is there a difference between the students who participated in the short-term, faculty led, study abroad programs and those who did not participate in the study abroad programs in their subscale orientation; Denial, Defense, Reversal, Minimization, Acceptance, Adaptation, location on the Intercultural Development Continuum?
3. How do the intercultural experiences recollected by the participants, in their written responses, reflect their orientation the Intercultural Development Continuum?

Research Design

The research questions in this study were addressed using a mixed methods approach. This method provided for the integration of both quantitative and qualitative

data. A mixed methods design was selected because it was not possible to randomly assign students to an experimental group (study abroad) or assign students to the group which did not participate in a study abroad program. Additionally, the research was conducted after the students participated in the short-term, faculty led, study abroad course. Utilizing a mixed methods design, the researcher attempted to identify a relationship between students' participation in short-term, faculty led, study abroad programs and intercultural sensitivity. The study's quantitative independent variable was participation in a study abroad course and the dependent variables were scores from the IDI. In addition to the quantitative data, survey respondents were asked to answer the IDI's five open-ended "contexting" questions. The IDI is a proprietary instrument which precludes the researcher from disclosing the precise questions. The general premise of the open-ended questions is to prompt respondents to reflect on both positive and negative intercultural situations, the outcomes of the situations, and describe examples of their intercultural experiences. More detail is given about the IDI's open-ended questions in the instrumentation section of this chapter.

Sampling Procedure

The University enrollment for the 2016-2017 school year was 23,404 undergraduates and 5,317 graduate students. The College of Education had a total enrollment of 1,066 undergraduate students in nine majors and 603 undergraduate students in education minors. The College of Education houses 23 master's programs, four doctoral programs, and more than 12 licensure programs with a combined enrollment of 1,485 graduate students. The gender ratio of the University's total student population, undergraduate and graduate students, was 51 % male and 49 % female. This

is in *stark* contrast to the gender ratio of the College of Education undergraduate population which was approximately 8.5 % male and 91.5 % female. The graduate student gender ratio was approximately 29 % male and 71 % female. The study's sample was representative of the population of the College of Education (see Table 1).

Table 1

Demographic Characteristics of Students Completing the IDI Study Survey (N = 24)

Student Demographics (N = 24)				
Age	Gender		Degree Program	
	Males (n = 5)	Females (n = 19)	Graduate (n = 20)	Undergraduate (n = 4)
18 – 21 (n = 4)	-	4	-	4
22 – 30 (n = 9)	3	6	9	-
31 – 40 (n = 8)	2	6	8	-
41 – 50 (n = 0)	-	-	-	-
51 – 60 (n = 2)	-	2	2	-
61 ≥ (n = 1)	-	1	1	-

The participants in the study were volunteer College of Education students, who took part in short-term, faculty led, study abroad programs during 2016 and students who were enrolled in College of Education courses during the Fall of 2017 and did not participate in the short-term, faculty led, study abroad programs. The initial sample of College of Education students, who were invited to participate in this study, was relatively small (N = 82) but was representative of the population of interest. The researcher did not have the

ability to control the assignment of students to a study abroad program but was able to identify a sample of students who did not participate in a study abroad program that was similar in composition to the group of study abroad students. This was accomplished by working with the instructors of the study-abroad course to select classes they were teaching, that did not participate in a study abroad program, and were similar to the representative sample of the study abroad classes.

Instrumentation

This research study utilized the third educational version of the *Intercultural Development Inventory v.3* (IDI), a proprietary instrument developed by Hammer (2009). The IDI is designed to measure the views individuals have toward others who are culturally different. The IDI v.3 is an online, self-administered, questionnaire consisting of 50 Likert scale survey questions, a demographic questionnaire created by the developer of IDI, and a qualitative section comprised of five open-ended, contexting questions that asks participants to recall and explain their intercultural experiences. The participants took an average of 15-20 minutes to complete the IDI. The IDI has been shown to provide thorough and comprehensive information on both group and individual intercultural competence orientation. The individual and group IDI profile reports supplied the researcher with quantifiable information. The participants written responses were designed to allow for the assessment of an individual's intercultural sensitivity demonstrated by the students in their personal recollections of intercultural interactions. These open-ended questions permit the incorporation of both quantitative and qualitative information regarding how the participants connect in their daily interactions with cultural differences and commonalities (Hammer, 2012).

The IDI v. 3, was developed by Hammer (2011) and based on the IDC (Hammer, 2012, 2015). The IDI is available for colleges, universities, and other educational institutions which have an IDI trained administrator and purchase online username and password for each prospective study participant. The IDI measures the level of intercultural sensitivity across the IDC for individuals, groups, and organizations. The IDI is a theoretically grounded measure that is capable of perceiving cultural differences, commonalities and modifying behavior to cultural context. Hammer (2012) found that, “higher IDI scores among students were predictive of important study abroad outcomes, including greater knowledge of the host culture, less intercultural anxiety when interacting with culturally diverse individuals, increased intercultural friendships, and higher satisfaction with one’s study abroad experience” (Hammer, 2012, p.118).

IDI Quantitative Information

The IDI score, which ranges between 55-145, provides an orientation location on the *Intercultural Development Continuum* (IDC). The premise of the IDC is that as an individual experiences intercultural challenges their proficiency increases during intercultural relations. The IDI profile presents information about the respondents Perceived Orientation, Developmental Orientation, and Orientation Gap.

Perceived Orientation (PO) reflects which orientation (Denial, Defense, Reversal, Minimization, Acceptance, and Adaptation) an individual respondent *places themselves* on the IDC. The Developmental Orientation (DO) score indicates which orientation (Denial, Defense, Reversal, Minimization, Acceptance, and Adaptation) an individual *is located* on the IDC according the IDI assessment. The DO is the perspective an individual is most likely to use in intercultural situations. The Orientation Gap (OG) is

the difference, in IDI scores, between an individual's PO and their DO. An OG of seven points or more shows a meaningful difference between the PO and the DO (Hammer, 2017).

There are six orientations on the IDC ranging from the monocultural mindsets of Denial, Defense, and Reversal to the intercultural mindsets of Minimization, Acceptance, and Adaptation (see Figure 2 and Table 3).

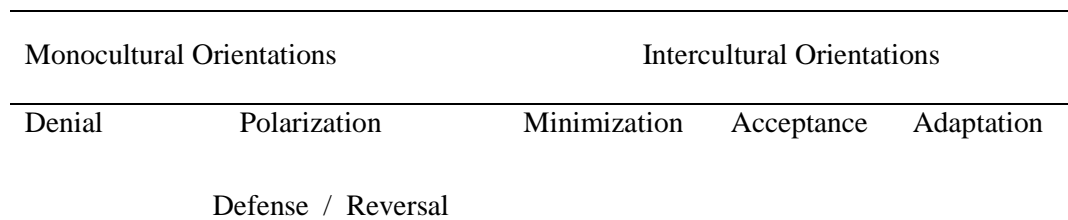


Figure 2. Intercultural Development Continuum as developed by Hammer (2009, 2011)

Table 2

IDC Orientation Definitions as Developed by Hammer (2009, 2011)

Orientation	Description
Denial	An orientation that likely recognizes more observable cultural differences (e.g., food), but may not notice deeper cultural differences (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.
Polarization	A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of Defense or Reversal.
Defense	Uncritical views toward one’s own cultural values and practices, and an overly critical view toward other cultural values and practices.
Reversal	An overly critical orientation toward one’s own cultural values and practices, and an uncritical view toward other cultural values and practices.
Minimization	An orientation that highlights cultural commonality and universal values and principles that may also mask the deeper recognition and appreciation of cultural differences.
Acceptance	An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.
Adaptation	An orientation that is capable of shifting cultural perspectives and changing behavior in culturally appropriate and authentic ways.

The first two versions of the IDI were singularly based on Bennett's (1986, 1993) research and development of the DMIS which links the theories of human development and intercultural communication. The current version (IDI v.3) was updated and revised, based on the ongoing research, by Hammer (2011). Hammer's third version of the IDI follows the primary instrumentation of the previous versions of the IDI, created by Hammer and Bennett and grounded in the DMIS (Hammer & Bennett, 2004, pp.19-24; Hammer, 2012, p. 133-134).

The IDI delivers an empirical measure of a person's orientation and response to differences in culture as defined by the IDC. All three versions of the IDI are "designed to focus on specific patterns of human behavior in order to assist people in better understanding the dynamics of their interaction with others" (Hammer & Bennett, 1998, p 19). The IDI is a "robust measure of the core orientations of the intercultural development continuum... and the assessment is generalizable across cultures" (Hammer, 2012, p. 117). Numerous universities such as Purdue University, Cornell University, University of North Carolina Chapel Hill, and Duke University use the current educational IDI version. "The current IDI v.3 and its web-based analytical system were developed by Mitchell Hammer and revised from earlier versions of the IDI developed by Mitchell Hammer and Milton Bennett" (Hammer, 2012, p. 134).

IDI Qualitative Information

The IDI contexting questions give study participants the opportunity to relate their intercultural experiences and allow cultural grounding for the IDI scores in relation to the respondent's actual experiences (Hammer, 2011). The IDI has a qualitative section comprised of five open-ended, contexting questions which ask participants to recall and

explain their intercultural experiences. These open-ended, personal responses allowed the researcher to gain insight into the student's perception of their intercultural sensitivity (Hammer, 2011). Hammer (2012) reported

When the IDI is used in study abroad, we gather qualitative data from students that specifically focus on the ways in which they have engaged cultural differences and commonalities during their study abroad experience. We ask them to provide accounts of specific situations or critical incidents that they encountered overseas and to explain what the cultural differences were that "made a difference" in each situation; what strategies they used to navigate these identified differences; and, finally, what they perceive the outcomes to have been. (p.127)

The IDI is a proprietary instrument and the precise questions are not able to be presented as examples. In general, the open-ended questions ask respondents to describe their experiences while navigating intercultural events with individuals and in certain circumstances. The open-ended questions prompt respondents to reflect on positive and negative intercultural situations and the outcomes of the situations. According to the literature, the open-ended questions allow respondents to frame their intercultural experiences in terms of "their cross-cultural goals, the challenges they face navigating cultural differences, critical (intercultural) incidents they encounter around cultural differences during their study abroad sojourn, and ways they navigate those cultural differences" (Hammer, 2012, p. 117).

Demographic Questionnaire

One component of the research instrumentation was an IDI developed demographic questionnaire. The survey format, has generally led the IDI and the data which is gathered during the survey administration to be used in single institution descriptive studies.

Validity and Reliability of the Intercultural Development Inventory

The statistical validity and reliability of the IDI v.3 is in accord with the IDC dimensions (Hammer, 2011, 2015; Hammer et al., 2003). The IDI was found to have cross-cultural generalizability, both internationally and domestically, and a thoroughly valid and reliable instrument through rigorous testing using psychometric scale construction protocols to ensure there was no cultural bias and that the IDI is not susceptible to social desirability effects (Hammer, 2012, p.118).

According to the validity testing phase of the IDI v.3, the IDI was administered to 4763 individuals from 11 distinct, cross-cultural samples; 213 NGO managers from a wide range of countries, 150 members of an American church, 2693 U.S. university students, 1850 high school students from eight countries including the U.S. The IDI v.3 confirmatory factor analysis was employed to test whether the constructs of the DMIS, (the precursor of the IDC) model would fit the data collected from the IDI v. 3. Four statistical procedures; the ratio of chi-square to degrees of freedom (χ^2/df), Goodness to Fit (GTF), Root Mean-square Residual (RMR), Root Mean Square Error or Approximation (RMSEA), were employed to test the adequacy of fit. It was found that ($\chi^2/df = 9.45$, GFI = .91, RMR = .05, and RMSEA = .04), therefore it was determined that

the IDI v. 3 is a robust and valid assessment for both individuals and groups (Hammer, 2011, pp. 478-487).

The inter-scale correlations support the IDC's theoretically proposed developmental formulation from Denial through Adaptation. The IDI v.3 analyses offered strong support for the cross-cultural generalizability, validity, and reliability of the IDI v.3 sub-scales as well as the overall DO and overall PO scales. The alpha coefficients for the scales were $\alpha = .66$ for Denial, $\alpha = .72$ for Defense, $\alpha = .78$ for Reversal, $\alpha = .74$ for Minimization, $\alpha = .69$ for Acceptance, and $\alpha = .71$ for Adaptation. The alpha coefficient for the overall DO scale was $\alpha = .83$ and for the overall PO scale $\alpha = .82$. Given the cross-cultural, linguistically diverse samples, it was concluded that all the orientations had good levels of inter-item reliabilities and that the IDI v. 3 has strong validity and reliability (Hammer, 2011, pp 478-487).

Data Collection and Analysis

Identified research participants, who were representative of the College of Education population ($N = 82$), were contacted through University email by the researcher and invited to participate in the study (see Appendix B). The original research timeframe, from first contact with participants until the close of survey participation, was expected to be 14 days. However, due to a low response rate, three additional email reminders were sent to students, the corresponding faculty members were emailed to ask if they would please encourage their students' participation, and the end date for study participation was extended by 14 days. The researcher was sent the IDI data reports five weeks after the first email invitation was sent to the students. In each of the emails, sent to the representative sample of 82 students, they were offered a \$5 gift card for their

participation. At the close of the data collection phase 24 students had responded. The survey was voluntary, confidential, and participants were able to end their participation in the research at any time without penalty.

The company which owns the IDI provided the researcher with each individual study participants' and the group's intercultural sensitivity scores; DO, PO, OG scores, sub-scale scores, orientation, demographic information, and individual participants' open-ended answers to the contexting questions. Upon receipt of the quantitative data the researcher coded the participants responses, entered the IDI scores, and demographic information in an Excel spreadsheet and exported the data into SPSS. Prior to the analysis, all the variables were examined for accuracy, normality of distribution, outliers, and missing values. SPSS was used to evaluate the descriptive information, screen the data, and conduct statistical analysis. Research questions one and two utilized independent *t*-tests and Hedge's *d*. The independent variable in question one was participation in a short-term, faculty led, study abroad program and the dependent variable was intercultural sensitivity as demonstrated by the DO, PO and the OG scores. Research question two used participation in a short-term, faculty led, study abroad program as the independent variable and sub-scale orientation on the IDC was the dependent variable.

Research question three focused on the qualitative information respondents provided recalling their intercultural experiences in relation to their perceived location on the IDC. Upon receipt of the qualitative data the participants responses were coded and entered in a Word document for analysis to determine reoccurring themes. The analysis of the qualitative data involved data management, reduction of the data, and data

analysis. An inductive approach was used which shaped the frequently occurring themes that emerged from the data and are reported in the findings. Open coding was used to analyze the qualitative data and label the predominant themes. These themes were used in a comparative analysis to compare codes across respondents to establish common codes. Following this procedure, the researcher compared the common codes across participants respondents to see which codes the respondents had in common, using the most frequent codes to assess the data. After identifying the codes, they were compared to the established IDC orientations. This allowed tables to be created to determine if the participants responses were in-line with their IDI scores. The students' responses to the open-ended questions are quoted in Chapter Four's findings, allowing the reader to evaluate how this study may be applicable in other research or with other populations.

Summary

In Chapter Three the methodology was described. The purpose of this study was to examine the intercultural sensitivity of College of Education students who participated in short-term, faculty led, study abroad programs at a large, public, branch, university in the Southeast. This research study involved a mixed methods design. A mixed-methods design was selected because the participants were not assigned randomly into conditions and the study was conducted after the students participated in the short-term, faculty led, study abroad course. Using this design allowed the researcher to triangulate the data in an endeavor to identify the role participation in a short-term, faculty led study abroad program has on College of Education students' intercultural sensitivity. Chapter Four focuses on the data analysis and findings in respect to the three research questions.

CHAPTER FOUR: FINDINGS AND ANALYSIS

This chapter presents findings for examining differences in intercultural sensitivity between College of Education students who participated in short-term, faculty led, study abroad programs and College of Education students who did not participate in study abroad programs. First the response rate will be discussed followed by the research questions findings.

The three questions are:

1. Is there a difference between the students who participated in the short-term, faculty led, study abroad programs and those who did not participate in study abroad programs on their Perceived Orientation scores, Developmental Orientation scores and their Orientation Gap scores?
2. Is there a difference between the students who participated in the short-term, faculty led, study abroad programs and those who did not participate in the study abroad programs in their subscale orientation; Denial, Defense, Reversal, Minimization, Acceptance, Adaptation, location on the Intercultural Development Continuum?
3. How do the intercultural experiences recollected by the participants, in their written responses, reflect their orientation the Intercultural Development Continuum?

Response Rate

The initial sample ($N = 82$) of students were contacted through University email by the researcher and invited to participate in the study (see Appendix D). Three reminder emails were sent to the 82 students and all students were offered a \$5 gift card

for their participation. The survey was voluntary, confidential, and participants were able to end their participation in the research at any time without penalty. Of the 82 students who were invited to participate in the research 24 students chose to participate by taking the online IDI. Twenty of the respondents were graduate students in the College of Education. Of the 20 graduate students, six participated in the College of Education short-term, faculty led, study abroad program to China and South Korea during the summer of 2016. The other 14 graduate students were enrolled in a graduate level College of Education course during the fall of 2017. There were four responses from undergraduate students, two participated in the College of Education short-term, faculty led, study abroad program to Western Europe during the fall of 2016 and two were part enrolled in an undergraduate College of Education course during the fall of 2017 (see Table 3).

Table 3

Demographic Characteristics of Students Completing the IDI Study Survey (N = 24)

Student Characteristics	Study Abroad Participation	No Study Abroad Participation
Gender (N = 24)		
Males (n = 5)	4 %	17 %
Females (n = 19)	46 %	33 %
Degree Program (N = 24)		
Graduate (n = 20)	42 %	42 %
Undergraduate (n = 4)	8 %	8 %
Age (N = 24)		
18 – 21 (n = 4)	8 %	8 %
22 – 30 (n = 9)	21 %	17 %
31 – 40 (n = 8)	17 %	17 %
41 – 50 (n = 0)	-	-
51 – 60 (n = 2)	8 %	-
61 ≥ (n = 1)	4 %	-

Note. All percentages are rounded to the nearest whole number. Due to the small sample size, (4 = 4.16), (8 = 8.3), (13 = 12.5), (17 = 16.5), (21 = 20.8).

Research Question Findings and Analysis

Multiple statistical tests were run for research questions one and two using the data for research questions one and two. However, the alpha level .05 was not adjusted due to the small sample size and the resulting decrease in statistical power. An inductive approach was used to determine the frequently occurring themes that emerged from the data followed by open coding which was used to analyze the qualitative data.

Research Questions One

Three independent *t*-tests were run to compare the intercultural sensitivity scores of study respondents who participated in short-term, faculty led, study abroad programs and study participants who did not participate in short-term, faculty led, study abroad programs. The means, standard deviations, *t*-value, and effect sizes are reported in Table 4.

Table 4

Perceived Orientation, Developmental Orientation, Orientation Gap Scores, Means, Standard Deviation, t-value, and Effect Sizes (N = 24)

	Study Abroad (<i>n</i> = 12)		No Study Abroad (<i>n</i> = 12)		<i>t</i> -value	Hedge's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Score ^a						
PO	124.46	4.90	118.93	4.39	2.81*	1.22*
DO	98.99	11.47	87.24	11.59	2.35*	.98
OG ^b	30.60	9.81	31.31	9.03	0.18	-0.08

Note. **p* < .05.

^aPossible scores ranges from 55 - 145. ^bThe Orientation Gap is the difference between the student's perceived location on the IDC scale and their developmental orientation which is where they fall on the IDC scale.

Both PO and DO mean scores for students who participated in the short-term, faculty led, study abroad programs were higher than those who did not participate. Independent *t*-tests were conducted with the null hypothesis that both groups of students, those who participated in study abroad and those who did not, would have equal mean scores. The *t*-statistic has a *p*-value of less than 0.05 for both the PO and DO scores. Therefore, the null hypothesis was rejected. It can be concluded that participation in a College of Education, short-term, faculty led, study abroad program is associated with higher intercultural sensitivity among education students when compared to education students who did not participate in the study abroad programs.

Research Question Two

The quantitative data was analyzed to determine if there was a difference between the education students who participated in short-term, faculty led, study abroad programs and education students who did not participate in a study abroad course using a *t*-test and Hedge's *d* on the IDC sub-scale orientation. The means, standard deviations, *t*-values, and effect sizes are reported in Table 5.

Table 5

Study Participants' Subscale Orientation on the IDC (N = 24)

Subscale Scores ^a	Study Abroad (n = 12)		No Study Abroad (n = 12)		t-value	Hedge's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Denial	4.13	0.66	3.98	0.53	0.57	0.27
Defense	4.13	1.08	3.86	0.57	0.78	0.46
Reversal	3.97	0.64	3.58	0.49	1.65	0.79
Minimization	2.86	0.51	2.58	0.77	0.92	0.36
Acceptance	3.98	0.60	3.53	0.74	1.46	0.59
Adaptation	3.67	0.60	3.32	0.51	1.49	0.66

^aPossible scores range from 1-5.

There was no statistically significant difference between education students who participated in a short-term study abroad program and education students who did not participate in a short-term study abroad program. There were no students who scored in the Acceptance or Adaptation IDC orientations. Based on the means and Hedge's *d*, education students who participated the study abroad programs had a higher level of intercultural sensitivity but due to the small sample size and the low statistical power there were no differences detected.

Research Question Three

After receiving approval from the Institutional Review Board (IRB), the researcher began the process of identifying faculty members in the College of Education who had conducted graduate and undergraduate study abroad courses. After the faculty

members were identified they were contacted through university email and in person to request their assistance in identifying students who were enrolled in their study abroad courses. The researcher then worked with a trained IDI administrator at the university to secure the instrument and order the 82 IDI user names and passwords for the total identified potential study participants. The email inviting students to participate in the study was sent to 82 students, who met the study criteria, and explained to the students why they were being contacted to participate in the study. In the Informed Consent and Information Letter students were told that logging in to the survey, by using the provided username and password, they would notify the researcher of their agreement to participate in the study. Upon the close of participation in the study, 24 students had self-selected and taken the online survey.

The five open-ended, contexting questions were structured by the designers of the IDI. To ensure the confidentiality of the study participants during the qualitative data analysis, the researcher assigned each student a numerical code. Any personal information which could be used to identify a participant was redacted from the respondents' quotes used in the findings. The researcher used an inductive approach to help determine the frequently occurring themes that surfaced from the data. Open coding allowed the data to be analyzed and the predominant themes were labeled. These themes were used to compare codes across respondents allowing for the creation of common codes. The researcher then matched the common codes across participants respondents to determine which codes were held in common. The most frequent codes were used to assess the data. Due to the small sample size, the percentage of students who declined to answer one or more contexting questions, and the significant percentage of students who

provided very short (one sentence or less answers), the themes were somewhat limited in scope. After reviewing the respondents' answers three general themes were identified. Following code detection, the reoccurring themes were compared to the IDC orientations. The themes of the respondents' codes were representative of the orientation definitions on the IDC; Denial, Defense, Reversal, Minimization, Acceptance, and Adaptation.

Three predominate themes emerged from the exploration of the qualitative data. The first significant theme was the respondents understanding that intercultural competence is important for operating successfully at work and in social situations. The second and most predominate theme to emerged from the open coding of the responses communication. Most of the students noted that the language barrier is a difficult obstacle to overcome in pursuing intercultural activities and communicating with individuals in the United States, and during international travel, who do not speak English fluently. The third clear theme, detailed by students who responded to most of the questions (three of five), was that respondents were open to and enjoyed intercultural experiences and had friends and/or family members from different cultures and religions.

After theme identification and comparison of the themes to the IDC orientations the researcher evaluated the data to ascertain if there were similarities among students who perceived themselves (PO score) as having reached an intercultural orientation (Minimization, Acceptance, Adaptation) although their DO score placed them in a monocultural orientation (Denial, Defense, Reversal). The researcher scrutinized the data for similarities by age, gender, and participation in a short-term, faculty led, study abroad program. There were no apparent patterns which might be applicable to the subsection of respondents. However, the codes established from the respondents' answers to the open-

ended questions allowed the quantitative data (PO, DO, OG scores and sub-scale orientation on the IDC) and qualitative data to be triangulated (see Table 7).

Table 6

Comparison of the IDI Scores and the Themes of the Participants' Responses (N = 24)

Codes	Student Responses Examples	IDC Orientations
Importance of Intercultural Sensitivity (IIS)	<p>“I have traveled to multiple countries that have allowed me to see various parts of the globe. Experience the language, food, and traditions.”</p> <p>“Friends from other countries”</p>	Denial
	<p>“To Remember that although we are in America many people will not abandon their cultural background.”</p> <p>“Communism”</p> <p>“Everything in the news right now... (our President).”</p>	Defense Polarization Reversal
	Language Barrier Challenges (LBC)	<p>“It is the responsibility of individuals to learn and be sensitive to cultural identities and needs.”</p> <p>“... it is my team's responsibility to ensure students from other cultures feel welcome, included, and that they are able to have equitable access to all content materials.”</p> <p>“I try very hard not to change my behavior or speech in a way that will seem as though I am patronizing another (example, assuming an accent means bad English). At the same time, I want to be sensitive to their needs and experiences. I find this is a hard balance.”</p>
Appreciation of Intercultural Experiences (AIE)	<p>“In my classroom, being understanding and accepting of all students' cultures is extremely important. It is my responsibility to be aware of their differences and to encourage others and to learn from them.”</p> <p>“Currently our ### grade team is piloting a behavioral program that requires them to learn about cultures, biases, and ways to respond positively. Teachers have created behavioral matrix that post their expectations and procedures in the classroom. This matrix considers all students and ways that they learn and interact socially.”</p>	Acceptance
N/A	There were no responses which met the code criteria for Adaptation.	Adaptation

The analysis of the quantitative data correlated with the responses the study participants gave on the coded contexting questions. After a full analysis of the quantitative and qualitative data, the only variable which the researcher determined had any significance on the study participants DO was an individuals' participation in a short-term, faculty led, study abroad program. The researcher was unable to detect any demographic similarities among the students who perceived themselves to be further along the continuum than they were (see Table 8).

Table 7

Study Abroad Participation and Students' Location on the IDC According to their IDI Scores
(N=24)

Study Abroad Participation					No Study Abroad Participation			
Polarization					Polarization			
Students (N=24)	Denial	Defense	Rev.	Min.	Denial	Defense	Rev.	Min.
Gender								
Male (n = 5)				4 %	4 %		12 %	
Female (n =19)		13 %	13 %	21 %	4 %		21 %	8 %
Degree								
Grad (n = 19)		8 %	13 %	21 %	4 %	17 %	17 %	4 %
Under-grad (n = 4)		4 %		4 %		4 %	4 %	
Age								
18-21 (n = 4)		4 %		4 %		4 %	4 %	
22-30 (n = 9)		8 %	4 %	8 %		13 %	4 %	
31-40 (n = 8)			8 %	8 %	4 %	4 %	8 %	
41-50 (n = 0)								
51-60 (n = 2)							4 %	4 %
61 ≥ (n = 1)								4 %

Note. All percentages are rounded to the nearest whole number. Due to the small sample size, (4 = 4.16), (8 = 8.3), (13 = 12.5), (17 = 16.5), (21 = 20.8).

The researcher did find that respondents who took the time to answer the questions thoughtfully; an answer with more than one sentence or explained the intercultural situation, perceived themselves to be further along the IDC than their DO score indicated.

Limitations.

During the researcher's open coding of the qualitative information numerous questions arose regarding how to improve future studies to limit unexpected dilemmas from having an impact on the findings for research question three. The students who chose to answer the open-ended questions primarily gave brief answers which focused on generally observable differences found in the Denial orientation and uncritical views toward others which is found in the Defense orientation. There were very few responses in which students were critical of their own culture, although there were a few answers in which students were critical of specific individuals' attitudes toward other cultures, religions, food, and experiences. During the comparative analysis of the participants' answers to the open-ended questions, the researcher was unable to detect answers provided by the study participants which indicated the individual would fall in the Intercultural Mindsets of Acceptance, or Adaptation.

The researcher hypothesized that perhaps the short answers provided in response to the open-ended questions were the result of survey respondents becoming disinterested in answering the questions. As the contexting question section progressed the answers became shorter and fewer participants chose to answer the questions. Several survey respondents either openly commented that they did not understand the question, answered in a way that indicated they hadn't understood the question or gave an answer of one

sentence, or in a few instances only a few words. From question one to question five fewer individuals chose to answer the question. The students who chose not to answer the questions were from both the study abroad group and students who did not participate in the designated study abroad programs. Questions one and two had the same response rate, 21 of 24 students answered the question. The response rate for following questions significantly diminished. Question three had 14 responses, followed by 13 responses to both question four and five. Several students' responses, of those who continued to answer to the questions, diminished in length and detail (see Table 9).

Table 8

Percentage of Questions Answered Compared with Students' IDC Orientation (N = 24)

Gender M/F	Age	Degree G/U	Study Abroad Y/N	Questions Answered	IDI (PO)	IDI (DO)
F	18-21	U	Y	100 %	Acceptance	Minimization
F	18-21	U	Y	100 %	Minimization	Defense
F	22-30	G	Y	100 %	Acceptance	Reversal
F	18-21	U	N	100 %	Acceptance	Minimization
F	31-40	G	Y	100 %	Acceptance	Reversal
F	22-30	G	Y	40 %	Acceptance	Minimization
F	31-40	G	Y	100 %	Acceptance	Minimization
M	22-30	G	N	100 %	Minimization	Defense
M	31-40	G	Y	80 %	Acceptance	Minimization
M	22-30	G	N	80 %	Minimization	Defense
F	31-40	G	N	80 %	Minimization	Defense
F	51-60	G	N	80 %	Acceptance	Reversal
F	22-30	G	Y	80 %	Minimization	Defense
F	31-40	G	N	80 %	Acceptance	Reversal
F	31-40	G	Y	60 %	Acceptance	Reversal
F	18-21	U	N	60 %	Acceptance	Reversal
F	61 ≥	G	Y	60 %	Adaptation	Minimization
M	22-30	G	N	40 %	Acceptance	Defense
F	22-30	G	N	40 %	Acceptance	Reversal
F	22-30	G	Y	40 %	Acceptance	Minimization
F	22-30	G	Y	40 %	Acceptance	Reversal
M	31-40	G	N	0	Minimization	Denial
F	51-60	G	N	0	Acceptance	Minimization
F	51-60	G	N	0	Acceptance	Reversal

Note. There were five open-ended questions for participants to answer.

The researcher questioned whether, given the brief and often extremely similar responses to the questions, and the decision of so many students not to respond to three out of five questions, if the students were a) thoughtfully considering their answers b) if the students completely understood what the questions were asking c) were recalling the same intercultural experiences while answering the contextualizing questions as they were while answering the 50 Likert scale items. Multiple responses either openly stated that they were not sure what the question was asking or answered with information which did not appear to correspond with the question. The researcher considered that one possible limitation of the IDI's open-ended question format may be that respondents are informed on the survey site and in the Informed Consent Form that the survey generally takes 20 minutes to complete. Perhaps this up-front expectation of a general timeframe induced the study participants to rush their responses.

The researcher determined that in future studies collecting additional demographic data for example, race, year in their degree program, GPA, participation in extra-curricular activities, (especially those with an international component), specific international travel locations and durations, travel that participants may have undertaken to culturally different parts of the United States, participation in a religious organization, socio-economic standing, source of funding for students who participated in study abroad and the reasons why they had or not participated in a study abroad course on a separate questionnaire would give the researcher in-depth information on the students' demographic data in determining other variables which play a role in intercultural sensitivity.

Detailed descriptions of the international educational experiences that the students' participated in while studying abroad may have assisted in a more comprehensive evaluation and understanding of the qualitative responses. The researcher requested the syllabus, itinerary, planned cultural experiences, and whether there was pre- or post- travel intervention from the faculty members who taught the College of Education study abroad classes to determine if there was an intercultural pedagogy element included in the study abroad course. The requested information was received from one study abroad faculty member, precluding the researcher from reviewing specific study abroad course information in relation to the study participants' qualitative response for research question three.

The IDI demographic questionnaire and contexting questions collected and reported the study participants gender, age, prior international travel experience, study abroad experience, and their written responses to the questions related to their intercultural experiences. The IDI report showed that of the 24 respondents only four had not engaged in international travel. The females ($n = 19$) in the study greatly outweighed male ($n = 5$) participation. The age brackets were similarly skewed, there was only one person in the 61 and over category ($n = 1$), two people in the 51-60 category ($n = 2$), four people in the 18-21 category ($n = 4$), nine people in the 22-30 ($n = 9$) and eight people in the 31-40 ($n = 9$) categories. There were no respondents in the 41-50 age category. The survey respondents' answers to the contexting questions demonstrated a pattern of an individual placing themselves one or more orientations higher on the IDC in contrast to the orientation IDI scores placed them on the IDC. A final factor, which was considered in Chapter One, was the amount of time between the students' participation in the study

abroad program and when they completed the IDI. The time factor involved dictates that caution be used in applying the findings more broadly or to the other study abroad program research.

Summary

The research questions addressed by this study were:

1. Is there a difference between the students who participated in short-term, faculty led, study abroad programs and those who did not participate in study abroad programs on their Perceived Orientation scores, Developmental Orientation scores and their Orientation Gap scores?
2. Is there a difference between the students who participated in the short-term, faculty led, study abroad programs and graduate and those who did not participate in the study abroad programs in their subscale orientation; Denial, Defense, Reversal, Minimization, Acceptance, Adaptation, location on the Intercultural Development Continuum?
3. How do the intercultural experiences recollected by the participants, in their written responses, reflect their orientation the Intercultural Development Continuum?

The analysis conducted for question one indicated that there were statistically significant differences in PO and DO scores between College of Education students who participated in short-term, faculty led, study abroad programs and College of Education students who did not participate in short-term, faculty led, study abroad programs. The findings for question two showed that although students who participated in the study abroad programs had higher subscale orientations because of the small sample size and

low statistical power, no differences were detected in the participants' subscale orientation on the IDC. The findings for question three showed that although the responses to the open-ended question were brief through open coding themes developed which were similar across respondents. The established themes were able to be compared to the IDC orientations allowing the IDI scores to be compared with the major codes. Study participants who responded thoughtfully to the open-ended questions perceived themselves to be further along the IDC than their DO score indicated. This chapter reviewed the study's research questions, presented the research design, sampling procedure, instrumentation, and the data collection method.

CHAPTER 5: DISCUSSION, RECCOMENDATIONS AND SUMMARY

Many of today's college students have a strong desire to participate in a study abroad experience. These students are finding that short-term study abroad courses provide them with class credit, international travel experience, may allow them to travel to nontraditional locations or include innovative educational methods. The rapid growth in the popularity of study abroad programs has necessitated the need for or increased the size of college and university dedicated study abroad offices. The IIE reported that in 2015 there were 351 colleges and universities which had students participating in school sponsored study abroad programs (IIE, 2015).

Discussion

This study examined the quantitatively measurable intercultural sensitivity of education students who participated in short-term, faculty led, study abroad programs compared with a similar group of education students who did not participate in short-term, faculty led, study abroad programs. The purpose of this study was to examine both quantitatively and qualitatively, the intercultural sensitivity of education students who participated in short-term, faculty led, study abroad programs compared with similar education students who did not participate in short-term, faculty led, study abroad programs.

The quantitative and qualitative data was provided by graduate and undergraduate College of Education students who participated in either

- graduate level, short-term study abroad course during the summer of 2016 in China and South Korea

- undergraduate, short-term study abroad course during the fall of 2016 in Western Europe, graduate level education course in the fall of 2016
- an undergraduate level education course in the fall of 2016.

The study used a mixed methods research design to answer the research questions. This research approach involved contacting students, who were identified by faculty in the College of Education ($N = 82$), through secure University email to request their participation in the study. After an initial email request and three email reminders, respondents were ($N = 24$) College of Education graduate and undergraduate students. This study's quantitative and qualitative findings relied on the statistically valid and reliable *Intercultural Development Inventory v. 3* (IDI; Hammer, 2009) to measure intercultural sensitivity. Although there was a significant finding which resulted from the quantitative data it is important to note that the researcher urges caution in the interpretation of the findings due to the small and non-representative sample size. The qualitative findings from the open-ended, contexting questions answered by the participants were in-line with previous literature and did not produce significant findings (Deardorff, 2005; Hunter et al., 2004).

This chapter summarizes how the research questions were addressed given the study's collected data and reports how the findings may add to the body of research on study abroad, intercultural development, and provide information which may benefit the university where the research was conducted.

Research Question One

Is there a difference between the students who participated in short-term, faculty led, study abroad programs and those who did not participate in study abroad programs

on their Perceived Orientation (PO) scores, Developmental Orientation (DO) scores and their Orientation Gap (OG) scores?

The instrument used to collect the data for this research was the IDI v.3. The IDI assigns each respondent an intercultural sensitivity score from 55-145. The score is linked to an orientation on the IDC. The orientations range from monocultural perceptions, which are Denial, Defense, and Reversal, to the three intercultural perceptions of Minimization, Acceptance, and Adaptation. The *t*-test and Hedge's *d* which were conducted on the scores ($N=24$) showed that there was a significant difference in the PO and DO scores. However, caution is strongly urged in interpretation due to the small and non-representative sample population.

Research Question Two

Is there a difference between the students who participated in short-term, faculty led, study abroad programs and those who did not participate in the study abroad programs in their subscale orientation location on the Intercultural Development Continuum?

There was no statistically significant difference between education students who participated in a short-term study abroad program and education students who did not participate in a short-term study abroad program on IDC sub-scale orientation. Based on the means and Hedge's *d*, education students who participated the study abroad programs had a higher level of intercultural sensitivity but due to the small sample size and the low statistical power there were no differences detected.

Research Question Three

How do the intercultural experiences recollected by the participants, in their written responses, reflect their orientation the Intercultural Development Continuum?

Several general themes emerged from the evaluation of the qualitative data. The researcher determined the participants' thoughtful responses, which captured the intercultural situation, indicate that they perceive themselves to be more intercultural advanced in orientation, while the data collected from the IDI does not support the students' perceptions of their intercultural sensitivity.

Implications and Recommendations

In preparing future teachers and educational leaders the College of Education should consider the benefit of implementing an evaluation system which measures the intercultural sensitivity of students and may assist in developing curricular goals which will allow for greater maturation of students' intercultural competence. College of Education study abroad programs offer students the opportunity to compare, learn from, and experience first-hand international education in action. While there is empirical evidence on the effects short-term, faculty led, study abroad programs have on undergraduate students' intercultural sensitivity, this study focused on the combined population of graduate and undergraduate education students who participated in short-term, faculty led, study abroad programs and their intercultural sensitivity compared to similar respondents in the College of Education who did not participate in a study abroad program. Additionally, this study sought to establish a baseline of data for College of Education students at a specific large, urban, branch, university in the Southeast.

Conclusions

Individual faculty members may have course goals and requirements for the students in their study abroad classes, from the researcher's perspective, it is important for departments, international program coordinators and university administration to have a comprehensive intercultural assessment plan. Without a valid assessment plan in place, students are unable to comprehend what they can hope to gain from their international educational course. With an appropriate assessment plan in place students may have realistic expectations of the benefits studying abroad provides them in the market place, developing their intercultural competency, and enhancing their educational competencies. There is not a single, national, definition of intercultural competence therefore each university or college is able to select the term which is the best fit with institutions goals. By incorporating international competency in the university's or department's goals, a plan could be put in place to select an assessment instrument which would ensure that the university's or department's global competency objectives and internationalization efforts are able to be reviewed, further developed, and aid in increasing students' intercultural competence.

The IDI is a valid, reliable, strong assessment instrument. However, the researcher did not find it to be a solid fit for this research study. Although the IDI did allow for the establishment of a base-line of respondent's intercultural sensitivity, the IDI did not allow for a thorough qualitative evaluation of the participants' intercultural experiences. The IDI is a proprietary instrument and cost \$11 per respondent username and password; because the IDI is an online self-administered questionnaire there is no guarantee that the students who are invited to participate in a research study will take the

survey resulting in a loss of \$11 for each unused username and password. With this in mind the IDI may prove to be an expensive option for additional research studies with a large population sample.

To move past the establishment of students' baseline intercultural sensitivity it is important for additional research to be conducted using a survey instrument to collect pre- and post-test scores of the study abroad and control group population. This data may be used to enhance curricula, incorporate new study abroad programs and work individually with students to help them understand how to continue a successful path toward being more interculturally competent. While students decide, self-select, to participate in study abroad classes and research studies these, students may be students who have progressed further in their intercultural development. Therefore, they are more open to enrolling in study abroad programs and research studies. An intercultural development assessment plan may assist in determining what characteristics or experiences induce students to participate in international education.

If there was a department or university curricular component to intercultural competence there would be the potential to improve individual student outcomes. Vande Berg (2009) noted that to foster continued intercultural competence in students more attention needed to be paid to their developmental processing need. He suggested that at a minimum pre-departure and re-entry sessions need to be incorporated into the study abroad experience, although these components are generally left up to individual faculty members to incorporate into their study abroad course.

Several studies discussed in Chapter Two detailed previous research focusing on the potentially positive effects of studying abroad. These studies looked at students in

foreign language programs, and studies comparing study abroad courses length ranging in from seven weeks to a year. These studies showed mixed results. Engle and Engle (2004) reported that students participating in a semester long study abroad program demonstrated sensitivity gains and that students involved in year-long study abroad programs showed stronger gains, although the researchers did not address statistical significance in their study. Medina-Lopez-Portillo (2004) research during a 7-week long and a semester-long study abroad programs in Mexico detected only slight statistically significant results. This research study, attempted to introduce the topic of intercultural competence assessment which focused on College of Education, short-term, faculty led, study abroad programs.

The goal of this study was to examine the relationship between students' intercultural sensitivity and their participation in a short-term, faculty led, study abroad course compared with the intercultural sensitivity of students who did not participated in a study abroad course. The small number of participants was an unanticipated constraint, since only 24 students completed the IDI. The low response rate created a limitation in the analyses of the data. Vande Berg, Balkcum, Scheid, and Whalen (2004) found during the GUCP study it was difficult to enlist student volunteers to participate in the research. Vande Berg et al. (2004) received a research grant originally proposed testing as many as 800 students abroad and they were only able to administer the pre- and post-test to 200 students during the study's pilot phase in spring and summer of 2003. They attempted to encourage students with a prize lottery, which would award an international round-trip plane ticket, yet their participation numbers did not improve. They asked the study abroad professionals who were on the ground with the students, residency directors,

overseas administrators, and Georgetown program staff to encourage more students to participate in the study and moved the IDI testing online but the researchers still had difficulty in recruiting student volunteers (Vande Berg et al., 2004, p. 111-112).

From this study, the researcher was able to see, both in the literature and in the study's data, that there is a much higher percentage of females participating in study abroad programs than males. The differences in gender participation in study abroad programs hold true across all departments and majors (Nichols, 2011; Vande Berg et al., 2004). With improved assessment it may be possible to develop strategies that increase the participation rate of males in study abroad programs.

Future Research

The use of pre- and post-test assessment would allow the researcher to determine the relationship between the PO and DO scores. One topic of future interest would be to determine if students continue to progress on the IDC toward an intercultural orientation with on campus interventions, and whether the interventions come through course curriculum or non-curricular activities. While a similar research design may be used to study this topic in the future the researcher notes it is important that more time and coordination between the researcher, faculty, administration, and students be built into the research design to ensure that the sample is large enough to run meaningful analysis of the data. Although this study noted a significant finding, the small sample size greatly limits the conclusions of the research. A larger sample would allow stronger, more definitive conclusions to be drawn from the research.

Summary

This study examined the intercultural sensitivity of education students who participated in short-term, faculty led, study abroad programs compared with a control group of graduate and undergraduate education students who did not participate in short-term, faculty led, study abroad programs. The data collected, and the resulting findings, may prove of interest to the university where the research was conducted and individuals who are engaged in College of Education study abroad programs.

This study was undertaken in the hope of positively influencing increased assessment of intercultural sensitivity of College of Education students, assisting faculty and administration in including more wide-ranging research based efforts to incorporate intercultural experiences, both in and out of the classroom, and aiding in the development of students' intercultural sensitivity. In reviewing the findings which resulted from this study, the ground work has been laid for more research which may expand and further develop the picture of this population's intercultural development along the continuum. This research may also support the formulation of department and campus plans for enhancing all students' access to intercultural experiences. Overall the research showed that education students tend to have a developmental orientation in the high monocultural orientations of the IDC while their perceived orientation is predominantly intercultural.

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APPENDIX: A

IRB Notice of Approval and Exemption**OFFICE OF RESEARCH COMPLIANCE**

9201 University City Boulevard
319 Cameron Hall
Charlotte NC 28223-0001
(704)-687-1871
Web site: <http://research.uncc.edu/>
Federalwide Assurance (FWA) #00000649

To: Julia Edmunds

From: IRB

Date: 4/20/2017

RE: Notice of Approval of Exemption

Exemption Category: 1.Educational setting,2.Survey, interview,
public observation **Study #:** 17-0092

Study Title: STUDY ABROAD PARTICIPATION AND UNIVERSITY STUDENTS' INTERCULTURAL
SENSITIVITY

This submission has been reviewed by the IRB and was determined to meet the Exempt
category cited above under 45
CFR 46.101(b).

This determination will expire one year from the date of this letter. It is the Principal
Investigator's responsibility to submit for renewal of this determination. You are required to
obtain IRB approval for any changes to any aspect of this study before they can be
implemented.

Study Description:

The intent of this study is to provide informative data on intercultural sensitivity demonstrated by graduate and undergraduate education students who have participated in school approved, faculty led, short-term study abroad programs.

Short-term study abroad. Short-term study abroad is a course which involves or eight weeks or less of course work outside the United States.

This research will assist post-secondary partners including: post-secondary leadership, college and university study abroad directors, university and college administration and faculty, prospective study abroad students and their families, and college students who are interested in gaining intercultural sensitivity during their graduate or undergraduate career.

Investigator's Responsibilities:

It is the investigator's responsibility to promptly inform the committee of any changes in the proposed research, and of any adverse events or unanticipated risks to participants or others.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented.

If applicable, your approved consent forms and other documents are available online at

http://uncc.myresearchonline.org/irb/index.cfm?event=home.dashboard.irbStudyManagement&irb_id=17-0092.

Data security procedures must follow procedures as approved in the protocol and in accordance with ITS [Guidelines for Data Handling](#) and the [End User Checklist](#).

Please be aware that approval may still be required from other relevant authorities or "gatekeepers" (e.g., school principals, facility directors, custodians of records).

CC:

Rebecca Shore, Educational Leadership

APPENDIX: B

IRB Notice of Modification Approval (Exempt)

OFFICE OF RESEARCH COMPLIANCE
9201 University City Boulevard
319 Cameron Hall
Charlotte NC 28223-0001
(704)-687-1871
Web site: <http://research.uncc.edu/>
Federalwide Assurance (FWA) #00000649

To: Julia Edmunds

From: IRB

Date: 9/22/2017

RE: Notice of Modification Approval (Exempt)

Exemption Category: 1.Educational setting,2.Survey, interview,
public observation **Study #:** 17-0092

Study Title: STUDY ABROAD PARTICIPATION AND UNIVERSITY STUDENTS' INTERCULTURAL SENSITIVITY

This modification submission has been reviewed and approved by the IRB.

Submission Description:

There are changes to the following sections:

Consent Process for Exemptions, B 1.2, B1.3 and B1.4

Consent Process for Exemptions:

The *Informed Consent Form* for the study's test will now be emailed to participants online by the researcher rather than the professor before they begin the IDI.

Students will be informed that to participate in the research they must click the IDI survey link, enter their username and password rather than clicking the "I Agree" button and having the survey sent to them in a separate email. By clicking the IDI survey link this will serve as confirmation to the PI that the student has consented to participate. The consent form will include information about the researcher, the research project, the benefits, and risks to participating in the research study, the approximate time it will take to complete the survey, a statement that participation is voluntary, confidential and that participants may stop at any time without penalty. The student who has consented by clicking the IDI survey link, entering their username and password will be able to participate in the research.

B1.2:

An Introductory Letter and Informed Consent Form will be emailed directly to participants from the researcher rather than by the leading faculty member who led the study abroad classes and on campus classes. The researcher's email script is almost identical to the email script which was approved for the participating faculty. Dr. Wang, Dr. Medina, and Dr. Shore are no longer the three instructors who will send out the Introductory Letter and Informed Consent Form to potential participants. The researcher will email the students directly with the Introductory and Informed Consent Letter in addition to information on how to access the survey if they choose to participate.

B1.3:

The students who have participated in faculty led study abroad programs in the Department of Education and those who have not will be identified through the UNCC Department of Educational Leadership and Department of Reading and Elementary Education. The participating professors will give approval for their students to be contacted.

Faculty will no longer need to be provided with an email script to use when sending out the Introductory Letter and Informed Consent document since it is now necessary, due to unanticipated problems, for the researcher to send the email request, the Introductory and Informed Consent Letter, instructions for participating and accessing the survey directly to the students.

page 1 of 2

B1.4:

The UNCC students will be recruited via UNCC email by the researcher.

The researcher will use an IRB approved email script when sending out the Introductory Letter, Informed Consent document and instructions on how to access the survey if the student chooses to participate

The participants in the study will be volunteer, graduate, and undergraduate students (18 years or older), from the University's College of Education who participated in short-term, faculty led, study abroad programs during 2016 and graduate and undergraduate education students who have not participated in a short-term, faculty led, study abroad program. The method of surveying students will be administering the online instruments to students who have been selected because they participated in College of Education short-term, faculty led, study abroad programs and comparable students who have not participated in short-term, faculty led, study abroad programs.

The graduate participants will be identified in the following way. During the 2016 school year a graduate level course in the College of Education was conducted in China and South Korea. This course is considered a short-term, faculty led, study abroad course. This group of students and potential research study participants will be identified by the faculty in the College of Education

who led the study abroad class. The researcher will work with the College of Education to identify an appropriate graduate level course which has not participated in a short-term, faculty led, study abroad program for comparison.

The undergraduate participants will be identified in the following way. During the 2016 school year an undergraduate level course in the College of Education was conducted in Western Europe. This course is considered a short-term, faculty led, study abroad course. This group of students and potential research study participants will be identified by the faculty in the College of Education who led the study abroad class. The researcher will work with the College of Education to identify an appropriate undergraduate level course which has not participated in a short-term, faculty led, study abroad program for comparison.

An Introductory Letter and Informed Consent Form will be emailed to participants by the researcher. If permission is given to the researcher by the University and the College of Education, then the four groups of potential participants will be contacted by the researcher through UNCC email containing the following: (1) information explaining the purpose of the research study, (2) an assurance of confidentiality, (3) an invitation to participate in the research study, (4) an electronic informed consent letter, (5) the date when the opportunity to participate in the study will close, (6) details regarding the incentive available for students who agree to participate in the research, (7) information on how to obtain a summary of the research results, and (8) an email address and phone number to contact to address questions potential participants may have.

Investigator's Responsibilities:

It is the investigator's responsibility to promptly inform the committee of any changes in the proposed research, and of any adverse events or unanticipated risks to participants or others.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented.

If applicable, your approved consent forms and other documents are available online at

http://uncc.myresearchonline.org/irb/index.cfm?event=home.dashboard.irbStudyManagement&irb_id=17-0092.

Data security procedures must follow procedures as approved in the protocol and in accordance with ITS [Guidelines for Data Handling](#).

CC:

Rebecca Shore, Educational Leadership

APPENDIX: C



Department of Educational Leadership
9201 University City Boulevard, Charlotte, NC 28223-0001
t/ 704-687-8858 f/ 704-687-1629 <http://edld.uncc.edu/>

**Informed Consent and Introductory Letter
Study Abroad Participation and University Students' Intercultural Sensitivity**

You are invited to participate in a research study being conducted by Julia Edmunds as part of the requirements for the degree of Doctor of Educational Leadership at the University of North Carolina at Charlotte. The responsible faculty member is Dr. Rebecca Shore. The purpose of the study is to examine intercultural development of education graduate and undergraduate students who participated in short-term, faculty led, study abroad programs.

You are being asked to take part because you are over 18 years of age and have wither participated in a College of Education study abroad class or are a graduate or undergraduate student in the College of Education. You will be one of approximately 80 people asked to participate. Your participation in this study is voluntary. If you decide not to participate in the study, it will not harm your relations with UNCC.

Participation involves filling out a survey and should take approximately 15-20 minutes to complete. If you decide to participate by clicking the survey link you will be directed to the online Intercultural Development Inventory (IDI) survey which includes a demographic questionnaire, a 50-item survey, 5 research specific questions and 5 open ended questions.

Confidentiality will be maintained to the greatest extent possible. Your email address will not be linked to your responses. It will be used to provide participants with a \$5.00 online gift card. The risk to your physical, emotion, social, professional or financial well-being is considered to be less than minimal. Your responses may help us learn more about education students' intercultural development and short-term, faculty led, study abroad classes in the College of Education.

If you decide to participate in the study you will receive the benefit of a \$5.00 online gift card (to an establishment such as Starbucks, Chick-fil-A, or Panera) as a result of participation in the study. The on-line gift card will be emailed to students who participate in the study within two weeks of the close of the study.

By clicking the survey link you are indicating that you have read this message and agree to participate in the survey voluntarily.

If you have further questions or concerns about your rights as a participant in this study, contact the Office of Research Compliance at (704) 687-1871 or uncc-irb@uncc.edu. If you have questions concerning the study, contact the principal investigator, Julia Edmunds by email at jahooks@uncc.edu or the responsible faculty member Dr. Rebecca Shore at rshore6@uncc.edu.

Thank you for your time and consideration in participating in this study.

You may print a copy of this form. If you are 18 years of age or older, understand the statements above, and freely consent to participate in the study, please click the survey

link provided in the email and use the individual username and password provided in the email to log in and complete the survey.

APPENDIX: D

IRB Approved Recruitment Email for Research Study

Dear Student,

I am an Ed.D student conducting research on the impact of short-term, faculty led, study abroad on intercultural development for my dissertation under the supervision of Dr. Rebecca Shore. Since you have either participated in a faculty led study abroad program or are in a comparable course which has not been involved in faculty led study abroad you have been selected to consider participating in my research. Attached is the Informed Consent – Information Letter which explains more about the research I am conducting, the benefits of participation, and other information which will allow you to determine if you would like to participate. The opportunity to participate in this research will close five business days from the date when you received the information.

If you decide to participate in the research please click the survey link provided and enter your individual username and password to complete the survey. Please note that the USERNAME and PASSWORD must be entered just as they are below. Make sure to include the hyphen (-) in the username and please use all capital letters for the password.

Best Regards,

Julia Edmunds

SURVEY LINK: <https://v3.idiassessment.com/>

USERNAME:

PASSWORD: