

A CASE STUDY ON THE ROLE OF PRE-DEPARTURE TRAINING IN STUDY
ABROAD EXPERIENCES

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ABSTRACT

A CASE STUDY ON THE ROLE OF PRE-DEPARTURE TRAINING IN STUDY ABROAD EXPERIENCES

Lampeto Efthymiou

As students need to attain the knowledge, skills, and attitudes to live and work in a diverse global society, they participate in study abroad opportunities offered by higher education institutions to assist them with intercultural learning. However, prior research shows that the level of intercultural learning in study abroad programs can vary substantially. The purpose of this case study is to investigate how a program's use of pre-departure training relates to the development of global competence in participants of a short-term study abroad program. The participants of this study come from a purposive sample who attended a community college in a large urban city in the northeastern part of the United States. These participants, who were diverse in age, ethnicity, and academic background, were interviewed after they participated in a pre-departure training program before partaking in a one-week study abroad experience in Central Europe. The pre-departure training was designed to develop student skills in empathy, intercultural communication, and collaboration. Questionnaires, reflection essays, and interview transcripts collected from these students were synthesized, coded, and analyzed. Results suggested that the pre-departure training developed global competence in its students by increasing their capacity and disposition to understand diverse people and act on issues of global significance. Thus, higher education institutions should consider offering this

intentional pre-departure training program to all study abroad students to produce more effective leaders and responsible citizens required for a dynamic world.

DEDICATION

I dedicate this work to my parents, family, and friends. First and foremost, I could not have pursued my doctorate without the financial support from my father, Dr. Constantine J. Efthymiou. My father has also inspired me to have an incredible thirst for knowledge, an extraordinary appreciation for education, and an unwavering love for community. Second, I am indebted to my mother, Aglaia Efthymiou, who has taught me compassion, dedication, hard work, and unconditional love. Third, I have accomplished everything in my life for my four beautiful daughters, Constance, Yvonne, Frances, and Demi Kalpakis, who make me proud every single day. Fourth, I am thankful for my aunt Dr. Katherine Stabile whose intelligence, guidance, and mentorship has helped me become a better person and educator. Fifth, I appreciate the love and support from my sisters, nieces, extended family, and friends throughout my life. I am eternally grateful for these blessings!

This work is in loving memory for my brother-in-law, George Kanis, who also taught me about dedication, hard work, human decency, and unconditional love. He instilled my desire to create a more caring and loving world through my personal, academic, and professional capacities.

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CHAPTER 1

Introduction

Higher education institutions recognize the need for students to acquire global competence or the knowledge, skills, attitudes, and values to thrive in an increasingly connected and diverse global society (Dwyer, 2004; Efthymiou & Monahan, 2021; Ingraham & Peterson, 2004; Mansilla et al., 2013; Miller-Perrin & Thompson, 2014). According to Olds (2012), many of these institutions articulate global competence as a goal of international education and offer study abroad programs to help students develop this important skill in the workplace. Students who study abroad can use their travel experiences to cultivate their “awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures” (National Association of Colleges and Employers [NACE], 2022). Caolo (2020) explains that college graduates with these competencies can connect with diverse populations making them well-rounded in the professional work they will do. Mansilla et al. (2013) also adds that globally competent students who investigate the world from beyond their immediate environment, recognize their own and other perspectives, communicate ideas effectively with diverse audiences, and take action to improve conditions will succeed in this new global age.

Students studying abroad develop global competence when they gain higher levels of intercultural sensitivity to confidently interact with peers, professors, and nationals from different cultures and deal with issues in unfamiliar environments (Movassaghi et al., 2014). Intercultural sensitivity, which is the ability to discriminate and experience relevant cultural differences, enables a person to evaluate his or her own

culture in an unbiased manner and allows multicultural interactions in different settings to become more natural (Rose, 2014). Globally competent students who achieve a greater understanding of one's own cultural values and biases can effectively interact with people from other cultures and develop a more sophisticated way of looking at the world (Dwyer, 2004).

Prior research has established that students gain higher levels of intercultural sensitivity in semester or year-long study abroad programs (Dwyer, 2004). However, the Institute of International Education (IIE) reported that 65% of undergraduate college students who studied abroad in 2016-2017 chose short-term study abroad programs over long-term (Baer et al., 2018). Short-term programs (eight weeks or less) are more popular than long-term programs (a semester or more) because they meet the needs of students who could not otherwise study abroad (Gaia, 2015). According to Pai and Wilson (2019), short-term programs cost considerably less than long-term programs. Some students can also be involved in extracurricular activities or athletics, or have family or work obligations, which prevent them from leaving for extended periods of time. Other students can also be completing multiple majors or attending colleges and universities where required courses are not offered every semester.

Students studying abroad in short-term programs reported they did not possess the intercultural sensitivity necessary for adequate intercultural learning (Goldoni, 2015), and indicated they would have had more successful outcomes if they had better training before they studied abroad (Engle, 2013). Intercultural learning is defined as the process of acquiring increased awareness of subjective cultural context and developing greater ability to interact sensitively and competently across cultural contexts (Bennett, 2009).

Prior research shows that it is simply not enough for institutions of higher education to send students for academic study at a foreign site without giving them skills to maximize their learning opportunities (Engle & Engle, 2004). Higher education institutions must provide study abroad students with more powerful and relevant learning prior to their departure and make global competence a priority in the preparation of their programs (Mansilla et al., 2013).

Purpose of the Study

The purpose of the current study is to investigate how a short-term study abroad program's use of pre-departure training relates to the development of global competence in its student participants. Research studies within the past 10 years have not adequately examined whether study abroad pre-departure program orientations contribute to successful learning outcomes and if these outcomes help students in their professional careers over time. For example, there were several studies that established the relationship of study abroad and academic outcomes (Luo & Jamieson-Drake, 2015; Miller-Perrin & Thompson, 2014; Twombly et al., 2012; Whatley & González Canché, 2021), but few studies examined study abroad preparation and process (Jackson & Nyoni, 2012; Ramos, 2013; Woods et al., 2017), especially in short-term study abroad program development (Eckert et al., 2013; Medora & Roy, 2017). There were also relatively few studies that analyzed how students viewed their learning and growth from study abroad experiences and how they benefited from this learning in their professional lives (Medora et al., 2020; Walsh & Walsh, 2018). The current study addresses these research gaps by using student insights to explore a pre-departure training for a short-term study abroad

program, assess their learning, and identify components within the pre-departure training that they value most in their lives.

Conceptual Framework

This study examines a pre-departure training that is guided by a conceptual framework which integrates three different learning theories to develop empathy and the empathic skills instrumental in the understanding of and learning from other cultures. According to the American Psychological Association (n.d.), empathy is defined as “understanding a person from his or her frame of reference rather than one’s own, vicariously experiencing that person’s feelings, perceptions, and thoughts”. This conceptual framework is guided by Vygotsky’s sociocultural theory (Robbins, 2007), Cartwright and Cottrell’s interpersonal empathy theory (Gladstein, 1983), and Segal’s social empathy theory (Shute, 2020). The conceptual framework illustrates how students learn through the development of social empathy by using cognitive, behavioral, emotional, and social influences on the learning process (Cherry, 2022). The conceptual framework was applied to a pre-departure training given to full-time community college students who were in good academic standing, expressed interest in global learning, and demonstrated leadership skills in academic and professional settings.

The first learning theory is Vygotsky’s sociocultural theory which suggests that social interactions lead to continuous changes in thought and behavior that can vary greatly from culture to culture (Woolfolk, 1998). Vygotsky states that cognitive development in intercultural learning depends on interactions with people, and the tools that cultures provide (i.e., language) help individuals form their personal views of the world (Zhou & Brown, 2015). Cultural tools can be passed from one individual to

another by imitative, instructed, and collaborative learning (Tomasello et al., 1993), and allows students to construct knowledge through social interaction when they engage with cultures in their host countries (Tudge & Winterhoff, 1993).

The second learning theory is Cartwright and Cottrell's interpersonal empathy theory which suggests that intercultural learning develops with interpersonal connections made through intrapersonal empathy (Lanzoni, 2015). According to Bošnjaković and Radionov (2018), people are social beings who form their lives through social relationships, and whose social interactions depend on an understanding of another person's mental state defined by their emotions, desires, wishes, thoughts, behaviors, and intentions. Students who become aware of other people's perspectives can make stronger interpersonal relationships. These students can regulate their own emotions to provide affective responses and predict behavior for successful interactions.

The third learning theory is Elizabeth Segal's social empathy theory which suggests that interpersonal empathy is more than an innate characteristic, but a learned social skill with continuing opportunities for development and growth (Gerdes et al., 2011). According to Segal, interpersonal empathy has the potential to translate into something greater called social empathy, which she defines as the ability to genuinely understand people from different socioeconomic classes and racial/ethnic backgrounds (Segal et al., 2012). Students who develop empathy and learn about the systemic conditions and historical backgrounds of diverse groups can explore experiences they are not familiar with and discuss causes, pros and cons, dangers, and advantages of lifestyles unlike their own. This research suggests that empathy is a driver of prosocial behavior and that these students will have the social responsibility or moral obligation to make

decisions, take actions, and improve relationships to benefit society (Decety et al., 2015; Jiang et al., 2021).

As mentioned earlier, the current study examines a pre-departure training of a short-term study abroad program. This intentional training is designed to transform the empathy of its student participants through a process that develops their cognitive, intrapersonal, and interpersonal skills depicted in the conceptual framework. Guided by Segal's assertion of social empathy, this study explores if study abroad students develop empathy, they can better understand the nature and importance of human connectivity and be more proactive in improving their social relations in their host countries and beyond. It was intended for study abroad subjects who participated in this training to provide their insights on whether this training helped them cultivate global competency for meaningful intercultural learning during and after their study abroad experiences.

Significance of the Study

According to Kitsantas (2004), rapid global development and a growing demand for cross-cultural adaptability in employees have put pressure on higher education institutions to provide high-quality outcomes with their study abroad programs. Some of the high-quality outcomes established in prior research are changes in students' worldview (Carlson & Widaman, 1988), global perspective (McCabe, 1994), and cross-cultural skills (Kitsantas & Meyers, 2002). Nevertheless, study abroad outcomes can be affected by many variables. For example, Engle and Engle (2004) identified seven factors that played a role in determining study abroad outcomes. These factors are program duration, language competence, language use (in coursework), academic work, housing arrangements, guided cultural/experiential learning, and structured reflection

opportunities (Fuller, 2007). Kitsantas (2004) also established that cross-cultural training prior to departure and student goals influenced cross-cultural development in study abroad programs.

Expanding on the work of Kitsantas, this case study focuses on the use of cross-cultural training in study abroad preparation since research on this topic has been sparse and dated. According to Gao and Gudykunst (1990) and Paige (1986), cross-cultural training includes awareness of culture and cultural differences, factual knowledge necessary for adjustment, challenges to people's emotional balance that intercultural experiences can bring, and opportunities to practice skills and behaviors that can assist people's adjustment. These trainings were found to build awareness of culture shock and develop interpersonal skills that facilitate cross-cultural communication and increase empathy.

The current study is significant because many higher education institutions do not hold study abroad orientations with cross-cultural training prior to departure and their students are not introduced to the importance of culture and the stresses that often occur when students attempt to adjust in new settings (Brislin & Kim, 2003). As a result, these institutions are missing opportunities to maximize students' cross-cultural skills at a time when graduates need them the most to succeed (Olds, 2012).

New research that identifies, compares, and assesses pedagogical strategies, such as pre-departure training and the role it plays on developing students' cross-cultural skills and global understanding, can reinforce study abroad as a high impact practice (Kuh, 2008). This research can then provide higher education institutions with innovative new ideas on how to re-design their study abroad program orientations, syllabi, and classroom

practices to amply prepare students for their experiences abroad and maximize their outcomes in global competency (Eckert et al., 2013). The more globally competent students become, the more successful interactions they will have while studying, working, and living in an interconnected global society. Higher education institutions can then produce more global citizens or citizens of the world who can create the societal change this new global age demands (Akyol et al., 2021).

Connection with Social Justice and/or Vincentian Mission in Education

Many higher education institutions want to provide an intellectual and moral education in which students respect the rights and dignity of every person and learn to build a better world through service to those who are underrepresented, discriminated upon, or disadvantaged. These institutions are values-driven, connected to the community, and supportive of diversity (Udovic, 2005). They often have missions to develop curricula and other educational programs that are focused on human values and human rights (Human Rights Educators [HRE] USA, 2022). The research of the current study supports these educational goals because it focuses on the development of global competency through empathy. Students who develop empathy can devote their intellectual and physical resources to search out the causes of poverty and social injustice and encourage solutions that are adaptable, effective, and concrete. Students with empathy can seek further efforts toward global harmony and create an atmosphere in which all embody the spirit of compassionate concern for others.

Research Questions

This study explored the use of pre-departure training in student study abroad travel. More specifically, this study examined how students participating in a short-term

study abroad program perceived their global competency after their pre-departure training and subsequent travel experience. This study was framed by the following research questions:

1) How do study abroad participants perceive the role of pre-departure training in their study abroad experience?

2) How do study abroad participants perceive the role of pre-departure training in their development of global competence?

3) What is the perceived value of the study abroad experience in the lives of participants today?

Design and Methods

This research called for a qualitative lens and an interpretivist approach to determine how study abroad participants interpret and make meaning of a pre-departure training with respect to their study abroad and career experiences (Glesne, 2016). A case study research method was used as this method is an appropriate tool to explore the “how” or “why” a phenomenon occurs in a case or cases within a real-life, contemporary context or setting (Yazan, 2015; Yin, 2014). The case was the pre-departure training program which was “bounded” by time and place (Creswell & Poth, 2018, p. 96). This pre-departure training program was “bounded” because it is a program with a special curriculum given to study abroad participants before they traveled to an overseas seminar.

The study focused on a pre-departure training that was “unusual or unique” (Creswell & Poth, 2018, p. 99). The training involved training sessions specifically designed to develop empathy and build critical thinking, intercultural communication,

collaboration, and public speaking skills of its participants so they can have successful interactions in diverse environments. These components are often not included in pre-departure study abroad programs across the nation and have not been adequately studied in this context. The study used a single embedded case study approach to study the pre-departure training provided in several pre-departure study abroad orientations. This approach would allow the researcher to obtain in-depth information on the training from each participant to understand the differences and the similarities between the cases as established in Baxter and Jack (2008) and Stake (2005) and analyze the data both within each situation and across situations as in Yin (2003).

In case study research, the researcher is the instrument collecting data and uses multiple forms of data to build an in-depth description of the case (Creswell & Poth, 2018). For this study, the researcher collected data from a small sample consisting of 13 students who participated in a study abroad program in Central Europe. According to Yin (2014), small samples sizes are sufficient when they can provide enough details to study the case. All participants were full-time undergraduate students who were selected to participate in the study abroad program through an application process and completed pre-departure orientation training prior to overseas travel. These participants were identified through purposeful and convenience sampling as being informative for the research questions and accessible to the researcher for the duration of the study. These participants were recruited via email which included a description of the study, time commitment, and student responsibilities.

In this study, the data examined were words from each of the participants describing their study abroad experiences. The researcher used multiple data sources,

such as, questionnaires with semi-structured questions, interviews with a semi-structured set of open-ended questions, and personal essay documents to triangulate the data and allow themes and ideas to emerge to make case assertions (Lincoln & Guba, 1985; Stake, 2005). During the data collection, the researcher engaged with participants to clarify and certify the recorded data. After data collection, the researcher reported preliminary analyses and themes to available participants to corroborate how well their experiences were represented in the data analyses (Creswell & Poth, 2018).

Summary

Higher education institutions have recognized the need for college students to acquire the knowledge, skills, and attitudes to live and work in a diverse global society. These institutions offer study abroad opportunities to assist students in their intercultural learning. However, many of the undergraduate students who participated in short-term study abroad programs have felt unprepared and unsuccessful in their study abroad experiences. Higher education institutions can offer intentional pre-departure training that develops global competence to assist study abroad students with their intercultural learning. Short-term study abroad students who participated in this type of training were investigated. An embedded single-case study design was used to determine if the pre-departure training helped these students develop global competency for better learning experiences. Data from student questionnaires, interviews, and reflections were synthesized, coded, and analyzed. Findings showed that the pre-departure training prepared study abroad students for active engagement in their host country and developed their intercultural sensitivity and empathy for global competency. Moreover, findings showed that students valued the global competency they developed from their study

abroad experience by committing themselves to a continual pursuit of global citizenship in their personal and professional lives. This information is crucial for higher education institutions as they strive to produce more culturally competent global citizens than ever before.

Definition of Terms

The following section provides operational definitions of key terms used in this study:

Career Readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

Contextual Understanding is knowing systemic conditions and historical backgrounds.

Cultural Learning is identified with those instances of social learning in which inter-subjectivity or perspective-taking plays a vital role, both in the original learning process and in the resulting cognitive product.

Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others.

Empathy is understanding a person from his or her frame of reference rather than one's own, vicariously experiencing that person's feelings, perceptions, and thoughts

Global Competency is the knowledge, skills, attitudes, and values to thrive in an increasingly connected and diverse global society

Global Mindedness is when individuals have a natural perspective of the world that promotes the unity and interdependence of humans and believe in universal human rights.

Globalization is the spread of products, technology, information, and jobs across national borders and cultures.

Global Citizen is a citizen of the world who is aware of and understands the wider world and their place in it, takes an active role in their community, and works with others to make our planet more peaceful, sustainable and fairer.

Global Citizenship is the awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act.

Intercultural Learning is the process of acquiring increased awareness of subjective cultural context (world view), including one's own, and developing greater ability to interact sensitively and competently across cultural contexts as both an immediate and long-term effect of exchange.

Intercultural Sensitivity is the knowledge and awareness of other cultures and others' cultural identities.

Internationalization is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education.

Long-term study abroad program lasts an academic year of two semesters or three quarters which is generally between 26 and 45 weeks of actual coursework (excluding vacations).

Perspective-taking is looking at a situation from a viewpoint that is different from one's own.

Pre-departure Orientation is programming intended to prepare students for a meaningful, successful, and educational experience abroad. Pre-departure orientation addresses everything from practical concerns with passports and student visas, health and safety,

and academics to cultural adjustment, intercultural learning, and diversity awareness. The orientation can include information on housing, finances, transportation, and emergency contacts, and consist of written materials, in-person meetings, webinars, online training modules, e-mail correspondence, phone conversations, or some combination of these elements.

Short-term study abroad program lasts eight weeks or less which may include summer, January, or other terms of eight weeks or less.

Social empathy is the ability to genuinely understand people from different socioeconomic classes and racial/ethnic backgrounds.

Social responsibility a moral obligation on an individual to take decisions or actions that is in favor of and useful to society.

Study abroad is a term given to a program, usually run through a university, which allows a student to live in a foreign country and attend a foreign university for academic credit.

CHAPTER 2

Introduction

This chapter provides a review of research on study abroad identifying the students who participated in these programs, their program locations and lengths, and the outcomes they were expected to achieve. There are also details on three learning theories (Vygotsky, Cartwright and Cottrell, and Segal) that were used to make the conceptual framework for a pre-departure study abroad training examined in this study. Lastly, there are studies on short-term study abroad programs which focus on their preparation and process and evaluate their student learning and growth. These studies will provide detailed information on student outcomes and the variables that may have influenced them. This research is vital to understand why a pre-departure training is the central focus of this study, why the conceptual framework is being applied to this training, what student outcomes are expected from the training, and why program variables should be investigated.

Conceptual Framework

The conceptual framework in the current study integrates three learning theories from Vygotsky (Robbins, 2007), Cartwright and Cottrell (Gladstein, 1983), and Segal (Shute, 2020) to explain how empathy can contribute to student intercultural learning in study abroad experiences. In this process, individual empathy is developed in three dimensions: cognitive, intrapersonal, and interpersonal, to create social empathy. Social empathy is defined as the ability to genuinely understand people from different socioeconomic classes and racial/ethnic backgrounds (Segal et al., 2012).

A key attribute of social empathy is that it embodies intercultural sensitivity. Intercultural sensitivity allows individuals to experience relevant cultural differences for better multicultural interactions. Thus, the current study investigates the role a pre-departure training plays on increasing intercultural sensitivity to develop social empathy for improved interpersonal connections during study abroad experiences.

Vygotsky's Sociocultural Theory

Lev Semyonovich Vygotsky was an educational psychologist best known for his sociocultural theory. His theory suggests that social interaction leads to continuous changes in thought and behavior that can vary greatly from culture to culture (Woolfolk, 1998). Cognitive development depends on interactions with people and the tools that culture provides (i.e., language, thoughts, and ideas) help individuals form a personal view of the world (Zhou & Brown, 2015). There are several important underlying themes of Vygotsky's cognitive development theory on cognitive development: 1) the significance of culture, 2) the role of language in culture, and 3) an individual's relationship with and development within this sociocultural world.

For the present study, it is particularly important to understand how learning occurs under Vygotsky's sociocultural theory. Vygotsky believes that there are three ways a cultural tool can be passed from one individual to another: 1) imitative learning which is when one person tries to imitate or copy another; 2) instructed learning which is when one remembers the instructions given and then uses these instructions to self-regulate; and 3) collaborative learning which is when a group strives to understand each other and work together to learn a specific skill (Tomasello et al., 1993). Based on this theory, students in study abroad programs can construct knowledge through social

interaction when they engage with culture and collaborate with diverse individuals in their host countries.

Cartwright & Cottrell's Interpersonal Empathy Theory

Research by Rosalind Cartwright and Leonard Cottrell focuses on the significance of empathy and its central role in interpersonal relationships (Lanzoni, 2015). According to Bošnjaković and Radionov (2018), people are social beings who share their lives with others, and their lives are formed through social relationships. The way people engage in social interactions depends highly on their understanding of other people's mental state, especially emotions, desires, wishes, thoughts, behaviors, and intentions. Empathy enables us to become aware of others, share in and react to their emotions, provide affective responses, and predict their behavior for successful interactions (Reynolds & Scott, 2001). Empathy is therefore essential for a healthy coexistence among people, mutual understanding, and cooperation. Based on this theory, study abroad students can have more successful interpersonal connections with host nationals when they have an "accurate appraisal of another's thoughts or feelings" and "appreciate the other person's feelings without becoming so emotionally involved that their judgment is affected" (Lanzoni, 2015).

Elizabeth Segal's Social Empathy Theory

Elizabeth Segal's research focuses on the primary benefits of interpersonal empathy and its potential to transform into something greater called social empathy. Her work is based on the notion that interpersonal empathy is more than an innate characteristic, but a learned social skill with continuing opportunities for development and growth (Gerdes et al., 2011). As interpersonal empathy corresponds to a greater evidence of prosocial

behavior, social empathy can inspire positive societal change and promote social well-being through greater use of democratic processes, social tolerance, and civic engagement (Morrell, 2010). Levels of aggression, prejudice, and stereotyped views decline, while understanding and social advocacy increases for members of stigmatized groups (Batson et al., 2002). Social empathy is therefore necessary to foster the creation of a more inclusive and just society.

Segal's research suggests that social empathy can be developed in study abroad students when they learn about empathy and the diverse people they meet. Social empathy requires an individual to understand social norms, a member of different systems and institutions, and an inextricable part of a larger societal and historical context. Segal developed the Social Empathy Index Model which identifies three primary components to empathy education: interpersonal empathy, contextual understanding (of systemic conditions and historical backgrounds), and social responsibility (Segal et al., 2012). Each element relies on an individual's ability to listen and take perspective on experiences they are not familiar with and discuss causes, pros and cons, dangers, and advantages of lifestyles unlike their own.

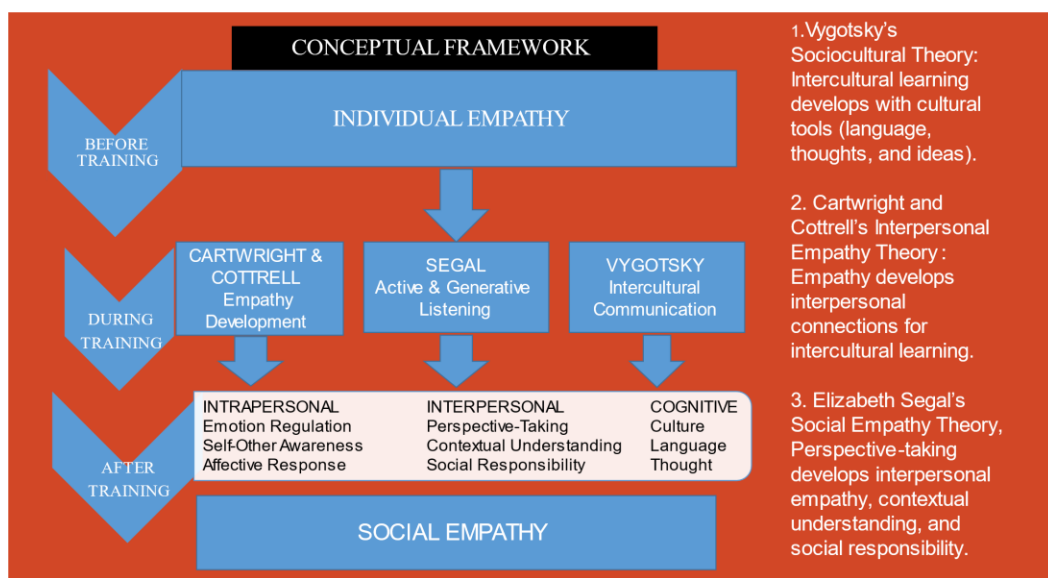
The three learning theories of Vygotsky, Cartwright and Cottrell, and Segal were combined to form the conceptual framework of the pre-departure study abroad training used in this study. The pre-departure training was given to community college students who were in good academic standing, expressed interest in global learning, and demonstrated leadership skills in academic and professional settings. By utilizing this framework for the training, students were expected to learn about empathy, increase their levels of intercultural sensitivity, and improve their intercultural communication and

collaboration skills before they traveled abroad. According to Efthymiou & Monahan (2021), the earlier study abroad students understood the nature and importance of human connectivity, the more proactive they would be in improving their social relations in their host countries and beyond.

The conceptual framework shown in Figure 1 demonstrates the process of transforming a student’s individual empathy to one that is socially empathic through deliberate instruction and practice in a pre-departure training.

Figure 1

Conceptual Framework Illustrating Social Empathy Transformation



Note: This framework shows the three learning theories that influence the process of developing individual empathy into social empathy. From “Virtual International Program: Transformation Pedagogy for Global Participation”, by L. Efthymiou and A. Monahan, 2021, *Ubiquitous Learning: An International Journal*, 14(2), p. 67. (<https://doi.org/10.18848/1835-9795/CGP/v14i02/63-72>). Copyright 2021 by Common Ground Research Networks.

The training begins with the fundamentals of intercultural communication and collaborative learning which facilitate the development of intrapersonal attributes (i.e., emotion regulation, self-other awareness, and affective reaction) and interpersonal attributes (i.e., perspective-taking, contextual understanding, and social responsibility) necessary for building empathy. Empathy developed by this training enables individuals to listen and understand multiple perspectives and discern socially responsible actions to improve relationships in the world around them. When this transformation takes place, students can have more meaningful intercultural learning experiences with host nationals while studying abroad. Furthermore, these students can develop global competence to successfully navigate in a globally diverse 21st century society.

Trends in U.S. Study Abroad Participation

Previous studies have found that most students who study abroad attend four-year institutions since these institutions have more resources and administrative support to make internationalization, which is defined by Knight (2003) as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education, a strategic priority on their campuses (Whately, 2021). Institutions can offer diverse programs, market study abroad opportunities, work with faculty to understand the benefits and advocate for study abroad, assess study abroad outcomes, and report national data collection efforts. Students who study abroad primarily identify as females, have good attitudes toward literacy and are open to diversity, major in a social science, participate in diverse interactions and co-curricular activities during the first year of college, and have parents with college degrees (Luo & Jamieson-Drake, 2015). Furthermore, these students are usually not from a lower

socioeconomic status group that often struggles with financial impediments (Whately, 2017).

Most college students participate in study abroad to receive an “effective credit-bearing learning experience” that prepares them for an increasingly globalized and integrated world (Marks et al., 2018, p. 1592). Students have reported positive gains in the areas of sociocultural awareness and cultural competence (Bell, 2016) which are necessary skills in a globally competent workforce (Young et al., 2015). Most of the superior gains in these areas were reported from long-term study abroad programs over short-term programs (Lingo, 2019).

The Institute of International Education (IIE), however, has been reporting a small but consistent trend of community college students studying abroad in short-term programs. For example, 56% of the 7,215 students who studied abroad in 2016/2017 traveled to Europe, with smaller percentages traveling to Latin America and the Caribbean (Baer et al., 2018). Within Europe, these students primarily traveled to the United Kingdom, Italy, and Spain for short-term durations of eight weeks or less during the academic year or for summer programs. These students tend to be more diverse along racial/ethnic lines compared with four-year college study abroad students, reflecting the general student populations at their institutions (Raby, 2012). For example, 39% of community college students who studied abroad in 2016/2017 identified themselves as racial and ethnic minorities compared to only 29% of students from other colleges nationally (Baer et al., 2018). Since there are more community college students participating in short-term study abroad programs, new research is needed for ways to

assist this new pool of students in making more positive gains from their overseas experiences.

Review of Study Abroad Related Literature

Prior studies on study abroad programs, their student learning outcomes, and any factors that can influence these outcomes help set the parameters of this study. These studies were published from 2004 to the present and employed both qualitative and quantitative analyses. The researcher had to retrieve articles from 2004 as there was only a limited number of scholarly, peer-reviewed articles on the topic of study abroad preparation, programs, and outcomes available in academic journals from the past two decades. The paucity of literature has been further compounded by the COVID-19 pandemic halting higher education study abroad operations worldwide (Martel, 2020).

The review of literature identified three salient themes that were relevant to this study: 1) the role of study abroad on global competency development, 2) the use of pre-departure orientations for study abroad preparation, and 3) the addition of pre-departure cultural immersion activities in study abroad learning experiences. While prior research has established that study abroad programs can develop global competency in student participants (Coker et al., 2018; Dwyer, 2004) and that global competency can be greatly influenced by students engaging in cultural immersion activities (He et al., 2017; Medora et al., 2020; Woods et al., 2017) in pre-departure orientations (Goldoni, 2015; King et al., 2013), studies examining specific characteristics of the pre-departure orientation activities that create the greatest change in its participants have been limited (Miller-Perrin & Thompson, 2014).

The Role of Study Abroad on Global Competency Development

Dwyer (2004) established that students gained global competency from study abroad when it measured student outcomes for Institute of Education Students (IES) alumni from the past 50 years. The IES conducts formative and summative evaluations of its programs, surveying students both during and immediately after study abroad experiences. The study used a survey with questions covering basic demographics and study abroad behaviors, attitudes, and achievements. Findings revealed that student participants experienced intercultural development and personal growth. This study also demonstrated that full-year study abroad students had more positive gains in global competency than short-term program participants.

First, full-year study abroad students reported their study abroad experience influenced them to keep in touch with host country nationals and re-visit the country they studied in. Second, full-year students reported that the study abroad experience helped them better understand their own cultural values and biases and develop a more sophisticated way of looking at the world. Third, full-year students reported that the study abroad experience prompted them to seek out a greater diversity of friends, interact with people from different cultures, and learn about another language or culture. Fourth, full-year students reported personal growth in self-confidence, maturity, and ability to tolerate ambiguity. Lastly, full-year students refined or changed their political and social views, increased their political and social awareness, remained in contact with U.S. friends they met while studying abroad, and participated in community organizations after their study abroad experience.

Coker et al. (2018) later conducted a quantitative study that expands on Dwyer's assertions by comparing student outcomes of study abroad students participating in different program lengths. This study consisted of five groups of graduating seniors (no study abroad, semester, short-term, two short-terms, and semester plus short-term) from Elon University, a medium size private liberal arts university, over a five-year period. This university required experiential learning which included study abroad as an option and had a high National Survey of Student Engagement (NSSE) performance. The NSSE is a survey that measures student engagement by examining student participation in programs and activities that institutions provide for their learning and personal development, and results provide an estimate of how undergraduates spend their time and what they gain from attending college (National Survey of Student Engagement [NSSE], 2021). The NSSE asked students whether they participated in several forms of experiential learning, including study abroad.

Coker et al. (2018) revealed that 72% of Elon's graduating students participated in study abroad and analyzed their views on multiple perspective-taking, relationship building, perceived learning, personal development, and overall college experience. Students with longer study abroad program lengths reported significantly higher scores in their perceived learning, development, and overall college experience. These students felt they were better able to understand themselves and others, think critically and analytically, and work well with others after their study abroad experience.

Dwyer (2004) and Coker et al. (2018) established that study abroad develops global competence in participants. However, students with longer program lengths reported higher gains in global competency than students in shorter programs. In such

instances, short-term program participants can benefit from an opportunity to improve their intercultural learning before they travel abroad. Goldoni (2015) and King et al. (2013) both explore this assertion and provide us with evidence supporting the use of a pre-departure orientation for student preparation in study abroad.

The Use of Pre-Departure Orientations for Study Abroad Preparation

Goldoni (2015) gathered information on cultural and linguistic immersion experiences students had studying abroad and the effects these experiences had on their identity and used this information to recommend pre-departure orientation preparatory activities. This ethnographic study applied Vygotsky's sociocultural theory to dig deep into the students' cultural artifacts, social interactions, learning opportunities, agency, and resourcefulness (Vygotsky, 1978). This study researched 160 undergraduate college students from the School of Liberal Arts in Georgia Gwinnett College (GGC) who studied abroad in three different cities in Spain over a three-year period. This study utilized semi-structured in-person interviews to discuss linguistic, socio-cultural, and academic experiences the students had abroad. These experiences included any critical moments or challenges the students faced. Students were asked to explain how and why they responded to such experiences, how these experiences changed them, and how they felt at that point.

In Goldoni (2015), most of the student participants were Caucasian undergraduates in short-term programs with English as the main language and had limited exposure to opportunities for language and cultural learning. Students reported they had insufficient opportunities for cultural learning when they felt unprepared to interact with the host culture from a linguistic, cultural, and personal standpoint. Students

felt they were not provided with the tools to critically analyze the host culture and overcome their difficulties. Students also felt they did not acquire the experience or interpersonal abilities to be agentive and seriously invested in an intercultural learning process. Overall, this study suggests that studying abroad alone is insufficient, and that student preparation is key to successful study abroad outcomes and/or experiences.

King et al. (2013) further supported the claim that pre-departure study abroad orientation preparation was beneficial for successful student outcomes in study abroad. This study used a grounded theory approach to analyze college students from six colleges and universities to learn about their cross-cultural ability to understand others in intercultural experiences. These institutions consisted of four small liberal arts colleges, one midsized, and one large university participating in the Wabash National Study of Liberal Arts Education (WNS). The WNS examines institutional practices and student experiences relating to growth on seven collegiate outcomes and self-authorship.

Qualitative data were collected from one-on-one semi-structured student interviews to examine institutional practices and student experiences. Two major themes with respect to intercultural learning were identified. Intercultural learning occurred when students directly encountered other people's experiences and when they felt safe enough to explore cultural differences. This study found that a pre-departure orientation helped students feel safe enough for them to explore cultural differences during their trip. Through hearing about or observing other people's experiences, these students were able to understand culture as it was lived rather than as an abstraction enabling them to draw connections.

Goldoni (2015) and King et al. (2013) substantiated that a pre-departure orientation gave students an opportunity to build their skills before traveling so they can have better contact with host nationals during their experiences abroad. Moreover, recent studies demonstrated that specific pre-departure orientation components and /or activities should be in place to produce better student outcomes. He et al. (2017), Medora et al. (2020), Woods et al. (2017) show the benefit of adding pre-departure cultural immersion activities in study abroad preparation.

The Addition of Cultural Immersion Activities in Study Abroad Preparation

He et al. (2017) revealed that an overseas experience itself was not enough in preparing students to take advantage of some cross-cultural learning opportunities. The study ascertained that a variety of intercultural immersion experiences were needed to develop global awareness and intercultural sensitivity in student participants. In this study, 12 in-service full-time K-12 teachers from North Carolina schools participated in a study abroad program which had three phases: 1) a pre-departure online course; 2) a 4-week short-term program in China; and 3) a follow up curriculum design and delivery activities. The pre-departure course included global competency, intercultural communication strategies, Chinese and American cultural comparisons, an overview of the Chinese education system, and Chinese language classes. In China, the teachers attended Chinese cultural seminars and language classes, and field experiences in different schools. Findings showed that language learning experiences helped teachers make informed and affective connections with second language learners regardless of language proficiency learning outcomes, and the international experience with reflection made teachers prepared for multicultural learning.

Medora et al. (2020) further supported the positive role of cultural immersion experiences in study abroad. In this study, students in a Semester at Sea (SAS) Study Abroad Voyage visited several countries across the world. Data were collected from a survey administered at the beginning and the end of the voyage. Both surveys consisted of the same demographic questions, past international travel experiences, and measures of participants' intercultural sensitivity and global mindedness. Student responses in a series of open-ended questions revealed the importance of having cultural immersion experiences and a curriculum that required them to reflect and apply what they learned. Results suggested that a "cultural awareness" component for 15 to 20 minutes during every class period had a great influence in the students' cultural sensitivity (p. 313). The cultural awareness module presented students with a variety of prejudicial and/or discriminating ethnic, gender, and cross-cultural scenarios which they discussed in smaller groups and for which they generated options on how they solve them. Additionally, lecture classes that focused on the specific culture of the country where the ship docked and assignments that required students to talk to local people about their own life challenges and strengths greatly increased student intercultural sensitivity.

Woods et al. (2017) also demonstrated that pre-departure cultural immersion activities can greatly contribute to student personal growth in study abroad experiences. In this qualitative study, the University of Cincinnati Blue Ash College (UCBA), which is an open access, two-year public university, analyzed student perceptions about pre-departure activities for three short-term, faculty led study abroad programs in Great Britain, Costa Rica, and Quebec. Their students were typically not able to study abroad as they led complicated lives managing academics, jobs, and families. Researchers believed

that these students did not have the background to fully understand the challenges and benefits of study abroad opportunities and decided to be more intentional about preparing these students for their study abroad experience. Their preparation included an orientation with pre-departure activities, a behavior policy workshop, and social gatherings.

Students received an open-ended survey before they engaged in the pre-departure activities to describe their hopes, expectations, and/or concerns about studying abroad. Pre-departure findings indicated that most students did not believe that behavioral problems would transpire. However, the students had mixed feelings about friendships with peers or locals in their upcoming travels. Some felt anxious about loneliness or isolation abroad, while others anticipated they would form great friendships as they traveled and studied with peers. After completing their study abroad programs, these students received an online open-ended survey about their experience. Post-program findings indicated that students did understand that behavioral or group problems could arise, and that the behavior policy would help them come up with strategies to address these issues. Students also reported that they formed friendships and built community during the pre-departure activities which helped them alleviate their fears of traveling and provided them with a safe place to address any concerns about travel and group dynamics.

He et al. (2017), Medora et al. (2020), and Woods et al. (2017) all demonstrated the benefit of adding cultural immersion activities in study abroad preparation. These studies demonstrated that pre-departure cultural immersion activities created a safety zone and bond between students to help them enjoy themselves, identify peers they trust, and feel more comfortable with one another from the onset of their study abroad

experiences. Furthermore, these studies determined that study abroad students needed to supplement their overseas travel experiences with opportunities for personal growth by developing their willingness, openness, and ability for cross-cultural learning.

Conclusion

The review of literature revealed that studying abroad plays a positive role in developing global competence in its students, especially for long-term program participants. Full-year study abroad students reported more intercultural development and personal growth than those from shorter programs. Subsequent studies then demonstrated pre-departure orientations were useful in helping study abroad students prepare for their study abroad experiences for different program lengths and locations. These orientations showed evidence of success when they included cultural immersion activities to help students develop behavior and cultural awareness before their travel experiences. Study abroad program leaders could expand on this research to create more deliberate pre-departure orientations by establishing which pre-departure cultural immersion activities contribute to the greatest change in personal growth for its participants.

CHAPTER 3

Introduction

The purpose of this study was to assess the use of a pre-departure training uniquely designed for a short-term study abroad program at a large, urban community college in the northeast region of the United States. The study examined whether pre-departure training enhanced the overseas travel experience for study abroad participants and whether the training aided them in their development of global competence. This study sought to inform international educators on the development of study abroad programs and provide them with additional data on the type of training that improves student experiences, facilitates intercultural learning, and cultivates global competency.

Chapter two analyzed the conceptual framework guiding the study, reviewed existing studies, and identified emerging categories from the related literature. This chapter provides an overview of the methodological approach used for data collection and analysis for the included case study. The single embedded case study approach was used to examine the use of a pre-departure orientation training to promote global competence in students participating in a short-term study abroad experience. A single embedded case study approach captured student perceptions from a small yet diverse sample of undergraduate students who participated in the pre-departure training before their study abroad travel to Central Europe.

Research Questions

This study explored the use of pre-departure training in student study abroad travel. More specifically, this study examined how students participating in a short-term study abroad program perceived their global competency after their pre-departure training

and subsequent travel experience. This study was framed by the following research questions:

1) How do study abroad participants perceive the role of pre-departure training in their study abroad experience?

2) How do study abroad participants perceive the role of pre-departure training in their development of global competence?

3) What is the perceived value of the study abroad experience in the lives of participants today?

Setting

A pre-departure study abroad training was given to students participating in a short-term study abroad program that was established to produce global leaders. The study abroad program was offered annually during the spring semester. The pre-departure training for this program was held in a classroom on a public, urban community college campus in the northeast region of the United States. The college reported fall 2021 enrollment as 10,989 with students representing 111 nations of birth and 67 native languages. Twenty-four percent of all students were born outside the United States, and the top five-non-English native languages for all undergraduates are Spanish, Chinese, Bengali, Urdu, and Korean. In terms of the student body demographic, 31% of students were Asian or Pacific Islander, 27% African Americans, 26% Hispanic, 14% Caucasian, and one percent American Indian or Native Alaskan (“Fast Facts”, n.d.). Out of the 10,989 students at this institution, 9,732 students were degree and certificate seeking students, and 63% of these students were enrolled full-time. The curricula with the highest enrollments were Liberal Arts & Sciences (LA), Business Administration (BA),

Health Science (HS), Criminal Justice (CJ), and Psychology (PSYC). The college reported the average age for all Associate Degree students as 24, and 28% of these students were 25 years and older. Lastly, 45% of all Associate Degree students were 45% male and 55% female.

The pre-departure training was implemented in three-hour sessions for approximately nine weeks, and consisted of lectures, interactive activities, and group discussions on the following topics: 1) levels of empathy, 2) empathy through song, body language, and art, 3) intercultural communication and collaboration, 4) active and generative listening, 5) public speaking, 6) networking and etiquette, 7) globalization, and 8) global citizenship. The annual training averaged a total of 27 hours. The study abroad experience consisted of a week-long seminar in Central Europe which the students attended right after the training.

Participants

The participants in the current study consisted of 13 former students who participated in a pre-departure training for a study abroad program. In qualitative research, there is no consensus regarding the exact size of a proper sample (Mocănașu, 2020). According to Mocănașu (2020), some qualitative researchers deem the sample size as very important to reach reliable conclusions and ensure reliability of the research, whereas others emphasize the abundance of data submitted by participants in the sample. The researcher concurs with the concept of “information power” to guide adequate sample size for qualitative studies (Malterud et al., 2016, p. 1753). According to Malterud et al. (2016), information power indicates that the more information the sample holds relevant for the actual study, the lower number of participants is needed. According to

Yin (2014), my sample size is sufficient to provide enough information in my study. In this study, the 13 students who participated in the same study program and received the unique pre-departure training provided more than adequate information to answer the research questions.

These participants were selected from a pool of former students who took part in the pre-departure training at the college for an overseas seminar in Central Europe. As the program was a fully funded scholarship opportunity, participants were chosen from a two phase-application process. The first phase required an application submission in the fall semester prior to the spring program. To be eligible to apply, students needed to 1) be current, full-time matriculated students and continuing students for the spring semester; 2) have a cumulative grade point average (GPA) 3.0 or higher with a minimum of 12 completed credits at the college, 3) submit two references from any past or current professors from that school, 4) submit an essay explaining how participation in the program will advance personal, educational, and/or career goals, 5) show leadership skills, volunteer, and/or paid work experience on- or off-campus on a resume, and 6) have valid travel documents to leave and re-enter the United States.

The second phase involved a group interview where a committee asked each perspective applicant to share who had the greatest influence in their lives and explain how they changed from this influence. The students then worked in a group activity and reflected on this experience. Students from all programs of study, i.e., Business, Health Sciences, Liberal Arts, Science, Technology, Engineering, and Mathematics (STEM), and Visual and Performing Arts (VAPA), who met the application requirements were able to apply. Both phases of the application provided the program selection committee

with details on whether the students had the ability to challenge themselves academically and personally in this rigorous program.

Demographic information of the participants, such as gender, age, ethnicity, academic major, education level, and citizenship was collected from each participant to show the diversity of the pool of participants. Eleven of the 13 students were U.S. citizens, and two students were international students with an F1 visa from Albania. There were eight male students and five female students, ranging in age from 20-50 years old. Six students identified themselves as Hispanic, three Caucasian, two African American, one Asian, and one Iranian. Furthermore, these students completed seven different associate degree academic majors, which include Business, Chemistry, Computer Science, Criminal Justice, Engineering, Health Sciences, and Liberal Arts. Lastly, 11 of the 13 students advanced from associate degrees to complete bachelor and master’s degrees. The names of the participants in the study were redacted and replaced by pseudonyms to protect their identities. This allowed the researcher to reference the data collected while maintaining the integrity of the study. Participants’ demographic information is indicated in Table 1.

Table 1

Participant Demographics

Pseudonyms	Gender	Age	Ethnicity	Academic Major	Educational Level	Citizenship
Arlene	Female	24	Hispanic	Business	Bachelor	USA
Rita	Female	41	Iranian	Business	Bachelor	USA
Neal	Male	23	Caucasian	Computer Science	Bachelor	Albania
Justin	Male	22	Asian	Engineering	Associate	USA
Monique	Female	24	African American	Liberal Arts	Bachelor	USA

Table 1 (continued).

Daniela	Female	38	Hispanic	Liberal Arts	Associate	USA
Juan	Male	27	Hispanic	Liberal Arts	Master	USA
Andrew	Male	25	Caucasian	Chemistry	Master	Albania
Reggie	Male	42	African American	Criminal Justice	Master	USA
Warren	Male	26	Caucasian	Business	Master	USA
Mario	Male	27	Hispanic	Liberal Arts	Master	USA
Lily	Female	28	Hispanic	Business	Master	USA
Javier	Male	23	Hispanic	Health Sciences	Bachelor	USA

Purposeful and convenience sampling was used to select a diverse pool of students who participated in the pre-departure study abroad training. An email with details on the study was sent to all participants (see Appendix C). Purposeful sampling allows case study researchers to consider the type of cases that are most “promising and useful” for their study (Creswell & Poth, 2018, p. 100). Purposeful sampling allowed the researcher to work with small samples of people who were “nested in their context” and “studied in-depth” so they can best inform her about the research problem under examination (Miles et al., 2020, p. 27). These participants were also selected through convenience sampling as these individuals were fellows from the same training program who were accessible and willing to participate within the time frame of the study. By using purposeful and convenience sampling, the researcher was able to gain access to and get relevant data from students who participated in the pre-departure study abroad training that was examined in the study. According to Marshall (1996), it is also imperative to try to get a maximum level of variation possible from the target population,

and the researcher was successful in showing different perspectives of the training from a variety of subjects of the college.

Study Design

Yin's embedded single-case study design was used to address the research questions as this approach was best suited to answer explanatory questions, such as the "how" and "why" (i.e., under what conditions) a particular phenomenon occurs (Yin, 2014). Case studies allow for an in-depth exploration and are often used in analyses when the phenomenon happens in real time and not within the researchers' control (Mattison et al., 2020; Yin, 2014). A single case study allows the researcher to explore new theoretical relationships to develop a deeper understanding of the phenomena (Gustaffson, 2017). Within the embedded single-case study design, two or more embedded units of analysis are positioned within a case and context. According to Stake (2006), the context is expected to influence the case's activities and functions. Furthermore, the "boundedness" of the case helps distinguish it from its context and limits the amount of data to be collected to study the phenomenon (Merriam & Tisdell, 2016; Stake, 2006; Yin, 2017). The single-case study design was selected over a multiple-case study design, as the approach allows for more broad analysis of the embedded units, which produces greater insights into the case (Yin, 2014).

In this study, the embedded single-case approach was used to capture the circumstances and conditions of a pre-departure training designed to build global competence for a study abroad program. The context of the study was the study abroad program, and the case was the pre-departure training for that program. The first embedded unit of analysis was the empathy component of the training, and the second

embedded unit of analysis was the intercultural communication component of the training. Specifically, the components of the training included instruction, reflection, and group discussion on the two sub-units: empathy and intercultural communication. In this embedded case study approach, the researcher revealed that the two sub-units of analysis were essential to develop student global competency for the study abroad program.

The embedded single-case study design approach was essential for this study because the research goals influenced this methodological choice. Embedded single-case study analyses provide empirically rich, context specific, holistic accounts for phenomena and contribute to theory-building rather than theory-testing (Willis, 2014). According to Willis (2014), these analyses develop explanatory hypotheses with an inductive use of evidence within a case. This approach provides a coherent explanation of the key sequential steps in a hypothesized process and sensitivity to alternative explanations and potential biases in the available evidence. In this study, this approach best served to study the complex process of building global competency in diverse students for their study abroad travel. This approach allowed the researcher to gain insights from the participants about two essential components of global competency (empathy and intercultural communication) and identify any atypical or extreme cases.

Data Collection Procedures

In case study research, the researcher is the instrument collecting the data and uses multiple forms of data to build an in-depth description of the case (Creswell & Poth, 2018). The data sources included in this study were questionnaires to identify student attributes and learning outcomes, student reflection essays for additional data on learning outcomes and the value of their study abroad experience, and interviews for more

descriptive data on the development and value of global competency from the pre-departure training. The questionnaires, documents, and interviews provided multiple sources of evidence for each embedded unit of analysis. Data triangulation from these sources developed convergent evidence for the case study. Prior to this data collection, ethics approvals were obtained for the respective institutional review boards (see Appendices A-B) and written informed consent forms were obtained from each participant (see Appendices D-F). Invitations to participate were sent by email, with follow-up phone calls and/or emails after the initial invitation.

Questionnaires

Questionnaires with semi-structured questions collected by email from each participant were one source of data collection (see Appendix G). Questionnaires were designed to ask thought-provoking questions on how students experienced and remember their time abroad (Engle, 2013). The questionnaire used in the study included demographic questions to collect data on citizenship, ethnicity, gender, age, academic major, and education level from the participants, and asked questions with planned probes to see how students perceived their learning and experience to answer Research Questions 1 and 2.

Documents

Reflection essays written by the participants immediately after they returned from their study abroad experience were a second source of data collected for this study. These essays were submitted to the college president and copies were placed in each student's file in the researcher's office. Students were asked to write about what they learned and experienced at the seminar overseas (see Appendix I). In document research, many issues

can arise in locating materials that are often at sites far away, or assessing how public these materials are, and obtaining permission to use the materials (Marshall & Rossman, 2015). Fortunately, the researcher had access to their files stored in her office and all documents were legible as they were typed on a computer. Furthermore, the students were given an opportunity to re-read what they submitted prior to their interviews, and the researcher requested their permission to use them in the study. This data source using unplanned probes provided additional data on student learning and the perceived value of this learning to answer Research Question 3.

Interviews

Interviews conducted with each of the participants were a third source of data collected for this study. Interviews are frequently used in qualitative research because they “attempt to understand the world from the subjects’ point of view, unfold the meaning of their experience, to uncover their lived world” (Brinkmann & Kvale, 2015, p. 3). Interview questions are usually the sub-questions in the research study which make up the interview protocol (see Appendix H). Guided by Miles et al. (2020), the researcher used planned and unplanned probes during the interviews to discover new relationships and patterns during the interview. The interview protocol consisted of a semi-structured set of open-ended questions that focused on understanding the components of the pre-departure training which were the embedded units of analysis in the study. The questions were centered on student perceptions of the pre-departure training and their development of global competency during and after their travel overseas to answer Research Questions 1, 2, and 3. Each interview was conducted in a video conference with the Webex platform

at a location and time convenient for each participant. Each interview lasted approximately 20-30 minutes and was recorded with the participants' consent.

Trustworthiness of the Design

A researcher must conduct qualitative research that is “plausible, credible, trustworthy, and therefore defensible” (Johnson, 1997, p. 282). To confront the issue of validity or trustworthiness, researchers must judge the “goodness” of their qualitative research by using several tactics to test and confirm their findings (Miles et al., 2020, p. 289). According to Miles et al. (2020), one tactic that can ensure the basic quality of data is triangulation by data source (i.e., persons, times, places), method (i.e., observation, interview, document), researcher, and theory. Researchers should “aim to pick triangulation sources that have different foci and different strengths, so that they can complement each other” (p. 294).

Researchers “make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence” (Creswell & Poth, 2018, p. 260). In triangulation, different methods are used as a check to see if methods with different strengths and limitations all support a single conclusion. This strategy reduces the risk for conclusions that will reflect only the biases of a specific method and allows a researcher to gain a more secure understanding of the issues being investigated (Maxwell, 2013). Researchers who collect information from multiple methods also complement and expand the data. Researchers gain information about different aspects of the phenomena being studied or about different phenomena. Different methods are used to broaden the range of aspects or phenomena being addressed in addition to strengthening conclusions about some phenomenon.

In this study, the first tactic used to ensure the basic quality of the research was triangulation with different data sources (several study abroad participants from different years) and different methods (questionnaires, interviews, and personal reflection essays). Triangulation of these sources and methods allowed the researcher to explore self-reporting behaviors, perspectives, and goals of each study abroad participant and compare findings for similarities and differences between the cases over time.

A second tactic employed to ensure the basic quality of the research was checking for researcher effects. According to Miles et al. (2020), there are two possible sources of biases: the effects of the researcher on the case and the effects of the case on the researcher. The researcher avoided biases stemming from researcher effects on the case in several ways. First, unobtrusive measures (i.e., document analysis) were used as part of the data. Second, the researcher explained the research goals, reviewed consent forms, and reaffirmed what she planned to do with the data with all the participants prior to the interviews. Third, the researcher offered to conduct the interviews away from the school environment and in a congenial social environment chosen by the participants. Fourth, the interviews were conducted several years after the students graduated from the institution where the researcher was employed as the director of the study abroad program. This allowed the researcher to get a tacit understanding of the participants' perspectives that they may have been reluctant to state if they were still attending that institution. Lastly, the researcher avoided biases stemming from the effects of the case by sharing the data and emerging themes with several professional colleagues who were familiar with institutional research and the study abroad program for them to review the data and offer their own perspectives and interpretations. Feedback from peers and

colleagues facilitated the researcher to look for any unsupportive findings. The researcher also looked for any outliers and rival explanations to protect against selection biases and help build a better explanation.

A third tactic employed to ensure the basic quality of the research was getting feedback from participants for member checking. Using member checks to verify or extend interpretations and conclusions is one of the most critical techniques for checking representativeness and establishing credibility (Creswell & Poth, 2018). To accomplish this, the interviews were audio-recorded and transcribed. The transcripts were then emailed to the participants with a summary of the themes drawn from the data analyses. Each participant was asked to verify the accuracy of their transcript and interpretations drawn and provide any additional comments or thoughts they may not have provided during their interview.

Research Ethics

Qualitative data collection is much more than focusing on the actual types of data and the procedures for gathering them. Qualitative data collection means “anticipating ethical issues involved in gaining permissions, conducting a good qualitative sampling strategy, developing means for recording information, responding to issues as they arise in the field, and storing the data securely” (Creswell & Poth, 2018, p. 147). Researchers apply three guiding principles to consider and address all anticipated and emergent ethical issues as they plan for and engage in data collection: “respect for persons (i.e., privacy and consent), concern for welfare (i.e., minimize harm and augment reciprocity), and justice (i.e., equitable treatment and enhance inclusivity)” (p. 151).

All qualitative researchers have the ethical duty to protect the anonymity of their study participants. The researcher accomplished this task by using pseudonyms throughout the study. The researcher also gained support from the participants by requesting and receiving signed and dated informed consent forms from each of them prior to the study. In each informed consent form, the researcher conveyed to the participants that they were voluntarily participating in a study and that they could exit the study at any point. The researcher also explained the purpose of the study to the participants, so they were not deceived in any way about the nature of the study.

Data Analysis Approach

Three data sources (questionnaires, documents, and interviews) were used to provide the necessary data to answer the research questions. The questionnaires reported student outcomes from the study abroad experience. Essay documents supplemented data on what students learned and expanded on the value of this learning in their lives. However, interviews were the main source of descriptive data as they dug deeper and narrowed the data to establish if global competence was reported in any student outcome and if the pre-departure training had any specific contribution towards its development.

Questionnaires

The researcher collected questionnaires via email from each of the participants who were interviewed in this study. The answers from the questionnaires were imported as media files into a web-based, computer-assisted qualitative data analysis software program called Dedoose. This program allows a researcher to organize and analyze research data, no matter what form those data take.

Documents

The researcher retrieved essays that were written by the student participants immediately after they returned from their study abroad experience in Central Europe. The essays were written to the president of the college and copies were stored in the physical files of each of the students in the study abroad office of the college. The essays were written for several reasons. First, the students had an opportunity to thank the president for the study abroad program which was fully sponsored by the college. Second, the students informed the president about what they learned from their study abroad experience at a de-briefing held after every completed study abroad program. Third, the students had an opportunity to inform the president and senior level college administrators the importance of continuing to offer this study abroad program to future students. The text from the essays were also imported into the Dedoose program.

Interviews

The researcher conducted interviews with former students who participated in the study abroad program training. The virtual interviews were recorded on Webex and the audio files were imported to and transcribed by a computer application program called Otter.ai. The researcher reviewed the Otter.ai transcriptions several times for accuracy and made any necessary revisions. The transcriptions were then sent to each of the participants so they can confirm that they accurately reflected what they said. It is integral that researchers engage in multiple validation strategies, one of which is to have studies reviewed and corrected by the participants (Creswell & Poth, 2018). Transcripts were then imported into the Dedoose program.

After importing all three sources into Dedoose, the researcher conducted open coding with a start list of codes developed from the conceptual framework and the review of literature for this study. Codes are utilized in qualitative data analysis, so the researcher translates data into smaller units for later purposes of “pattern detection, categorization, assertion or proposition development, theory building, and analytic processes” (Saldaña, 2016, p. 4). In an open coding process, parent and child codes were entered into Dedoose for the first cycle of coding. Codes in this open coding process represented categories related to the constructs of interest. Nevertheless, it was important to remain open to new possibilities and interpretations of the data and use documentary evidence to develop additional codes (Charmaz, 2014).

In the second round of coding, also known as *Invivo* coding, the researcher reviewed, highlighted, and tagged excerpts in the questionnaires, transcripts, and personal essays for key expressions the interviewees made when they mentioned any of the training material concepts. The researcher then re-read the questionnaires, transcripts, and personal essays several times highlighting noteworthy phrases and words to create any additional codes using the language of the participants. The researcher subsequently grouped the data into categories to reflect similarities and differences of the participants for a deductive and descriptive coding process. A third and final round of coding was conducted to make a final list of codes after the data were discussed with the researcher’s peer group (see Appendix J). Pattern coding was then applied to divide and index themes that were essential in categorizing passages in preparation for analysis and interpretation.

After the data were coded, the researcher conducted three qualitative data analysis processes to answer the research questions. The researcher utilized a qualitative chart

called a Packed Cloud code, which is a graphic design possibility for code frequencies that arranges the most frequent words or phrases from a text in a larger font size than others (see Appendix K). As the frequency of particular words or phrases decreases, so does their size (Miles, Huberman, & Saldaña, 2020). According to the visual display, the top five most identified codes by size for all three sources of data were: Intercultural Sensitivity, Global Citizenship, Empathy, Intercultural Communication, and Teamwork. This display gave the researcher a first glance at the most identified codes within the data to confirm which outcomes of the training were perceived to have had the greatest influence on the students' study abroad experience.

Expanding on the Packed Cloud analysis, the researcher also ran a Code Co-Occurrence analysis to ascertain which two codes were most frequently mentioned together (see Appendix L). According to this visual display, Teamwork and Collaboration were the two codes most frequently mentioned together (53 times). This display provided the researcher with details on the two elements that students recognized as essential components of their study abroad experience.

Because the Packed cloud displays codes randomly and not in any set order, the researcher also needed to explore whether there may have been some hierarchical or proportionate importance of some kind in the coded data. To address this issue, the researcher filtered the data again to see which source(s) contributed to higher frequencies. According to a Code Application analysis (see Appendix M), the top five codes students reported were 1) Intercultural Sensitivity (98 times), 2) Global Citizenship (88 times), 3) Empathy (85 times), 4) Intercultural Communication (84 times), and 5) Teamwork (75

times). This information provided the researcher with a more accurate picture of the primary skills students developed from the study abroad program.

The researcher was able to “generate meaning, minimize bias, and ensure the best quality of conclusions from the data” by employing a combination of tactics with the Packed Cloud, Code Co-Occurrence, and Code Application analyses (Miles et al., 2020, p. 274). One tactic used was “noting and testing patterns” of variables involving similarities and differences among categories and processes involving connections in time and space within a bounded context (p. 275). A second tactic was “clustering” which inductively forms categories and places data into those categories (p. 277). A third tactic was “making comparisons and/or drawing contrasts” between things that differ to test conclusions (p. 280). A fourth tactic was “counting” to see what you have in a large batch of data, verify a hypothesis, and keep yourself analytically honest, protecting against bias (p. 279). Using this combination of noting patterns, clustering, making comparisons/drawing contrasts, and counting techniques, the researcher looked for overlapping themes from the three sources of data: questionnaires, personal reflection essays, and interviews.

Researcher Role

According to Banks (1998), “biographical journeys of researchers greatly influence their values, their research questions, and the knowledge they construct”, and that “the knowledge they construct mirrors their life experiences and values” (p. 4). I came into this research with the knowledge I gained when I did my study abroad experience as a first-generation undergraduate student back in 1989. Having gone through this experience allowed me to understand the significance of study abroad in

student learning and the types of questions that need to be asked to best describe changes in thought and behavior. However, it is still important to strive for objectivity even though it is considered as an idealized and unattainable goal.

Banks (1998) also asserts it is integral to re-think and re-conceptualize objectivity so that it will have legitimacy for diverse groups of researchers and incorporate their perspectives, experiences, and insights. I tried to achieve objectivity in my research by designing and implementing the pre-departure training in collaboration with many different faculty who have expertise in global diversity learning and extensive knowledge in the areas of empathy, intercultural communication, and global citizenship. I have worked as the director of the study abroad program at the community college since 2012 and have consistently looked for faculty from different areas of discipline to contribute new perspectives and innovative ideas to implement in the training. I have also been deeply committed to improving the training based on the annual feedback of participating faculty and students.

In the quest for authentic voices from the students I researched, I took two types of cross-cultural researcher positions, the *indigenous-insider* and *indigenous-outsider*. According to Banks, the *indigenous-insider* position endorses “the unique values, perspectives, behaviors, beliefs, and knowledge of his or her indigenous community and culture and is perceived by people within the community as a legitimate community member who can speak with authority about it” (p. 8). This position is important because “insiders claim that only a member of their ethnic or cultural group can really understand and accurately describe the group’s culture because socialization within it gives unique insights into it” (p. 6). It is in the *indigenous-insider* role, I created a safe space or

environment to share and discuss mutual study abroad experiences with the students. Like many of my participants, I was a first-generation undergraduate student who participated in a study abroad program. This position allowed me to gain trust from my students because they were able to see that I participated in and learned from similar situations.

I also took the *indigenous-outsider* position since I was the director of the study abroad program. According to Banks (1998), an *indigenous-outsider* is “socialized within the indigenous community but has experienced high levels of cultural assimilation into an outsider or oppositional culture. The values, beliefs, and knowledge of this individual are identical to those of the outside community. The *indigenous-outsider* is perceived by indigenous people in the community as an outsider” (p. 8). This position allowed me to appear as a seasoned professional who the students respected and trusted. Subjects who respect and trust their researcher may be more inclined to be committed throughout a study and provide honest and thoughtful responses (Greener, 2018).

Conclusion

A study abroad program was the context and the pre-departure training designed for global competence was the case examined in this single-embedded case study. Empathy and intercultural communication training components were the two sub-units of analysis. This study used a purposive student sample to examine how short-term study abroad students perceived their global competency after their pre-departure training and subsequent travel experiences. Data from three forms of data sources (questionnaires, documents, and interviews) were synthesized, coded, and analyzed for overlapping themes. Data triangulation of these three sources provided a convergence of evidence to

support student perceptions of the pre-departure training and its value in their study abroad experiences. Findings highlighted which pre-departure training components students viewed as essential in developing their global competency and how students valued this development in their current professions and lives.

CHAPTER 4

Introduction

This case study inquiry was conducted to assess the use of a pre-departure training uniquely designed for a short-term study abroad program at large, urban community college in the northeast region of the United States. The study sought to examine whether pre-departure training enhanced the overseas travel experience for study abroad participants and whether the training aided them in their development of global competence. A single embedded case study approach was utilized to capture student perceptions from a small yet diverse sample of undergraduate study abroad students who participated in the pre-departure training before their study abroad travel to Central Europe. The results of this study serve to inform international educators on the development of study abroad orientation programs and provide them with additional data on a pre-departure training that improves student experiences and promote intercultural learning.

The first chapter of this study outlined the purpose of the study. The second chapter provided trends in U.S. study abroad participation and a review of related research on study abroad programs and outcomes. The third chapter described the research method selected and the data collection methods used which consisted of questionnaires, interviews, and document analyses. This chapter starts with a description of the case which highlights the components of a pre-departure study abroad training program and ends with a summary of the findings and themes that emerged from the data collection and analyses. The findings were guided by the following research questions:

1) How do study abroad participants perceive the role of pre-departure training in their study abroad experience?

2) How do study abroad participants perceive the role of pre-departure training in their development of global competence?

3) What is the perceived value of the study abroad experience in the lives of participants today?

Three salient themes were identified with respect to the research questions posed in this study: 1) pre-departure training prepares students for active engagement in host country, 2) global competency is associated with intercultural sensitivity and empathy in students, and 3) global competency promotes a continual pursuit of global citizenship for students.

Description of Case

The study focused on the experiences of full-time undergraduate students who participated in pre-departure training for study abroad travel to Central Europe. A large, urban community college in the northeast region of the United States offered a short-term study abroad scholarship opportunity to a minimum of 15 students during the spring semester. In this program, the college fully sponsored the students to participate in a one-week intensive, international study abroad seminar. This seminar is dedicated to promoting education for engaged knowledge and responsible action in an interdependent world (GCA, n.d.). The seminar's focus is to assist colleges and universities graduate students who are aware of their place in a globalizing world, have a solid understanding of the challenges the world is confronting, and are willing to make a positive difference in the world.

The seminar required students to actively participate in several workshops taught by American and European faculty who shared the knowledge of how to manage interdependence in a way that made globalization, which is defined by Fernando (2021) as the spread of products, technology, information, and jobs across national borders and cultures, a positive force for humanity and not one for increasing inequality and conflict. Students also visited a nearby holocaust concentration camp memorial site as a field trip during the week-long program.

Students who participated in this seminar were viewed as ambassadors of their sponsoring college. As such, the director of the study abroad office felt it was imperative to prepare these students for their study abroad experience and advised a mandatory pre-departure training before their travel. All students had to actively participate in all sessions of the training. The pre-departure training was conducted on campus in three-hour sessions every Friday from the beginning of the spring semester to the week before travel (approximately nine weeks). There were four central themes of the pre-departure training which the director felt holistically prepared the students for their participation in the study abroad program: 1) empathy, 2) intercultural communication, 3) listening, and 4) globalization/global citizenship.

Specifically, the training sessions consisted of lectures and discussions, videos and reflections, journals, and group activities on the following topics: 1) levels of empathy, 2) empathy through song, body language, and art, 3) intercultural communication and collaboration, 4) active and generative listening, 5) public speaking, 6) networking and etiquette, 7) globalization, and 8) global citizenship. Students were also required to do an individual and group presentation on global issues. The annual

training averaged a total of 27 hours. The study abroad experience consisted of a week-long seminar in Central Europe which the students attended right after the training. Student subjects for this study participated in this training in different cohorts between the years 2014-2019.

The primary source of data came from student interviews and this data supported the questionnaires and personal essays collected from each of the students. Student interviews were conducted one-on-one via the audio-conferencing platform Webex. The interview questions centered on student perceptions of the pre-departure training and the development of global competence during and after their overseas travel experience to answer all three research questions. The questionnaires used in the study also focused on student perceptions of their experience and learning to corroborate data for Research Questions 1 and 2, and analyses from personal essays provided additional evidence of the value of what students learned for Research Question 3.

Findings

Three salient themes were identified with respect to the pre-departure training and the students' study abroad experiences after the data were synthesized, coded, and reviewed. After multiple cycles of coding, the three themes that emerged were 1) pre-departure training prepares students for active engagement in host country, 2) global competency is associated with intercultural sensitivity and empathy in students, and 3) global competency promotes a continual pursuit of global citizenship for students. These emerging themes highlighted how the pre-departure training influenced the overall student experience in the host country as well as the development of global competency.

Furthermore, the emerging themes emphasized the value of the study abroad training in the students' lives today.

Theme 1: Training Prepared Students for Active Engagement in Host Country

The first theme illustrated that the study abroad experience for participants was shaped by their preparation to actively engage with peers and faculty in the host country. Student participants revealed that the pre-departure training provided them with ample opportunities and the necessary skills to prepare them for this type of engagement. Every session of the pre-departure training included a lecture, a question-and-answer session with faculty, and a group activity with student peers. Student participants reported they learned to reflect and discuss their thoughts and feelings with one another about sensitive subjects as a direct result of this training structure. "Javier," a 23-year-old Hispanic male who participated in the training in 2018 and completed a Bachelor's in Human Development, recognized the importance of these training sessions to prepare him for his engagement at the study abroad program. In an interview, Javier stated:

Because we met consistently on Fridays that was helpful, because we met with the people who we were going with that was helpful, in terms of engaging with the material, we learned enough for that not just for ourselves, but for the people we were visiting.

Student participants appreciated the time they invested in the training which simulated the work they did at the seminar. Students felt prepared because they were able to learn and practice their intercultural communication and collaboration skills with each session of the training.

Student participants also revealed that the training helped them become comfortable meeting student peers and faculty for the first time. Students reported they were not intimidated when they were immediately placed into groups to discuss themselves and their perspectives on very sensitive global issues. “Andrew,” a 25-year-old Caucasian male from Albania who participated in the training in 2018 and is currently pursuing a PhD in Chemical Engineering, indicated in his interview that the training taught him to engage with peers, faculty, and locals in the host country which he had no experience in doing before the trip:

Something else that I think it was really important, at least to me, because I was an international student, and I hadn't much interactions with adults and you know, professionals outside of classrooms or outside of like, you know, official, or how do I say, like official meetings or gatherings or business. So really, the people that came to give talks to us were like professors and people who had been to Austria before, they kind of relaxed our tone of communication with adults. And it was really cool talking to them afterwards, and finding out that what they do in their daily life, how's their routine, and you know, what other students have been through before us, because some of these people who came to give talks to us were people who had done that before. So they kind of had some expectation for us. And that was good. And that also prepared us for the week in Austria itself, where we met new people that we had no idea who they were. After the training, students felt they were able to meet new students and faculty they did not know and speak to them in a language with which they could understand each other.

Student participants were also very appreciative of the skills they developed from the pre-departure training which gave them the confidence and ability to to be actively engaged in the host country. “Lily,” a 28-year-old Hispanic female who participated in the training in 2014 and completed a Master’s in Integrated Marketing, stated in her interview that the training was instrumental in assisting her to learn about the people she didn’t know but needed to interact with:

You know, we were sent in groups with people, we had that big project where we kind of had to speak with our group and present, towards the end of the trip, and interacting with people you didn't really know. So I think in that sense, you're also learning about the person, but you're also trying to work together as a group to come up with a solution to a problem. Yeah, it was very different. Everyone has such different viewpoints. So I think, in that sense, I learned to have to listen, and even though I don't agree with their viewpoints, learn that their points are still valid. And you can say I disagree with this, but let's come up with a solution that we can both agree on for this presentation. I think adapting to the different personalities and the different kind of opinions specifically for that project, and people that were very different from all over the world. But in that sense, I think that was a great learning experience.

Furthermore, students were grateful to have the have the skills and opportunity to process what they learned so they can see the importance of it. Because of the training, “Mario,” a 27-year-old Hispanic male who participated in the training in 2016 and is currently pursuing a MD-PhD (research physician) program, was able to “use everything he

learned to actually talk to another person from another country that has a different perspective on everything and actually be able to interact with that person.”

Student participants placed a high value on the opportunities they had to work, learn, and grow with one another during their study abroad experience. Student participants consistently mentioned how challenging yet gratifying their teamwork experience was during the seminar. Mario explained in his interview that his active engagement had a long-lasting impact on him and the relationships he developed during the collaboration process:

Accepting others' differences was one of the most challenging parts of this trip. I started by not being able to empathize with others but the experience of the trip brought us all together, and equipped me with better socializing skills. By the end of the trip, I had worked on a project with a team I led and it saddened us that we had to depart because of the tight connections we had built.

Moreover, student participants found that the training helped improve their performance with group activities with student peers and faculty in the host country. “Reggie,” a 42-year-old African American male who participated in the training in 2016 and is currently pursuing a Juris Doctor (law) degree, attributed his active engagement during the seminar to the training he received. He stated in his interview that the training “enhanced my people skills, group thinking skills, critical thinking skills, and problem solving skills”, which enabled him to “listen to other people's views and opinions and take those views and opinions and add them to what I was already thinking.”

Student participants confirmed that the pre-departure preparation was absolutely vital for them to be active learners during the seminar in their questionnaires and essays .

“Neal,” a 23-year-old Caucasian male from Albania who participated in the training in 2019 and completed a Bachelor’s in Computer Science, reported in his questionnaire that “my understanding of the host country started before we departed since every Friday we would hold a seminar on the history, politics, and culture as well as what we could expect when we reached there.” Additionally, Neal felt that the training was a good foundation for him to become actively engaged and succeed at the seminar. In his essay, he stated that the training helped him “overcome the fear of speaking up” and “engage in critical thinking” enabling him to welcome and embrace ideas that were different from his own during the seminar.

A triangulation of the three data sources exemplified that student participants felt the training made them well prepared to actively engage with student peers and faculty in their host country. The pre-departure training assisted these students to develop the skills necessary for active engagement and provide them with many opportunities to practice those skills. These students learned to embrace opinions and perspectives that were different from their own and were made comfortable in sharing their thoughts on different issues. Their preparation was evident when they were placed in groups with different people from different schools to formulate solutions for a global issues at the seminar.

Theme 2: Global Competency is Associated with Intercultural Sensitivity and Empathy

The second theme described that student participants gained the awareness, skills, and values to become globally competent with intercultural sensitivity and empathy they developed from the pre-departure training. Student participants reported that they were able to build and maintain collaborative relationships to work effectively toward common

goals when they learned to appreciate other cultures with intercultural sensitivity and understand others from their frame of reference with empathy. Reggie explained in his interview how the training taught him how to make cultural connections:

Taught me to make connections between the culture I grew up in and the varying cultures others grew up in. I learned that cultural similarities do exist and can be used to find a common ground while problem-solving. I also learned that cultural differences can be reconciled through awareness and respect for the views and norms of other cultures.

Most important, students felt very well equipped to transition into other cultures with the understanding that differing opinions can co-exist without one needing to prevail over the other.

Student participants also recognized the importance of having intercultural sensitivity and empathy for all people and not just for those individuals they were engaging with during the study broad program. Andrew disclosed an appreciation and willingness to learn more about people who came from different cultures and backgrounds. He stated in his interview “I had a different view for people that did not look or think like me. Now I felt a need to want to know their story, their perspectives, their needs, and their dreams.”

Student participants also documented how invaluable intercultural sensitivity and empathy was for their professions today. “Arlene,” a 24-year-old Hispanic female who participated in the training in 2018 and completed a Bachelor’s in Business Administration, acknowledged that developing empathy has been fundamental in her life, personally and professionally:

I think the empathy part is pivotal and it aged very well. And I think that's what I always look back to kind of questioning my own thoughts, how I see things and be like, well, can this be another way? Or can we think of the other side of it, like putting myself in their shoes, like the additional person that thinks within the training. And there in Austria, I think that it also helped us as well to bring perspective and kind of bring us back down and I guess it humbles us a little bit.

Furthermore, Arlene added that her empathy training has helped her with her current role at her company where she is expected to be “empathetic to not only customers and stakeholders but colleagues and people across the world.” Arlene explained that she uses empathy as a guide for her own work and the work she does to help others.

Student participants also displayed emotional intelligence when they dealt with uncomfortable interactions during the study abroad program. Emotional intelligence is the ability to understand, use, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict (APA, n.d.). “Warren,” a 26-year-old Caucasian male who participated in the training in 2016 and completed a Master’s in Business Administration, reported in his interview that he was able to apply the skills he developed from the training to diffuse conflict among his team group members:

And during that time, there were maybe two to three people who were arguing regarding the presentation format and just like ideas that they wanted to share with the spectators. And normally coming from an academic background, I sort of have my own way of handling things in an academic environment. So, since I was not the only person, and since I'm only a member of maybe the team of five, I sort

of had to understand that my perspective and my way of doing things might not be exactly how other people might want to progress on with the group discourse. So, I had to sort of listen more and understand more the different perspectives of people and try to mediate the conflict that was brewing between the different team members. So, once we came sort of to a mutual understanding, and listened more than give our own thoughts and perspectives, we sort of progressed as a team and succeeded in crafting a good presentation.

Student participants were able to diffuse conflicts by learning to listen before making any assumptions and jumping to conclusions to better understand people from different cultures.

Student participants corroborated their global competence by mentioning how they developed intercultural sensitivity from the program in their questionnaires and essays. “Daniela,” a 38-year-old Hispanic female who participated in the training in 2018 and completed an Associate’s in Liberal Arts, stated in her essay that the program “opened up her mind” and explained in her questionnaire that she “learned to appreciate different cultures and take the time to understand that everyone is different.” “Monique,” a 24-year-old African American woman who also participated in the training in 2018 and completed a Bachelor’s in Psychology, highlighted in her questionnaire that the program allowed her “to see the differences and similarities of the lives of those who lived outside of the United States,” and added that she “actively wants to learn about other countries and cultures outside of the United States.” In their essays, “Justin,” a 22-year-old Asian male who participated in the training in 2019 and completed an Associate’s in Engineering Science, stated he “was excited to see what the world was like from a

different point of view,” and Reggie supplemented he learned to see the world beyond his own ethnocentrism and came into emotional resonance for others whom he shared the world with.

Student participants also validated the importance of developing empathy in their questionnaires and essays. “Rita,” a 41-year-old Iranian female who participated in the training in 2017 and completed a Bachelor’s in Accounting, believed that the discussion about empathy during the training was fundamental in laying the foundation for everyone to be comfortable to connect to others. Rita stated in her questionnaire that with empathy she had the ability to have an “open dialogue to discuss the different points of view and understand that everything is tolerable even though it may feel uncomfortable.”

Additionally, Monique learned that many people dealt with things firsthand and that changed her perspective on how she reacted to certain situations. Monique stated in her essay that she learned the important lesson of showing empathy by “being able to listen to what people have to say, understanding it and not be quick to give my point of view.”

A triangulation of the three data sources revealed that the pre-departure training helped student participants become globally competent by developing their skills in intercultural sensitivity and empathy. This development in students was evident when they interacted with others in unfamiliar situations and discussed opinions and perspectives different from their own. These students were able to process this information without being judgmental and release their views without being insulting to others. Most important, they were comfortable with being uncomfortable and pushed themselves out of their comfort zone to gain a better understanding of how people viewed the world differently.

Theme 3: Global Competency Promotes a Continual Pursuit of Global Citizenship

The third theme revealed that student participants with global competency reported a continual pursuit of global citizenship. Global citizenship is defined as the awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act (Reysen & Katzarska-Miller, 2013). After their study abroad experience, student participants considered themselves to be global citizens and continually searched for ways they could better society in their lives. Many of these students attributed their personal and professional success to their pursuit of global citizenship ideals.

Student participants were first inspired to be global citizens by talking about global citizenship in the training. Javier felt that the training provided him with a solid understanding of tackling problems and discussing sensitive topics about other cultures:

I remember when we started talking about how to be a global citizen, how to understand other cultures, and whenever I remember essays and stuff like that, it was nice to be instructed into these things. So, when we went there, we were able to have some vision about how to tackle some problems, and how to talk about certain things that may be difficult. So, yeah, I think it was great.

Students developed a global perspective and started viewing the world from a more macro level. In this new perspective, they learned the important tenets of global citizenship which were that the world had no real borders, its people were all connected despite their geographical locations, and all their actions affected one another.

Student participants were greatly influenced by this global learning and wanted to share this knowledge with others when they returned from the program. According to Reggie, it was crucial to teach other people about their role in the world:

The Global Citizenship Alliance Team taught me that we must be tough on these issues but easy on one another. As human beings, we are citizens of the world, and we are all a part of the global community. I will promote what I have learned through discussions with my family, friends and the college community. I intend to share the meaning and responsibility of being a global citizen with my peers and followers on social media.

Furthermore, student participants became inspired to pursue careers in which they can become change agents in communities around the world. For example, Reggie felt he would make a big impact on the world stage with a career in international law. He explained that the program:

Really expanded my mind into human rights, and the types of human rights violations that have taken place all over the world, and how much more work that must be done to improve all these issues to find better solutions to all these issues.

In the end, student participants felt transformed after their study abroad experience.

According to Andrew, student participants did not return the same way as before:

We are different people. We do not laugh again the same way that we did before. We have different perceptions, and we even have different joys. And when we came back, you were faced again with your same reality right. So, you Like, oh no, why am I here, I want to go back, it was so cool to be in and think in that way. But you know, in the long term, you cherish those memories, you know, you keep

those memories. But in the long run, I think it's a practice of yourself to stay engaged. And that one experience alone will not change the way you are for your whole life. That is a little overstatement. But that being in the practice of staying connected with the world, and maybe seeking other opportunities like this one will really be great, and they will kind of enhance each other. So that's what I think would be even more transformational if you keep this habit of applying to these programs and looking for them.

It was extremely important for student participants to stay engaged with global and local issues to develop a deeper connection and understanding of the world.

Student participants also demonstrated a deep understanding and appreciation of the concept of global citizenship in their questionnaires and essays. As indicated in his questionnaire, Javier believes that “the world is a better place if we think from a ‘we’ vs. ‘I’ perspective,” and how important it is to view the world from a macro level and start thinking how his actions would affect others. Mario also publicized in his essay how he developed a new sense of responsibility from his study abroad experience and felt he had an “obligation” to tell others about the significance of global citizenship.

A triangulation of the three data sources indicated that student participants continue to think about how they can contribute to this notion of global citizenship. There are some students like Andrew and Mario who continue to search for ways on how they could become “citizens of the world”, and there are other students like Reggie and Javier who already determined how they wanted to help society. These students decided to pursue careers in which they can help underserved people to better the world. Most important, they understood that the world is constantly evolving and that future leaders

need to put aside differences, unite, and work together to resolve global conflicts and other hardships facing the world today.

Conclusion

Student perceptions revealed that a pre-departure study abroad training that focuses on developing intercultural sensitivity and empathy enabled students to actively engage with peers and nationals in host countries during their study abroad experience. The training made students more aware of how interconnected we are as a society, and how important it is to think about how their actions affect others so they can have better relations with one another. Furthermore, students learned the significance of global citizenship and feel obligated to promote what they learned from this program in their personal, academic, and professional lives in hopes of making a more equitable and just society.

CHAPTER 5

Overview

This qualitative case study assessed the use of a pre-departure training which was uniquely designed for a short-term study abroad program offered by a community college in the northeast region of the United States. The study examined the experiences of undergraduate students who participated in the pre-departure training before overseas travel to Central Europe. This study determined whether the training enhanced the overseas travel experience of its participants and if the training aided their development of global competence. Additionally, the study explored the value of the study abroad experience in the participants' lives today. A single embedded case study approach was used to describe the students' lived study abroad experiences, and the students' own voices highlighted their experiences and reflections about the pre-departure training and study abroad program throughout the findings.

The rationale for the study was explained in chapter one. The conceptual framework and literature review were outlined in chapter two. The research methodology, research questions, setting, participants, and data collection procedures were described in chapter three. A description of the case and its findings were defined in chapter four. The first research question explored how short-term study abroad participants perceived the role of pre-departure training on their study abroad experience. The second research question explored how the study abroad students perceived the role of the pre-departure training on their development of global competence. The third research question explored how the study abroad students valued their study abroad experience in their lives today. This chapter will discuss findings with a focus on their

connection to the research questions, extant research, and framework of the study. This chapter will also highlight implications of this study on research and practice and acknowledge its limitations.

Discussion of Findings

Findings in chapter four highlighted three emergent themes from the data analysis. The first theme was that the pre-departure training enhanced the study abroad experience of the participating students by preparing them to be actively engaged with peers and nationals in their host country. The second theme was that global competency was associated with intercultural sensitivity and empathy which students had learned in the pre-departure training. The third theme was that the global competency the students developed from the study abroad training promoted their continual pursuit of global citizenship.

Connection to Research Questions

This research study provided student insights on the three research questions presented in chapter two. First, student perceptions revealed that the pre-departure training enhanced the overall study abroad experience for the participants by providing them with skills and opportunities to become actively engaged in the host country. Second, student perceptions indicated that the pre-departure training helped the participants develop global competency by teaching them to engage with other people with intercultural sensitivity and empathy. Third, student perceptions showed that the global competency the participants developed from the study abroad training greatly contributed to their pursuit of global citizenship in their personal, academic, and professional lives.

Research Question 1. The first research question explored how short-term study abroad participants perceived the role of pre-departure training on their study abroad experience. The first finding after the data analysis showed that the study abroad students had a positive experience overseas because they felt prepared to engage with their peers and nationals in their host country. Students reported that the training provided them with the confidence and ability to learn from one another when working together in a foreign site. They were grateful for instruction in intercultural communication and the many opportunities they had to practice in honing these skills before their travel experience. They felt skilled to perform well in the group activities they participated in with peers and faculty throughout the seminar in the host country.

Research Question 2. The second research question explored how the study abroad students perceived the role of the pre-departure training on their development of global competence. The second finding revealed that study abroad students increased their intercultural sensitivity to become globally competent from their participation in the intercultural communication and empathy components of the training. Students reported a willingness to learn about other cultural identities and the capability to understand these identities from their frame of reference rather than their own. These skills facilitated student interaction, conflict management, and group consensus in the activities they participated in with peers and faculty throughout the seminar in the host country.

Research Question 3. The third research question explored how the study abroad students perceived the value of their study abroad experience in their lives today. The third finding revealed that the students considered themselves to be global citizens after their study abroad training and that many of the decisions they have made regarding their

academic and professional careers have been guided by global citizenship ideals. Students reported that they understood the wider world and their place in it, took an active role in their communities, and worked with others in careers geared to make our world more peaceful, sustainable, and fairer for all.

Connection to Extant Literature

This research study supported the findings of prior research on study abroad participation previously outlined in chapter two. First and foremost, the findings of this study substantiated that study abroad develops global competency as an outcome. Second, study abroad preparation is needed to enhance and support study abroad experiences. Third, the addition of cultural immersion activities in study abroad preparation greatly contributes to positive study abroad experiences and effective outcomes.

The Role of Study Abroad on Global Competency Development. Prior research on study abroad participation suggested that students gained global competency from study abroad (Dwyer, 2004; Coker et al., 2018). Like prior research, findings of this study showed that students had a better understanding of their own cultural values and biases and reported personal growth in self-confidence, maturity, and ability to deal with ambiguity after their study abroad experience. Furthermore, students sought out a greater diversity of friends, interacted with people from different cultures, and learned about other languages and cultures after they returned. The findings of this study, however, expanded the work of Dwyer (2004) and Coker et al. (2018) by demonstrating that these outcomes were achieved with short-term study abroad program lengths.

The Use of Pre-Departure Orientations for Study Abroad Preparation. Prior research on study abroad participation also suggested that pre-departure orientation activities were needed to provide students with the tools to critically analyze and interact with the host culture for intercultural learning (Goldoni, 2015; King, 2013). The findings of this study revealed that students who acquired the experience or interpersonal abilities to be agentive were seriously invested in their intercultural learning. Students reported that the pre-departure training gave them the opportunity to build their skills before traveling for better interactions with host nationals during their experiences abroad. These skills included, but were not limited to, adaptability, flexibility, patience, responsibility, respect for others, and awareness of global interconnectedness. In the end, the findings of this study confirmed that student preparation was associated to positive study abroad experiences and effective outcomes.

The Addition of Cultural Immersion Activities in Study Abroad Preparation. Prior research on study abroad participation suggested that specific pre-departure orientation components and /or activities should be in place to produce better overseas student experiences and more fruitful study abroad outcomes (He et al., 2017; Medora et al., 2020; Woods et al., 2017). The findings of this study substantiated that the students benefitted from participating in cultural immersion activities in their pre-departure study abroad training. Students reported that they were able to develop global awareness and intercultural sensitivity by participating in cross-cultural training exercises in intercultural communication and empathy. These exercises helped them understand the significance of listening and exchanging views with other students who think and behave differently, and that through empathy, they can interact better with people from various

backgrounds. These students learned important life lessons that one culture alone does not have the right way of doing things, and that all individuals are unique with their own great minds who can come and work together when they have a positive and empathetic attitude toward one another.

Connection to Framework

According to the conceptual framework presented in chapter two, three learning theories from Vygotsky, Cartwright and Cottrell, and Elizabeth Segal were integrated to explain how social empathy can be developed in students to facilitate intercultural learning while studying abroad. The conceptual framework depicts a process through which deliberate instruction and practice in intercultural communication, empathy development, and active and generative listening, transforms students' individual empathy into social empathy. The research study provided evidence that students who developed these skills in this intentional pre-departure training had the intercultural sensitivity needed to genuinely understand people from different socioeconomic classes and racial/ethnic backgrounds and have successful interactions with them.

Vygotsky's Sociocultural Theory. This research study supported Vygotsky's sociocultural theory which suggests that intercultural learning depended on people's ability to construct knowledge in social interactions. The study validated that intercultural communication in Vygotsky's theory was crucial for intercultural learning. The data analysis of this study provided ample evidence that the study abroad students were able to learn when they were willing and able to communicate with one another in their host countries.

Cartwright and Cottrell's Interpersonal Empathy Theory. This research study also supported Cartwright and Cottrell's interpersonal empathy theory which suggests that intercultural learning develops with interpersonal connections made through intrapersonal empathy. The study confirmed that empathy development in Cartwright and Cottrell's Interpersonal Empathy Theory is central to intercultural learning. The data analysis of the study demonstrated that the study abroad students had successful interactions when they were able to vicariously experience other people's feelings, perceptions, and thoughts while regulating their own emotions. This skill enabled students to analyze behavior and provide conciliatory responses to avert conflict and create consensus in group activities.

Elizabeth Segal's Social Empathy Theory. This research study also supported Elizabeth Segal's social empathy theory which suggests that interpersonal empathy is a learned social skill that enables an individual to genuinely understand people from different socioeconomic classes and racial/ethnic backgrounds. The data analysis of the study proved that study abroad students who had developed empathy through perspective-taking not only had the willingness and capability to improve their relationships with diverse others, but also felt they had a moral responsibility to do so in order to build a better society.

Implications for Practice

The study explored the experiences of undergraduate students who participated in a pre-departure training for a short-term study abroad program. The purpose of the study was to determine if the pre-departure training enhanced the study abroad experience for its student participants and if the training helped them develop global competency.

Findings indicated that students became globally competent when they developed transformational empathy to help them understand different individuals and unfamiliar cultures. Transformational empathy is considered a higher-order empathy encompassing a thorough capacity to empathize with people who are different and is often seen as a precursor to advanced morals, prosocial, and altruistic behaviors (Hoffman, 2003). Although empathy is naturally occurring in humans (Rizzolatti, & Craighero, 2004), transformational empathy needs to be developed through education, experience, and human interaction (Monahan, 2017). Based on these findings, study abroad program administrators and academic faculty who use this pre-departure training in their pre-departure orientations and curricula can benefit institutions, faculty, and students in several ways.

Institutional Benefits

Study abroad administrators and faculty who implement this training can secure funding and support of their programs because they will help their institutions graduate more students with global competency, increased competitiveness, and a strong ability to adapt/work in international settings. Institutions that graduate more students with these skills can market this achievement to increase student enrollment and ameliorate a decade-long higher education enrollment decline (Conley & Massa, 2022; Esmieu et al., n.d.). Positive correlations also exist between global competency and retention, graduation, and transfer rates as determined by NAFSA: National Association of International Educators (2022). Institutions that graduate more students with global competency can secure funding from external sources to maintain and/or expand their programs since higher education institutions are often held accountable for increasing the

numbers of students graduating and reducing their time and credits for degree completion (Bhatt et al., 2022).

Faculty Benefits

Esmieu et al. (n.d.) also advocates that all faculty members whether they are involved in study abroad or not are essential in promoting and encouraging the internationalization of higher education institutions in their curricula. Faculty who integrate the pre-departure training within their curricula can experience their own intellectual growth by developing a new cultural lens through which they can view their specific disciplines. This practice can stimulate faculty to re-think their teaching strategies, professional status, and academic standards to help them introduce change in their classes (Festervand & Tillary, 2001). This practice can also enable faculty to integrate international examples into their courses and increase their global perspective on the subject matter they teach (Esmieu et al., n.d.). Lastly, this practice can help faculty establish a direct connection with diverse students and allow them to correct preconceived perceptions and biases of other cultures and countries in classroom activities to create more equitable academic environments for members of underrepresented groups (Nunes, 2021).

Student Benefits

If more study abroad administrators and faculty incorporate the pre-departure training in their pre-departure orientations and curricula, more undergraduate students can be engaged in their studies and perform better academically (Picard, Bernardino, & Ehgiator, 2009). According to Younes & Asay (2003), students with global competency can have greater comprehension and retention of their curricula and earn significantly

higher GPAs (CIEE, n.d.). Additionally, students with global competency are more likely to attend graduate school and pursue globally minded careers (Norris & Gillespie, 2009; Paige et al., 2009). Many graduates also attribute global competency for their success in gaining job interviews (Opper, 1991).

Implications for Research

Findings of this study indicated that global competency could help college students connect with diverse populations making them well-rounded in the professional work they will do. Study abroad administrators and academic faculty who use this pre-departure training can disseminate a pre- and post- survey called the University at Buffalo Experiential Learning Network's NACE Competencies Self-Assessment to assess whether their students have mastered global competency in their programs and courses (University at Buffalo, n.d.). They can also conduct several quantitative research analyses to assess student changes in empathy with the Davis Interpersonal Reactivity Index (Davis, 1980), intercultural sensitivity with the Developmental Model of Intercultural Sensitivity (Bennett, 2014), and global perspective with the Global Perspective Inventory (Iowa State University, 2022). All three quantitative analyses can provide these administrators and faculty with the empirical evidence they need to assess the effective use of the pre-departure training.

NACE Competencies Self-Assessment

The NACE Competencies Self-Assessment is an instrument that allows students to reflect on their growth in eight NACE competencies that are associated with career readiness. These eight competencies are Professionalism & Work Ethic, Critical Thinking & Problem Solving, Communication, Teamwork & Collaboration, Digital Technology,

Leadership, Career Management, and Global & Intercultural Fluency (NACE, 2022). By administering this instrument, researchers can determine if their students consider themselves globally competent and career ready.

The Davis Interpersonal Reactivity Index (IRI)

Researchers can measure empathy by utilizing Davis' IRI. This scale was designed to address limitations with a variety of other empathy scales by capturing differences in cognitive and emotional reactions. According to Keaton (2017), this scale has robust validity and is one of the most widely used measures of empathy. This instrument utilizes a 28-item scale that features four, 7-item subscales: the Fantasy Scale (FS), Perspective-Taking Scale (PT), Empathic Concern Scale (EC), and Personal Distress scale (PD). The EC scale refers to individuals' feelings of compassion and concern for others. The PT scale assesses unplanned attempts to adopt others' points of view. The FS scale describes the likelihood that a person identifies with a fictional character. The PD scale indicates the extent that an individual feels uneasiness or worry when exposed to the negative experiences of others. According to Oswald (2003), researchers can measure transformational empathy with the EC and PT subscales of the IRI as these scales are related to helping behaviors.

The Developmental Model of Intercultural Sensitivity (DMIS)

Researchers can measure intercultural sensitivity by using Bennett's DMIS (Organizing Engagement, 2023). The DMIS describes ways in which people experience, interpret, and interact across cultural differences. This model was based on observations made in academic and corporate settings about how people became more competent intercultural communicators. Bennett organized these observations into positions along

a continuum of increasing sensitivity to cultural difference. According to Bennett (2009), people can progress in six developmental stages from ethnocentrism (an orientation avoiding cultural difference) toward ethnorelativism (an orientation seeking cultural difference). The model indicates that individuals who have a deeper understanding and appreciation of cross-cultural differences are better communicators and have increased intercultural relations (Bennett, 2014). Thus, educational researchers can use this model to see how cultural difference is being experienced, make predictions about the effectiveness of intercultural communication, and tailor educational interventions to facilitate development along the continuum.

The Global Perspective Index (GPI)

Researchers can measure global perspective by using Iowa State University's GPI. The GPI is a web-based assessment of individual experiences and three dimensions of global learning (i.e., cognitive, intrapersonal, and interpersonal) that was established to study and promote global holistic human development among college students. The GPI provides data for understanding how students think (cognitive), how they view themselves (intrapersonal), and how they relate to others from different cultures and backgrounds (interpersonal). Each dimension has two scales. One scale reflects the theory of cultural development and the other intercultural communication. This reliable and valid instrument allows researchers to assess programs and institutional improvement initiatives. Data from the GPI can help researchers understand how individual experiences influence global learning, and results can guide them with student learning, program improvement, and institutional effectiveness.

Limitations

This study expanded on the early works of Paige (1986), Gao and Gudykunst (1990), and Kitsantas (2004) by establishing that the use of cross-cultural training in study abroad preparation facilitated the development of global competence in study abroad participants which enhanced their study abroad experience and intercultural learning. This study, however, had several limitations worth noting.

Case study research is limited by the extent to which findings are generalized to a larger population. The “boundedness” of a case study provides a close connection to the context thereby compromising the ability to generalize results. According to Yin (2017), case study research does not make statistical generalizations by extrapolating probabilities that are accomplished in quantitative research. Case study research supports analytic generalization which is to expand and generalize theories by providing enough description from evidence sources to create a rich description of the phenomenon under investigation so readers can infer the aspects of the study that can transfer to their own contexts.

Another limitation is that the eligibility requirements for the study abroad program application limited the pool of applicants for the program, and in turn, for this study. Another limitation with respect to the participants is that student participants who applied to this study abroad program already had an interest in studying abroad and learning about global citizenship since this was a study abroad program for global leaders. It would therefore be beneficial for this type of training to be given to other undergraduate students who have not expressed any interest in studying abroad and /or

global leadership to see if there would be any differences in student responses and study findings.

Another limitation is that the pre-departure training the students participated in was not the same for all the participants of the study. First, there were different faculty who assisted me in delivering the pre-departure training over the years. Second, the faculty and students who participated in the pre-departure training were asked to critique the training after they returned from their study abroad experience and provide recommendations for improvements. These improvements were implemented in the pre-departure training the following year. The differences in the training from year to year could have influenced the student experience.

Conclusion

The current study showed that there is a benefit of using pre-departure training for study abroad preparation even for short-term programs. Pre-departure study abroad orientations that provide cross-cultural training with a focus on intercultural communication, collaboration, and empathy can help students achieve global competency. Students can have positive study abroad experiences when they have global competency to actively engage with peers and nationals in their host countries. Students with global competency can also have more successful interactions while working and living in an interconnected world. Furthermore, students with global competency are more inclined to become global citizens who can create societal changes the present world is calling for.

APPENDIX A: SJU IRB APPROVAL LETTER



April 12, 2022 4:02 PM EST

Re: Expedited Review - Initial - **IRB-FV2022-338** *The Role of Pre-Departure Study Abroad Training: Student Perceptions After Study Abroad Experiences*

Dear Lampeto Efthymiou:

The St John's University Institutional Review Board has rendered the decision below for *The Role of Pre-Departure Study Abroad Training: Student Perceptions After Study Abroad Experiences*. The approval is effective from April 12, 2022 through April 11, 2023.

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D
IRB Coordinator

APPENDIX B: CUNY–UI IRB APPROVAL LETTER
Exemption Granted

05/10/2022

Lampeto Efthymiou

Dear Lampeto Efthymiou:

RE: 2022-0311-QCC

The Role of Pre-Departure Study Abroad Training: Student Perceptions After Study Abroad Experiences

On 05/10/2022, it was determined that your research protocol meets the criteria for exemption, in accordance with CUNY HRPP Procedures: Human Subject Research Exempt from IRB Review, pursuant to categories (1) Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: (i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;(ii) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation . You may now begin your research.

Please note the following information about your exempt research protocol:

Protocol Approval: 05/10/2022

Funding Source:

Approved Enrollment Number: 25

Grant/Contract Number & Title:

Documents / Materials:

- Document Analysis Protocol.docx (Protocol)
- Interview Protocol.docx (Misc/Other)
- Letter of Consent (Essay).docx (Misc/Other)
- Letter of Consent (Interview).docx (Consent - Consent Document)
- Letter of Consent (Questionnaire).docx (Consent - Consent Document)

CUNY-UI IRB
2022-0311-QCC
05/10/2022 - N/A

- List of Start Codes.docx (Material - Non-validated instruments/documents)
- QCC IRB STUDY SUPPORT.pdf (Communications - Letter of support)
- Questionnaire.docx (Misc/Other)
- Recruiting Email Template.docx (Advertisement - E-mails)
- RETC_Certificate.pdf (Education - Other IRB Training Certificate)
- SJU IRB Approval Letter.pdf (Agreement - External IRB Approval Letter)

Although this research is exempt, you have responsibilities for the ethical conduct of the research and must comply with the following:

Amendments: You are responsible for reporting any amendments or changes to your research protocol that may affect the determination of exemption and/or the specific category to the HRPP. The amendment(s) or change(s) may result in your research no longer being eligible for the exemption that has been granted.

Final Report: You are responsible for submitting a final report to the HRPP at the end of the study.

Please remember to:

- Use 2022-0311-QCC on all documents or correspondence with the HRPP concerning your research protocol.
- Review and comply with CUNY Human Research Protection Program policies and procedures.

If you have any questions, please contact:

Anissa Moody at 718-631-6296 or amoody@qcc.cuny.edu

CUNY-UI IRB
2022-0311-QCC
5/10/2022 - N/A

APPENDIX C: RECRUITING EMAIL

Dear Student:

I hope you are doing well. I am pursuing my Doctorate in Education and I am conducting a research study on global preparation for study abroad.

My study includes a questionnaire, a virtual interview (via Webex) which will last approximately 30 minutes, and a review of a personal essay.

Are you interested in participating in this study? This study will provide higher education institutions with innovative new ideas on how to re-design their study abroad program orientations, syllabi, and classroom practices. There are also no known risks to you for participating in this study.

If you agree to this study, please confirm and provide me with your preferred email so I can send you the informed consent forms for you to sign, the questionnaire to complete, and the personal essay for you to review. We will then schedule a zoom interview whenever convenient for you.

Thank you in advance for your time and consideration.

Best,

Lampeto Efthymiou

APPENDIX D: LETTER OF CONSENT (INTERVIEW)



You are invited to participate in a study to learn more about the role of pre-departure training in study abroad. This study will be conducted by Lampeto Efthymiou, a doctoral student in the Department of Administrative and Instructional Leadership at St. John's University, as part of her doctoral dissertation. Her faculty sponsor is Dr. Katherine Aquino, Department of Administrative and Instructional Leadership, St. John's University. If you agree to the study, you will participate in an interview that will be conducted via the Webex online platform sometime in 2022. Each interview should take approximately 30 minutes. All interviews will be audio recorded. During the interview, you will be asked about your background (age, gender, education, travel, and identity) and a series of open-ended questions about your study abroad experience and the pre-departure training you had before you traveled abroad. You will review the transcript of the recording and request to remove any portion that is not accurate. The transcript will be coded and analyzed for additional information. You may also be contacted for a follow-up interview should the Principal Investigator require any clarification or additional information.

There are no perceived risks associated with your participation beyond those of everyday life. While there is no direct benefit for your participation in the study, it is reasonable to expect that a result of your participation will provide educational researchers with information about study abroad high impact practices. Your

participation in this interview is voluntary. Let us know if you prefer not to answer a question, end an interview, or exit the study for any reason. Should your participation in this study trigger any negative thoughts or memories, you may seek support from the QCC Counseling Center at 718-631-6370 or counseling@qcc.cuny.edu.

Your identity as a participant will remain confidential. Your name or the name of your school will not be included in any forms, transcriptions, data analysis, or summary reports; pseudonyms will be used. This consent form is the only document identifying you as a participant; it will be stored securely in the office of the Principal Investigator available only to the Principal Investigator. Data collected will be destroyed at the end of the legally prescribed time frame, which is three years. If you are interested in securing a copy of the results, you may contact the Principal Investigator. Aggregated results may be published in academic venues to inform educational researchers.

If you have questions about the purpose of this investigation, you may contact the Principal Investigator, Lampeto Efthymiou, 718-281-5406 or bette.efthymiou17@my.stjohns.edu or her faculty sponsor, Dr. Katherine Aquino, czadoaqk@stjohns.edu. If you have questions concerning your rights as a human participant, you may contact the University's Human Subjects Review Board at St. John's University, specifically Dr. Raymond DiGiuseppe, 718-990-1955, or diguiser@stjohns.edu.

If you have questions about your rights as a research participant, or you have comments or concerns that you would like to discuss with someone other than the researchers, you may contact QCC HRPP Coordinator, Anissa Moody, at 718-631-

6296/amood@qcc.cuny.edu; or call the CUNY Research Compliance Administrator at 646-664-8918. Alternately, you can write to:

CUNY Office of the Vice Chancellor for Research
Attn: Research Compliance Administrator
205 East 42nd Street
New York, NY 10017

Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

_____ I agree to be audio recorded

Printed Name of Participant

Signature of Participant

Date

Lampeto Efthymiou, Ed.D. Candidate Principal Investigator

Principal Investigator

Date

APPENDIX E: LETTER OF CONSENT (QUESTIONNAIRE)



You are invited to participate in a study to learn more about the role of pre-departure training in study abroad. This study will be conducted by Lampeto Efthymiou, a doctoral student in the Department of Administrative and Instructional Leadership at St. John's University, as part of her doctoral dissertation. Her faculty sponsor is Dr. Katherine Aquino, Department of Administrative and Instructional Leadership, St. John's University. If you agree to the study, you will complete a questionnaire that will be emailed to you. The questionnaire will ask you about your background (age, gender, education level, major, ethnicity, and citizenship) and a series of semi-structured questions about your study abroad experience. The information you provide in the questionnaire will be coded and analyzed.

There are no perceived risks associated with your participation beyond those of everyday life. While there is no direct benefit for your participation in the study, it is reasonable to expect that a result of your participation will provide educational researchers with information about study abroad high impact practices. Your participation in this interview is voluntary. Let us know if you prefer not to answer a question, end an interview, or exit the study for any reason. Should your participation in this study trigger any negative thoughts or memories, you may seek support from the QCC Counseling Center at 718-631-6370 or counseling@qcc.cuny.edu.

Your identity as a participant will remain confidential. Your name or the name of your school will not be included in any forms, transcriptions, data analysis, or summary reports; pseudonyms will be used. This consent form is the only document identifying you as a participant; it will be stored securely in the office of the Principal Investigator available only to the Principal Investigator. Data collected will be destroyed at the end of the legally prescribed time frame, which is three years. If you are interested in securing a copy of the results, you may contact the Principal Investigator. Aggregated results may be published in academic venues to inform educational researchers.

If you have questions about the purpose of this investigation, you may contact the Principal Investigator, Lampeto Efthymiou, 718-281-5406 or bette.efthymiou17@my.stjohns.edu or her faculty sponsor, Dr. Katherine Aquino, czadoak@stjohns.edu. If you have questions concerning your rights as a human participant, you may contact the University's Human Subjects Review Board at St. John's University, specifically Dr. Raymond DiGiuseppe, 718-990-1955, or diguiser@stjohns.edu.

If you have questions about your rights as a research participant, or you have comments or concerns that you would like to discuss with someone other than the researchers, you may contact QCC HRPP Coordinator, Anissa Moody, at 718-631-6296/amoody@qcc.cuny.edu; or call the CUNY Research Compliance Administrator at 646-664-8918. Alternately, you can write to:

CUNY Office of the Vice Chancellor for Research
Attn: Research Compliance Administrator
205 East 42nd Street
New York, NY 10017

Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

Printed Name of Participant

Signature of Participant

Date

Lampeto Efthymiou, Ed.D. Candidate Principal Investigator

Principal Investigator

Date

:

APPENDIX F: LETTER OF CONSENT (ESSAY)



You are invited to participate in a study to learn more about the role of pre-departure training in study abroad. This study will be conducted by Lampeto Efthymiou, a doctoral student in the Department of Administrative and Instructional Leadership at St. John's University, as part of her doctoral dissertation. Her faculty sponsor is Dr. Katherine Aquino, Department of Administrative and Instructional Leadership, St. John's University. If you agree to the study, you will be asked to review the personal reflection essay you submit after your study abroad training and experience, and authorize its use to be coded and analyzed for additional information.

There are no perceived risks associated with your participation beyond those of everyday life. While there is no direct benefit for your participation in the study, it is reasonable to expect that a result of your participation will provide educational researchers with information about study abroad high impact practices. Your participation in this interview is voluntary. Let us know if you prefer not to answer a question, end an interview, or exit the study for any reason. Should your participation in this study trigger any negative thoughts or memories, you may seek support from the QCC Counseling Center at 718-631-6370 or counseling@qcc.cuny.edu.

Your identity as a participant will remain confidential. Your name or the name of your school will not be included in any forms, transcriptions, data analysis, or summary reports; pseudonyms will be used. This consent form is the only document identifying

you as a participant; it will be stored securely in the office of the Principal Investigator available only to the Principal Investigator. Data collected will be destroyed at the end of the legally prescribed time frame, which is three years. If you are interested in securing a copy of the results, you may contact the Principal Investigator. Aggregated results may be published in academic venues to inform educational researchers.

If you have questions about the purpose of this investigation, you may contact the Principal Investigator, Lampeto Efthymiou, 718-281-5406 or bette.efthymiou17@my.stjohns.edu or her faculty sponsor, Dr. Katherine Aquino, czadoak@stjohns.edu. If you have questions concerning your rights as a human participant, you may contact the University's Human Subjects Review Board at St. John's University, specifically Dr. Raymond DiGiuseppe, 718-990-1955, or diguiser@stjohns.edu.

If you have questions about your rights as a research participant, or you have comments or concerns that you would like to discuss with someone other than the researchers, you may contact QCC HRPP Coordinator, Anissa Moody, at 718-631-6296/amoody@qcc.cuny.edu; or call the CUNY Research Compliance Administrator at 646-664-8918. Alternately, you can write to:

CUNY Office of the Vice Chancellor for Research
Attn: Research Compliance Administrator
205 East 42nd Street
New York, NY 10017

Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

Printed Name of Participant

Signature of Participant

Date

Lampeto Efthymiou, Ed.D. Candidate Principal Investigator

Principal Investigator

Date

APPENDIX G: QUESTIONNAIRE

Age:

Academic Major:

Level of Education:

Citizenship:

Ethnicity:

Gender:

- 1) Did your study abroad experience increase your understanding of the country's people, values, culture, economy, politics, society and/or environment? If yes, how? If not, why not?
- 2) During your study abroad experience, were you able to discuss differences while accepting the position of others?
- 3) Were there any scenarios during your study abroad experience in which you were required to demonstrate resourcefulness, creativity, or problem-solving skills or people skills?
- 4) What new skills did you develop from your study abroad experience?
- 5) What life-long lessons did you learn from your study abroad experience?

APPENDIX H: INTERVIEW PROTOCOL

Topic: Student Perceptions of Training for Study Abroad

Time of Interview:

Date:

Duration:

Online Platform:

Interviewer:

Interviewee:

Position of Interviewee: Former community college students who participated in a pre-departure training program followed by a one-week study abroad experience

Duration of Pre-departure Training:

1. Thank you for consenting to this interview. Please start by telling me a little about yourself, such as, where you were born, grew up, currently reside, the schools you attended and completed, and your current occupation.
2. Tell me about your overseas travel experiences before the study abroad program.
3. Did the study abroad program influence your decision to travel overseas again? If so, how?
4. Regarding your study abroad experience in Salzburg, Austria, how do you rate your understanding of the country's people, values, culture, economy, politics, society, and/or environment? Low, medium, or high? Explain your rating.
5. How do you rate your communication skills with locals? Low, medium, or high? Explain your rating.
6. Did you have a scenario there that required you to adapt to the situation? What changes did you make in your behavior to adapt?
7. Did you have a scenario there that questioned your values? How did you handle the situation?
8. Regarding the pre-departure training you received prior to the study abroad experience in Salzburg, what were your perceptions of the training the first day of orientation? Did your perceptions of the training change after the study abroad experience? If so, how?
9. Can you describe any strengths of the training program?
10. Can you describe any weaknesses of the training program?

11. Which topics of the pre-departure training were the most important to you? Why?
12. Has there been a time in your life you were grateful for the pre-departure training you received after the study abroad experience? If so, please explain.
13. If this program were offered without a study abroad experience, would you still recommend it to a student?
14. It is not unusual for students to claim that studying abroad changed their lives. Do you believe your life is different because of studying abroad? If so, how?
15. Thank you for sharing your engagement experiences with me. Your story will aid in helping me explore whether pre-departure training prepares students for a meaningful global experience. Would you like to add any final comments?

APPENDIX I: DOCUMENT ANALYSIS PROTOCOL

Our senior administrators would like to hear about what you learned and experienced at this once-in-a-lifetime educational seminar. Please write a one-page essay in which you should:

1. Identify unforgettable topics from the program
2. Describe your personal growth
3. Explain how you will promote what you learned
4. State why the college should continue to offer this program to its students

APPENDIX J: LIST OF CODES

- ***Career & Self Development***: Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and within one's organization
 - *Lifelong Learning*: the use of both formal and informal learning opportunities throughout people's lives to foster the continuous development and improvement of knowledge and skills needed for employment and personal fulfilment
 - *Networking*: the process of building relationships with individuals and organizations that span geographic, cultural, and ethnic boundaries.
 - *Self-Motivation*: the force that drives you to do things
- ***Critical Thinking***: the ability to identify and respond to needs based on an understanding of the situational context and logistical analysis of relevant information.
- ***Empathy***: understanding a person from his or her frame of reference rather than one's own, vicariously experiencing that person's feelings, perceptions, and thoughts
 - *Emotion Regulation*: ability to effectively manage and respond to an emotional experience
 - *Perspective-Taking*: looking at a situation from a viewpoint that is different from one's usual viewpoint
 - *Self-Other Awareness*: understanding the relationships between one's own thoughts, feelings, and behaviors and understanding the basic wants, expectations, and feelings that other people have
- ***Global Citizenship***: A citizen of the world who is aware of and understands the wider world and their place in it, takes an active role in their community, and works with others to make our planet more peaceful, sustainable and fairer.
- ***Intercultural Communication***: symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings.
 - *Code-switching*: the ability to purposefully change communication styles to fit in better with another individual or group
 - *Confidence*: feeling capable of interacting with diverse individuals
 - *Language Fluency*: achieving a level proficiency to a native speaker
- ***Intercultural Sensitivity***: knowledge, awareness, and acceptance of other cultures and others' cultural identities
- ***Leadership***: ability to recognize and capitalize on personal and team strengths to achieve organization goals
- ***Peer Bonding***: looking for others to support you own identity
- ***Preparation***: the action or process of making ready for diverse engagements

- **Professionalism:** having the knowledge that work environments differ greatly, understanding and demonstrating effective work habits, and acting in the interest of larger community and workplace.
- **Social Connection:** feeling that you belong to a group and generally feel close to other people
- **Social Empathy:** ability to genuinely understand people from different socioeconomic classes and racial/ethnic backgrounds
- **Social Responsibility:** moral obligation to take decisions or actions that is in favor of and useful to society
- **Teamwork:** ability to build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities
 - *Collaboration:* opportunities when individuals or groups work, learn, and grow with another individual or group
 - *Conflict Management:* effective management of conflict and ability to meet ambiguity with resilience
 - *Listening:* process of receiving, constructing meaning from, and responding to fit in better with another individual or group

APPENDIX K: PACKED CLOUD



APPENDIX L: CODE CO-OCCURRENCE

Codes	Codes																				Totals						
	Career & Self Development	Lifelong Learning	Networking	Self-Motivation	Critical Thinking	Empathy	Emotion Regulation	Perspective-Taking	Self-Other Awareness	Global Citizenship	Intercultural Communication	Code-switching	Confidence	Language Fluency	Intercultural Sensitivity	Leadership	Peer Bonding	Preparation	Professionalism	Social Connection		Social Empathy	Social Responsibility	Teamwork	Collaboration	Conflict Management	Listening
Career & Self Development		12	6	18		2	1		1	1	4		1	1	4			4	1			2	1	4		63	
Lifelong Learning	12		1	1		1	1																	1		17	
Networking	6	1													2											9	
Self-Motivation	18	1								1	2		1	1	1			2				1		3		31	
Critical Thinking						4	1	3	1	1	4		1		1	1	1	2		1	2		3	2	1	2	31
Empathy	2	1			4		10	31	26	5	12	2	1	1	12	2	2	6	2		7	2	13	8	6	6	161
Emotion Regulation	1	1			1	10		4	2	1	3	1	1		1	1	1	3				3	2	3	2	41	
Perspective-Taking					3	31	4		5		5		1	1	5	1	1	1		1		7	4	3	6	79	
Self-Other Awareness	1				1	26	2	5		1	5	1	1		4	1	1	4	2	2		5	5	1	1	69	
Global Citizenship	1			1	1	5	1		1		1				8		1	2		2	6	14	7	6	1	59	
Intercultural Communication	4			2	4	12	3	5	5	1		10	16	14	11	2	1	8	1	3	3	1	12	9	3	4	134
Code-switching						2	1		1		10				2								2		2	1	21
Confidence	1			1	1	1	1	1	1		16					2	1	5		2		1	1	2		37	
Language Fluency	1			1	1	1		1			14				3			2		1						24	
Intercultural Sensitivity	4		2	1	1	12	1	5	4	8	11	2		3				11	1	2	6	3	2	5	1	85	
Leadership					1	2	1	1	1	1	2		2				1	1					6	6	4	3	31
Peer Bonding					1	2	1	1	1	1	1		1			1		4	1	7			6	7	1	2	38
Preparation	4			2	2	6	3	1	4	2	8		5	2	11	1	4		2	1	1	1	5	19		84	
Professionalism	1					2			2		1				1		1	2					2	2		14	
Social Connection					4					2	3		2	1	2		7	1			4		3	2		1	29
Social Empathy					2	7		1	2	6	3			6			1		4		1	1	1	1		1	36
Social Responsibility	2			1		2			14	1		1		3			1			1						26	
Teamwork	1			3	13	3	7	5	7	12	2	1		2	6	6	5	2	3	1				53	15	16	163
Collaboration	4	1		3	2	8	2	4	5	6	9		2		5	6	7	19	2	2	1		53		6	8	155
Conflict Management					1	6	3	3	1	1	3	2			1	4	1						15	6		4	51
Listening					2	6	2	6	1	1	4	1			3	2				1	1		16	8	4		58
Totals	63	17	9	31	31	161	41	79	69	59	134	21	37	24	85	31	38	84	14	29	36	26	163	155	51	58	

APPENDIX M: CODE APPLICATION

Media	Codes														Totals												
	Career & Self-Development	Lifelong Learning	Networking	Self-Motivation	Critical Thinking	Empathy	Emotion Regulation	Perspective-Taking	Self-Other Awareness	Global Citizenship	Intercultural Communication	Code-switching	Confidence	Language Fluency		Intercultural Sensitivity	Leadership	Peer Bonding	Preparation	Professionalism	Social Connection	Social Empathy	Social Responsibility	Teamwork	Collaboration	Conflict Management	Listening
Warren.docx					1	2	1	2		3	2		1		2	1	2	2				2	2	1	1	25	
Warren questionnaire.docx	1			1		1					1				2	2					1	1	2	1	1	1	15
Warren essay.docx					1	1				3											1	1					7
rita.docx	5			3	1	8	1	3	4	4	6				4	2		5	1		2	1	3	6		59	
rita questionnaire.docx	1			1		3	1	3	1	6	3				1			4			2	4	4			1	35
rita essay.docx					1					7							1					4					13
Reggie.docx	3				2	5		1	1	2	3			2	9		1	3		1	1		2	2		1	39
Reggie questionnaire.docx					2	2		2	1	1	2			1	2					1	1	1	3	2	1		22
Reggie essay.docx					1	1				4	2			1	2							2					13
Neal.docx	3	1		1		2							2		4	1	1	8					2	3	1		29
Neal questionnaire.docx					1	3		1	1	3	2				2			3			2	1	1	3			23
Neal essay.docx					1					5	2		1		1	1	1	1			2	1	1	1			18
Monique.docx	4	3	1			3		2		1	3			2	5	1	2				1		5	5			38
Monique questionnaire.docx	1					2		1		2	3	1			2	1							4	2	2		21
Monique essay.docx	1					1		1		2						1	1			1						1	10
Mario.docx	2		2			4	1		3	6	1				8	1	2				3		4	3	2	1	43
Mario questionnaire.docx						2		1	1	1					1		1				1		2	2			12
Mario essay.docx					1					2					2		1					2					8
Lily.docx	2		1	1		2	1	1	1		4		3	1	5	1		3		1	1		3	2	1	2	36
Lily questionnaire.docx	1			1		2		1	2		4		1	1	2					1			2	1		1	20
Lily Essay.docx	2		1												1		1				1		1	1			8
Justin.docx	2					4					12		3	1	3			2	1		2		2	2			34
Justin questionnaire.docx					1					2	1				2		1							1			8
Justin essay.docx				1						3					1		1						5	4			15
Juan.docx	2				3	2	1	1	1	4		2	2	3	1		6					2	1	1		1	33
Juan questionnaire.docx										2	2	1			1						1	1	2	2			12
Juan essay.docx	3	1		1	1	1			1	2	1				1	1	1				1	4	1	2			22
Javier.docx	2			2		4		2		4	2			2	9		1	1		1	1		2	1			34
Javier questionnaire.docx					3		1	2	3	1					2								2	2			16
Javier essay.docx	3	1		2						4	1			1		1				1		1					15
Daniela.docx	4	1		3		3	1	2			6	3		1	1	2	1	2			1		4	2	1	2	40
Daniela questionnaire.docx						2	1	1		3	1	1			2								1	1			13
Daniela essay.docx					1	2		1	1		2	1	1		2					1		1	2	1	1		17
arlene.docx	1	1				6		2	1	1	3	2			6		3	3	1	2			5	5	2	2	46
arlene questionnaire.docx	1	1								3	1				1								2		1	1	11
arlene essay.docx					1	1				2												1					5
Andrew.docx	4	2	1	2		6		1	2	2	3		2		3	1	3	5	1	5	2	2		2			49
Andrew questionnaire.docx						2	1	1	1	4	2		1		3					1	2		1	1		1	21
Andrew essay.docx	2	1			1	2			2	3	2		1		3	1	1			2	1	1	3	3	1		30
Totals	50	12	6	18	16	85	10	31	26	88	84	10	19	14	98	18	19	56	5	18	27	29	75	70	15	16	

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