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INTERNATIONAL EDUCATION STUDY TOURS ABROAD
STUDENTS' PROFESSIONAL GROWTH AND
PERSONAL DEVELOPMENT
IN RELATION TO
INTERNATIONAL, GLOBAL, AND INTERCULTURAL PERSPECTIVES

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Marsha Mitchell Hutchins, B.A., M.A.

* * * * *

The Ohio State University

1996

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Antoinette Miranda
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Marsha Mitchell Hutchins
1996
This study investigates the impact of international education study tours abroad on American students. The inquiry focuses on how an overseas education program impacts international, global, and intercultural perspectives of the student, and whether the professional growth and personal development of the participants reflects these changes.

Students who go abroad experience new cultures, personal growth, and academic learning. Study tours abroad provide an introductory educational opportunity to enhance international and global perspectives. The study tour fosters the context and occasion for cross-cultural living and potential growth and development in intercultural perspectives.

This qualitative inquiry utilized a purposeful sample from The Ohio State University Social Studies Education Study Tours Program for the selection of participants in this study. The maximum variation sample of six participants provided representation in each of the following areas in proportion to the total study tour population: age, gender, minority, level of education, and vocation. The methods for data collection included interviews, focus groups, and study tour group diaries.

The study applied qualitative methods of analysis with a pragmatic perspective of process/outcomes to investigate the impact of a study abroad program upon the participants. The research analysed the
participants' experiences by cross-interview comparisons to determine commonalities and differences that characterized the individuals and the impact of the study tour program.

The findings of the study indicated that the participants experienced changes in their professional growth and personal development in the themes of international, global and intercultural perspectives relating to the individual participant and the program design. Key factors influencing the impact of study tours abroad related to the maturity of the student, participation in multiple study tours, minority experiences, geographic location of the study tours, level of immersion, and the focus of the study tour program.

Implications and recommendations for international education overseas study tours include further research into study tours abroad to understand the impact of geographic locations. The influence of study tour abroad programs on the professional growth and personal development of minority participants also needs further research. I suggest continuing examination of the influence of overseas study tours on international, global, and intercultural perspectives of the participants including an additional focus of mature students.
Dedicated to my family
Especially Amy, Jay, Margy, and B. J.
ACKNOWLEDGMENTS

I thank my advisor, Antoinette Miranda, for her continuous support, commitment, and contact that made the completion of my study possible.

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I am grateful to Evelyn B. Freeman Ph.D. for her participation in my doctoral oral defense.

I also wish to thank the staff at the Office of International Education for their cooperation and support during my internship at OIE.
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PUBLICATIONS


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CHAPTER 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

This study investigates and evaluates the overseas experiences of graduate students in Social Studies and Global Education participated in The Ohio State University Social Studies and Global Education Study Tours Abroad. The study examined the connections between the students' experiences abroad and their professional growth and personal development, as interpreted by the students themselves. This study benefits international and global education researchers, educators, and administrators by examining the impact of study tours abroad upon students. The graduate students selected for this study were six teachers employed at secondary and elementary, urban and suburban school districts in central Ohio. Chapter I presents the context of the problem, describes the rationale for the study, gives definitions for key terms, and provides an overview of the study.
Context of the Problem

During the past two decades, the world has experienced rapid changes in interconnections and interdependence both internationally and locally. Our technological, political, cultural, economic, and ecological systems provide connections among peoples and cultures worldwide. International and global education is needed now more than ever. In a 1992 speech to the American people, President Clinton also emphasized these ideas: "We must develop a world awareness... [t]his means understanding the interconnectedness of world systems as well as different values and points of view" (Clinton, 1992, p. xi). Anderson (1992) a long-time advocate of global education, describes these changes by stating that "the United States is becoming an increasingly globalized society embedded in a world that as a whole is increasingly interconnected and interdependent" (xvii). According to international educators Altbach and deWit (1995), internationalism, or the combination of understanding other societies and cultures and the connections between these societies, is a central focus of higher education worldwide. In an international survey, the Carnegie Foundation (1994) found "a deep conviction among faculty that higher education is, in fact, an international enterprise and that the academic profession is becoming a global community" (Boyer, Altbach, & Whitelaw, 1994, p. 20). Sporn (1994) perceives that higher education is becoming increasingly internationalized.
Focusing on a macro level, Sporn (1994) argues that such research should concentrate on economic, societal, and cultural influences of student and faculty exchange. At the micro level, one research topic for international education could address "policy making of universities and [their] departments for the practices of faculty and staff" (Sporn, 1994, p. 69) and students for involving them in international experiences.

The United States government demonstrates further recognition and support for international and global education. The United States Congress created the Fulbright Program in 1946 "to foster mutual understanding among nations through educational and cultural exchanges. . . . [and to enable] U.S. citizens to gain international competence in an increasingly interdependent world " (Fulbright Mission, 1996-97, p. 5). In 1991, the United States Congress passed the National Security Education Act (NSEA) which stressed the need for college graduates to understand the world, its languages, and cultures. Inspite of these pieces of federal legislation and an increased emphasis on international studies by colleges and universities, fiscal problems have prevented full implementation (Altbach & deWit, 1995).

Some state governors recognize the importance of economic competitiveness and identify international education and global connections as a key component. The U.S. Southern Governors' Association reported the "international illiteracy" that puts the
United States "at a disadvantage with other countries in business and political affairs" (1986). Governor Gerald Baliles, chair of the conference's panel on international education, identified the increasing economic motivation that exists for "Americans to understand and be knowledgeable about foreign customs and business procedures" (cited in Sorti, 1990, p. xv).

Many educational organizations support the study of international education and global interdependence and recommend practical experiences to augment the study (e.g., The National Council for the Social Studies in their Curriculum Standards for Social Studies [1994]; The Governors' Task Force on International Education [1989]; the Association for Supervision and Curriculum Development [1986, 1989], the American Association of College Teacher Education [1983]).

Research supports the importance of universities helping students develop the skills and attitudes which will allow them to function successfully in an interdependent and interconnected world (e.g., Carlson, & Widaman, 1988; Wilson, 1984, 1993; Burn, 1980, 1985). The goals of foreign study, according to Carlson and Widaman (1988), are "consistent with and complementary to the traditional goals of higher education" (p. 1) and encompass its general purpose.

Universities reflect the increased awareness of, and changes in, international education. Bonfiglio (1993) notes that more and more institutions of higher education are integrating and
promoting overseas education for their students as preparation for the ever-expanding global realities of our world. More specifically, international education reflects an increased number of study abroad participants, the number of programs offered, and the number of countries participating. However, only 76,302 American students received academic credit for study in another country—about 1 percent of the undergraduates at four-year colleges and 7 percent of that total are graduate students (Open Doors 1994-1995: Report on International Educational Exchange 1995).

Researchers acknowledge the complex interrelationships between students' academic learning, professional growth, and personal development while studying abroad (e.g., Koester, 1987; Gochenour & Janeway, 1993; Paige, 1993; and Wilson, 1993a). Consequently, efforts to identify the components and processes which also facilitate students' increased international and global understanding through study abroad and study tours abroad have met with mixed results. However, Abrams (1960) links "the goals of higher education [to] include intellectual and professional development, general education, personal growth, and the furtherance of international understanding" (cited in Carlson & Widaman, 1988, p. 1). Students who are abroad experience a new culture which often facilitates increased personal growth, and academic learning. These all flow together and lead to a way of knowing that changes their thinking and
behavior (Kauffmann, Martin, and Weaver, 1992). Piaget and Inhelder (1958) view change as the maturation process occurring during the resolution of discrepancies between known and new experiences. M. Bennett (1993) also presents a developmental model of intercultural sensitivity with sojourners moving from an ethnocentric to an ethnorelativistic stage of cultural understanding after experiencing cross-cultural contact. M. Bennett defines intercultural sensitivity in terms of personal growth and placed it on a continuum "of increasing sophistication in dealing with cultural differences" (p. 22).

Overseas study tours provide access to international experiences. Two components emerged as central to the present research of study tours abroad: 1) the program itself and 2) the participants (Kauffmann, Martin, & Weaver, 1992). The focus of this research study is students' interpretations of the impact of an international study tour program. The study is based on participants' perceptions of their experiences and their reflections relating to changes in their professional growth and personal development. Interviews with the participants revealed various self-identified changes. This study focuses on the aspects of the study tour abroad program that influenced participants' responses. The data presentation in "participant experiences" permits an idiosyncratic exposition of specialized responses. Issues common to participants' experiences are then analyzed to determine similarities and differences.
I begin the rationale for my study by identifying the need for further research into the contexts and purposes of international and global education. Next, I focus on the need for research concerning how study abroad, and specifically how study tours abroad, serve as a potentially powerful introductory learning tool.

Rationale for the Study

The world is changing in such a way that we need people who are interculturally competent, sensitive, and knowledgeable. International educators identify the need for Americans to have cross-cultural knowledge that equips them to live and work in an increasingly interdependent world (Bennett, M. 1993; Burn, 1985; Paige, 1993). Faculty, administrators, and students increasingly recognize the value of international education on university and college campuses. However, Trimble (1991) indicates "[o]n the university campus, provincial and sometimes stereotypical attitudes about 'foreigners' and foreign lands are held among students as well as some faculty members" (p. 20). At Hanover College, Trimble reports that three-fourths of the faculty had no experience with international education, although such experiences were included as goals for their students. Altbach and deWit (1995) note that "in a recent Carnegie Foundation survey of faculty in 14 countries, American professors are the
least internationally minded. U.S. faculty go abroad for research or sabbatical less than do their peers in other major countries, and they seldom read journals or books published elsewhere" (p. 1).

Travel and study tours abroad can benefit faculty by encouraging a more international outlook. Such experiences expose them to global issues and provides a foundation for infusing global perspectives into their curriculum. The literature concerning international study tours for faculty represents a diverse academic spectrum including the areas of education (Gilliom, 1993), library science (White, 1994), business—specifically in Executive MBA programs (Schertzer, Schuster, & Zimmerman, 1993) and social studies social sciences (Weiss, 1992).

Students attending institutions of higher learning have similar needs for increased international and global education. Today's U.S. college students demonstrate a profound ignorance of global and cultural awareness (Charles, 1991). In a survey of global understanding administered to college students at 197 institutions of higher education, Barrows (1981) finds that a sizable proportion had "attitudes, feelings and perceptions that are unenlightened or unproductive from the perspective of global understanding" (p. 135). Furthermore, Vobejda (1988) reports U. S. students between the ages 18 and 24 ranked last in an

Students enrolled in teacher education programs tend to be bound to the knowledge and values of the white middle class, and many lack significant knowledge or experience with people from other cultural backgrounds to bring to bear on classroom interaction and curriculum. Only a small percentage of education students claim fluency in a language other than English. Most have not ventured more than 100 miles from their home. (Zimpher, Rate, 1989) American universities are "notoriously poor" in foreign languages and an infinitesimal number of students take important but "non-mainstream" languages (Albach & deWit, 1995).

The second rationale for this study is the need to educate students for understanding a rapidly changing and increasing interdependent world. These global changes require rethinking education in order to emphasize a more global approach to teaching and learning. Global education relates global issues to a changing world (Alger and Harf, 1986; Anderson, 1979; Hanvey, 1976; Kniep, 1989; and Lamy, 1991). Global education involves knowledge, perceptions (Case, 1991), and gaining a global perspective (Thorpe, 1992; Wilson, 1992). Global education is a means to prepare students to be citizens of a global, as well as a national, society (Banks, 1994; Bennett, C., 1990; Lamy, 1991). Merryfield (1993 a) asserts that systematic reflection is a major
component of the global education process for preservice and inservice teachers. In addition, Merryfield (1995) emphasizes the importance of linking local and global perspectives. She suggests that students must understand their global connections and appreciate the voices of the people on the margin both in their own communities and in other parts of the world (Merryfield, 1995, p. 22).

The third rationale for this study is the "international university" and the rapid increase in the participation in international education programs. As the trend of "internationalizing the campus" becomes an increasingly common institutional goal, education-abroad activities need to be more fully recognized and documented. "Study abroad is one of the most powerful tools available for internationalizing the curriculum in American colleges and universities" (Kauffmann, Martin, & Weaver, 1992, p. 1). Cooper and Grant (1993) point out that "[c]onsiderable data exists on foreign students in the United States, but until recently, little research has been done on U.S. students abroad and students enrolled in study-abroad programs" (p. 83).

More research on U.S. students abroad and their impact on U.S. higher education at the individual, institutional, and national levels is needed. The percentage of students from public institutions interested in study, travel, and work abroad increased during the last ten years (Cooper & Grant, 1993).
the last five years, this accelerated interest and participation in international education programs.

The Ohio State University, the institution with which I am affiliated, has taken numerous steps to address the increased interest and need for international and globally-oriented programs. For example, The College of Education's Department of Educational Studies' philosophy statement emphasizes that as a democratic society in an interdependent world, the United States "needs to develop citizens who have knowledge and understanding of the world beyond our borders--its peoples, nations, cultures and problems--and who understand how the world affects us and how we affect the world" (Department of Educational Studies College of Education, 1991). Changes at the Office of International Education provide further recognition of the increasing international and global connections at The Ohio State University. In 1992, the Office International Students and Scholars and the Office of Study Abroad united. International student enrollment at The Ohio State University increased thirty-two percent between 1989 and 1995. The international student enrollment country representation rose from 116 to 124 countries during the same time period. The number of participants in The Ohio State University Education Abroad Programs increased in the last five years by 163 percent (269 to 708; between 1990 and 1994). During the last three years, the
number of study tour abroad participants increased 20 percent (99 to 118).

The fourth rationale for this study is the lack of research on short-term study abroad programs. Recent trends indicate students in the United States tend to participate in shorter international education sojourns abroad (Hoffa, Pearson, & Slind 1992). However, research related to study tours abroad is extremely limited. Gilliom & Annink (1993) report relatively little research had been done in this area. Thorpe (1992) concludes research on study tours is "virtually non-existent" with the exception of Wilson's (1984) exploratory survey research.

Most international education programs, focus their work on inservice teacher preparation and curricula dissemination because teachers continue to play a key role in the instructional process (Thorpe, 1993). Wilson (1993) identifies a variety of ways that teachers may gain international cross-cultural experiences including student teaching overseas, volunteering for the Peace Corps, or participating in a Fulbright exchange. For teachers who want to see and learn about the world, a short-term sojourn of 2-10 weeks may be the most feasible. "[T]eachers in the field [professionally active] often find it difficult to be away from responsibilities at home for long periods of time" (Gilliom, 1992, p. 2).
The fifth rationale for this study is to investigate the professional growth and personal development experienced by participants of international study tours abroad. Teachers cannot teach something they do not know (Wright and Van Dear cited in Grossman, 1990). Reviews of educational research indicate an inadequate, research-based knowledge concerning factors affecting the international knowledge and attitudes of social studies educators (Anderson, 1992; Torney-Purta, 1986; Massialas, 1991). Researchers (Ball & Goodson, 1985; Woods, 1986; Zeichner & Grant, 1981) argue teachers' prior knowledge and experiences influence their beliefs and actions. Wilson's study (1986) involving preservice and inservice social studies teachers reports that "cross-cultural experiences lead to global perspectives necessary for global education to happen in the schools" (p. 105).

An investigation into how students gain an intercultural and global perspective is needed. Cushner (1988) found that "an intercultural or international perspective does not come automatically with cognitive development or physical maturity; certain experiences at specific time in one's development are critical to attitude, knowledge formation" (p. 161). The ability to understand others and effectively interact with people from other cultures includes projecting oneself into the other's mind. Cushner (1988) discusses the ability to "view the world from a perspective outside oneself, [as] essential to moving from the
local-traditional level to national-modern level" (p. 160).

Students who begin at a higher level of maturity, are more likely to reach a sophisticated level of international understanding after participating in study abroad (Kauffmann, Martin, and Weaver, 1992).

A sixth rationale for this study is to investigate a program developed in response to an identified need to provide extensive training in global education and international studies. The Social Studies Education Program Abroad component of the Social Studies and Global Education program in the Department of Humanities and Technological Education provides learning opportunities for students while they participate in a travel and study abroad course for academic credits. The short-term international program has existed for over twenty-five years and has involved more than 468 participants in over twenty-six countries (Gilliom, 1992, 1995).

These statistics reflect an overall increase in both the numbers of students participating and the number of countries visited between 1989 through 1996. During the same time frame, connections between study abroad programs at The Ohio State University and other international programs increased from eleven to fifty-three countries (Annual Statistical Report, Autumn Quarter, 1995, Office of International Education, The Ohio State University).
Open Doors' (1986) researchers determined that nearly fifty thousand students received academic credit for study outside of the United States. In 1993-94, they reported an increase to 76,302 students (Open Doors 1994-1995: Report on International Educational Exchange 1995). Increased participation makes research studies which explore the effects of study abroad experiences upon students essential. Yet, it is important to keep the identified growth rates in study abroad programs in perspective; it is still a marginal activity. At public institutions in which more than half of all American undergraduates are enrolled, less than 1 percent of the total population study abroad.

In an attempt to investigate these issues, this study has concentrated on answering the following questions:

1. Assuming study tour abroad participants experienced changes in their professional growth, what were the changes in relation to the individual? What changes were identified by the participants in relation to the design of the program?

2. Assuming some changes in personal development, what changes did individual participants report in relation to their experiences in the study tour abroad program? What were these changes in relation to the design of the program?
Significance of the Study

Education-abroad activities need to be recognized and documented more fully. Research on the impact of study abroad and inquiry into who is venturing abroad, where they come from, what they seek, and how they fare would be of interest to administrators, faculty, education abroad advisors, and teachers.

Also, research on how nontraditional students, as defined in relation to maturity (age over 25 years), ethnic identification, and special needs, interpret their overseas experiences would be of interest to university administrators, faculty, education abroad directors, and program coordinators.

Finally studies concerning the impact of cross-cultural experiences in relation to increasing intercultural perspectives of the participants would be of interest to international educators, faculty, administrators, teachers educators, graduate students and teachers.

Definition of the Terms

For the purposes of this study, the following definitions applied:

**Education Abroad**

This study relies upon the definition of education abroad recognized by NAFSA: Association of International Educators as it provides recognition and support of the broadest principles in the
field. In this definition education abroad encompasses all varieties of living and learning abroad that have genuine and lasting educational value. (Hoffa, 1993.)

Global Education

The definition of global education is integrated from leading resources in the field of social studies education. According to the National Council for the Social Studies (1982),

global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the plants. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism and increasing interdependence. (p. 46)

Tye and Tye (1992) provide an additional component to the aforementioned definition relevant to this study . . .

those problems and issues which cut across national boundaries and about the interconnectedness of systems involved—economic, environmental, cultural, political and technological. (Tye & Tye, 1992, p. 6)

These authors conclude the definition of global education with . . .

[it] involves the cultivation of cross-cultural understanding, which includes development of the skill of perspective taking— that is, to see life from someone else's point of view. (Tye & Tye, 1992, p. 6)

Global Perspective

A global perspective as defined by Hanvey (1987) is one of the major elements of global education. His definition identifies
global perspective as the process whereby one recognizes that "one's view of the world is not universally shared; one's view of the world has been and continues to be shaped by influences that often escape detection; and others' views of the world profoundly differ from one's own" (p. 114). Further elaboration of the definition of a global perspective is helpful. According to Merryfield (1995), it is the increased understanding of cultural universals and human diversity. She explicates "[c]ontemporary movements for self-determination, democratization, and the protection of human and civil rights (belonging to women, children, indigenous people, and others)" and identifies a global perspective as being transnational (Merryfield & Remy, 1995, p. 26). Agreement in the definition of a global perspective by educators providing further relevance to this study includes viewing the historical events and people through the eyes and philosophies of others (e.g., Bennett, C., 1990; Johnson, 1993; Merryfield, 1995; ).

Culture

The definition of culture utilized in this study reflects the complexity of the concept. Kennard (1990), in a document of the Foreign Service Institute of the Department of State, defines culture as the

totality of the behavior of any particular group of people, whether they be tribes, villages, or nation-states . . . . A [technical] definition of culture is the configuration of learned behavior and the results of behavior whose component elements are shared and transmitted by
members of a particular society. The various aspects of culture that can be analyzed and described—economic, technological, political, social, and psychological—are all delicately inter-linked." (Social Studies Background paper, no. 33, p. 65)

Gillioni's (1989) definition of culture includes the dimension of change. He defines culture as the integrated changing patterns of learned human behavior and the products of that behavior that are shared and transmitted to succeeding generations by members of a particular society. Spradley and McCurdy (1975), from an anthropological perspective, define culture as the acquired knowledge that people use to interpret experience and to generate social behavior. Goodenough, (1964, cited in Bennett, C., 1990) identifies it as "whatever it is one has to know or believe in order to operate in a manner acceptable to its members and do so in any role that they accept for any one of themselves" (p. 46). C. Bennett (1990) presents a more contemporary conception of culture: "A system of shared knowledge and belief[s] that shapes human perceptions and generates social behavior is more atuned to the definition of multicultural education as the development of multiple standards for perceiving, believing, doing and evaluating" (p. 47).

This study uses the broadest definition of culture including people's values, assumptions, communication styles, ways of perceiving and interpreting the world around them (Horng, 1994, p. 15).
The multiple definitions of culture are linked to cross-cultural and intercultural interactions as they relate to the study's participants changing perspectives. Hoopes and Pusch (1981) refer to both intercultural and cross-cultural as "interaction, communication and other processes (conceptual analysis, education, the implementation of public policy, etc.) which involve people or entities from two or more different cultures" (p. 6). They find that the terms are used more or less "synonymously" and distinguishing between them so that intercultural refers only to interactive and cross-cultural only to comparative or conceptual simply "doesn't hold" (Hoopes & Pusch, 1981, p. 6).

**Intercultural**

Intercultural as defined in this study is an interaction with people in an unfamiliar culture (Gochenour & Janeway, 1993, p. 1). Brislin (1981) explains that... in the analysis of cross-cultural contact, two aspects are considered: (1) the actual people with whom one will interact and (2) the more abstract components related to people's behavior, ideas, and values. Identifying distinctions of outward appearance, language, cuisine, dress, stature, or demeanor and other customs of culture that exist in-between persons from one culture and another is more readily available. Triandis (1972) further explains this process of making distinctions between two components of culture: the objective and subjective culture. "Objective components of culture are the
tangible, visible aspects of a culture and include such things as
the artifacts people make, the clothes they wear, and the names
they give things. . . . The subjective components, on the other
hand are the intangible aspects of culture attitudes, values,
norms of behavior and social roles" (pp. 23-24). Cushner
McClelland and Safford (1992) identify cross-cultural interactions
as occurring "[w]hen individuals who have been socialized by
groups with different subjective cultural patterns come into
contact, a cross-cultural interaction occurs. Cross-cultural
interactions occur between not only individuals of different
national or ethnic heritage, but also between individuals of the
same nationality or ethnicity who have been socialized in
different ways" (Cushner et al., 1992, p. 24).

**Intercultural Education**

The definition of intercultural education used in this study
is "educational activity which helps the student develop skills in
intercultural communication and which aids the student to view
the world from perspectives other than one's own" (Pusch, 1981,
p. 6). The resulting learning by the students may refer to
learning the "principle characteristics of another culture or the
way in which the learner progresses from the ethnocentrism to
an acceptance and appreciation of another culture" (Hoopes &
Intercultural sensitivity

Intercultural sensitivity is defined in terms of stages of personal growth as "the construction of reality as increasingly capable of accommodating cultural differences that constitutes development. . . . One's own culture is experienced as but one of a variety of world views" (Bennett, M., 1993, p. 24 - 25).

Intercultural sensitivity increases as people experience themselves as members of more than one culture. An interculturally sensitive person may have the ability to live and work effectively in cultures other than his or her own.

International Education

Current definitions of international education reflect recent changes in the world. International educators (Rembert, 1993; Wong, 1985; and Falk, 1988) identify the change from preparing American students to be defenders against communism to preparing American students for their role in the post-Cold War world. According to Rembert's (1993) definition of international education, the one utilized in this study, it is the process of preparing American students to act as informed world citizens. Such education means, among other things, that students should grow in their knowledge and understanding of other peoples, cultures and nations, and that students should come to understand the interdependent character of world events. Such education would prompt students to grow in empathy and to develop an educated imagination [in reference to world peace and appreciation of cultural differences]. It is a process of preparing students not just as
potential customers or economic competitors, or only as friends or foes but as fellow citizens of the world. (p. 6)

Falk's term of "citizen pilgrim" (1988, p. 106) adds the travel and study component to the definition of international education. The purpose of international education, according to Rembert (1993), is "to prepare people to be community builders in an interdependent world" (p. 6). Other recognized perspectives of international education relevant to this study include:

2. Preparing students in cognitive concepts, with emphasis on non-Western cultures knowledge and understanding "because these cultures often represent greater diversity of perspective, and therefore a greater challenge to our empathic ability, than we would find closer to home" (Rembert, 1993, p. 3); and lastly,
3. Preparing students for the reality of the world today, when "we interact with other people in other cultures--our lives are linked with theirs--and international education must also help prepare us for this inescapable fact of life" (Rembert, 1993, pp. 3-4).

Internationalizing the Campus

The definition of internationalizing the campus, relevant to this study, is the process of infusing global perspectives into the campus experience so that the campus community can "[a]cquire new international knowledge, develop new intrapersonal skills in dealing with people from other cultures" and arrive at a new way

**Study-Abroad Students**

Study-abroad students are identified in this study in accordance with the definition used by the Institute of International Education: Study-abroad students receive academic credit from their home institution for the successful completion of an academic program abroad. (Cooper & Grant, 1993, p. 85)

**Study Tour Abroad**

For the purposes of this study, a study tour abroad is defined as a program for students who receive limited academic credit, 2-6 quarter hours credit or its equivalent, from their home institution for the successful completion of a program incorporating phases of academic study, group participation, and individual reflection during a serious educational travel experience abroad for a duration of 1-5 weeks.

**Overview of the Study**

My research explored the effects of study tours abroad as a potentially powerful educational technique. I investigated the way the design of the program influenced the impact experienced by the participants. My study elucidated the relationship between research findings in study abroad literature and the individual participants' reflections on the changes in their professional growth and personal development. My study
examined the interconnections between participants' self-identified changes in global awareness and international perspectives of their host countries and home cultures, as well as participants' perceptions of changes in their behaviors resulting from their experiences with the program.

The phenomenological approach involves how people describe things and experience them through their senses; this theory is based on Husserl's (1962) assumption that "we can only know what we experience" (Patton, 1990, p. 69). Phenomenology undergirds the research and theoretical foundations of this study. The phenomenological approach provides a framework for understanding how participants put together the phenomena they experienced and in so doing, developed a worldview. Participants' views, according to Patton (1990), are what they perceive their experiences were and meant. In this study, I approached the participants' views of their experiences in international settings phenomenologically in an attempt to describe and interpret what they experienced. I attempted to describe and interpret how they integrated their academic and experiential learning into their professional growth and personal development. The core meaning or essence of the study tour experience for each participant was the final dimension, essential to a qualitative inquiry, to evolve in my study.
Themes

The following themes of qualitative inquiry (Patton, 1990) guided the study's research methodology incorporating pragmatism and paradigm of choices.

1. Naturalistic inquiry: Studying real-world situations as they un-fold naturally.
2. Inductive analysis: Immersion in the details and specifics of the data to discover important categories, dimensions, and interrelationships.
3. Holistic perspective: The whole phenomenon under study is understood as a complex system that is more than the sum of its parts.
4. Qualitative data: Detailed, thick description; inquiry in depth; direct quotations capturing people's personal perspectives and experiences.
5. Personal contact and insight: The researcher has direct contact with and gets close to the people, situation, and phenomenon under study; researcher's personal experiences and insights are an important part of the inquiry critical to understanding the phenomenon.
6. Dynamic systems: Attention to process, assumes change is constant and ongoing whether the focus is on the individual or an entire culture.
7. Unique case orientation: Assumes each case is special and unique.
8. Context sensitivity: Places findings in a social, historical, and temporal complex; dubious of the possibility or meaningfulness of generalizations across time and space.
9. Empathic neutrality: Complete objectivity is impossible, . . . but understanding: the researcher includes personal experience and empathic insight as part of the relevant data, while taking a neutral nonjudgmental stance toward whatever content may emerge.
10. Design flexibility: Open to adapting inquiry as understanding deepens and or situations change. (Patton, 1990, pp. 40-41)
Chapter 3 provides a more in-depth version of the themes and implications of the research methodology as related to this study.

The Inquiry Process

I decided to design a study using methods of qualitative inquiry in a pragmatic approach. This study progressed with a cross-question analysis guided by reflective evaluation (Patton, 1990). Data were gathered from interviews, focus group interviews, and participants' study tour group diary documents.

Participant Interviews

Participants were interviewed after their study tour programs. The interviews combined predetermined questions with open-ended questions in each interview. The number of interviews varied from five to ten during the nine-month research timetable. The interview schedule was clustered into two segments. Different starting dates resulted from participants' conflicts between their professional responsibilities and scheduled interviews. In the cases of fewer interviews conducted, the participant and researcher extended the interview time to include two interview sessions in a single time frame. The average interview time was three quarters of an hour, while the extended interview time was approximately one and a half to two hours.
Focus group interviews

Two group interviews were conducted near the conclusion of the study. The predetermined interview questions were derived from themes which emerged during the individual interview sessions and Wilson's (1992) "Impact of International Experiences" design (p. 14). Each session was conducted for a specific time period at the same location. Focus group interviews provided a pragmatic use of interview time; increased confidence in the data through a comparison of public and private answers to interview questions; and provided participants with an opportunity to interact.

Participants' study tour group diary document

Individual recordings compiled in a group diary were part of the academic requirement to gain course credit. Participants were asked to select a portion of their study tour group's diary that represented a significant experience during their study tour program. These documents entailed written interpretations of what participants considered important during the study tour program.

The data gathered during the study were analyzed using cross-question analyses guided by reflective evaluation. In this study, the six participants represent a purposeful sampling of the total study tour program population. I used "information-rich cases" (Patton, 1990, p. 181) for in-depth study from which I could illuminate the questions under study. The insights gained
from the cross-question analyses represented possible avenues for further exploration of commonalities and differences of the participants' international, global and intercultural perspectives following a study tour abroad program. Identification and description of outcomes in relation to participants' professional growth and personal development and the logical linkages to the study tour abroad programs are presented as interpretations of the data. The study concludes with suggestions and assertions concerning the implications of a study tour abroad program upon participants' professional growth and personal development.

Limits of the Study
The limits of this study relate to those typically associated with case study and qualitative research.

1. Self-reported facts are intentions and reflections. They do not necessarily describe what the participants actually did or what they learned.

2. The six participants represent a small portion of the total participants in The Ohio State University Social Studies and Global Education Study Tour Program between 1969 and 1994. Consequently, generalizing beyond the parameters of these participants' perspectives is not recommended.

Participant limitations in relation to the study include: Participants who agreed to participate in the study were selected as a purposeful sample from the names of participants provided
by the Director Professor of the program within a central geographic area limited by their continued accessibility over a period of seven months. These participants may not represent the perspectives of the total population of study tour participants from other geographic areas outside The Ohio State University environs. In addition, a participant who agreed to become involved in the intensive interviewing process may have individual perspectives not shared by the total study tour program population, due to unique international experiences on their tours or other contributing personal experiences relative to professional development and international study tour programs.

3. The study manifested limited confidentiality. Participants waived their rights of confidentiality during the group interviews with other participants. Each participant was given the option to participate in the two group interview sessions. All six participants signed a consent form waiving their anonymity within the group for the group interview sessions.

A second example of limited confidentiality pertained to enhanced professional development for the participants. Two of the study's participants presented their learning experiences through international study tour programs at the National Council of Social Studies Annual Meeting, 1994. The presentation was a collaboration between the researcher and the two participants.

Throughout the research, I attempted to maintain confidentiality for the project's participants. At the inception of
the study and at each group interview, I verbally emphasized the need to respect others' right of privacy and to maintain strict confidence. The self-disclosure of an individual's participation in the research study could permit easy access to identification. Therefore, participants were cautioned not to share or disclose other participants' involvement in the study. This right of privacy for other group members seemed to be respected by all participants.

Organization of the Study

This study was designed to examine how participants who went on international study tours abroad interpreted what happened to them and reflected upon the connection between their experiences and their professional and personal development. The study investigated the impact participants' experienced relative to international, global and intercultural perspectives.

Chapter 1 provides the introduction to the study, context of the study, outline of the rationales, definitions of key terms, and an overview of the study. The literature that applies to this study, an overview of the research methodology and the limitations of the study conclude the chapter.

Chapter 2 examines the related literature in international education study abroad and study tours abroad, global education
with the specific focus relative to the study of global perspectives, and intercultural (cross-cultural) education.

Chapter 3 presents the methodology of the study, including the rationale for qualitative inquiry as a basis for studying students' perceptions and reflections concerning international education overseas study tours and the connections to the participants and program design.

Chapter 4 presents a description of the program and the participants' experiences. The pragmatic approach to the research utilizes themes incorporated from international education terminology and participants' experiences.

Chapter 5 concludes the study with implications and suggestions for further research related to international education study tours abroad.
CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to present a review of the literature relevant to this study and the current research effort in the field of international education, and study abroad in particular. The chapter begins with a brief history of the field and some of the early related research. The literature review continues with a narrowing of the focus to study tours abroad. Literature relevant to global education with a focus on global perspectives is examined in the second section. The chapter concludes with a description of the literature in intercultural (cross-cultural) education as it relates to study abroad.

International Education—Study Abroad

Overview

In the 1980s and 90s, changes in the political landscape transformed many of the goals of American foreign policy which existed for more than forty years. The National Task Force on Undergraduate Education, 1990 found:

abundant evidence that our citizens are not well prepared for the international realities ahead. . . . There is growing
acknowledgment that education must provide more international content and lead to greater sensitivity and understanding. For undergraduates at our universities and colleges, a serious educational experience in another country brings cross-cultural understanding and international learning not achieved through almost any other approach. (p. 262)

Fulbright (1946), recognizing the need for international understanding, established a means of connecting people in the United States and other countries through an exchange of scholars, knowledge, and skills. Fulbright Fellowships were created in 1946, to foster mutual understanding among nations through educational and cultural exchanges. Recognition of the importance of this alternative means of contact resulted in funding by Congress of the Mutual Education and Cultural Exchange Act of 1961. Through an annual appropriation made each year, 800 Americans study or conduct research in over 100 countries under the Presidentially-appointed Board of Directors. Senator J. William Fulbright, sponsor of the legislation, "saw it as a step toward building an alternative to armed conflict" (Fulbright Mission, p. 5).

According to Fulbright (1976):

International educational exchange is the most significant current project designed to continue the process of humanizing mankind to the point, we would hope, that men can learn to live in peace—eventually even to cooperate in constructive activities rather than compete in mindless contest of mutual destruction...We must try to expand the boundaries of human wisdom, empathy and perception, and
there is no way of doing that except through education.
(Speech on the 30th Anniversary of the Fulbright Program)

The Institute of International Education (IIE) founded in 1919 to promote peace and cultural understanding through cultural and educational exchange is the largest and most active nonprofit organization in the field of international educational exchange. Since 1964, it has assisted the U.S. government in the administration of the Fulbright Graduate Fellowship program and numerous other programs. IIE's annual research report, Open Doors, compiles data from surveys of foreign students, foreign scholars, foreign students in Intensive English Programs (IEP's), and U.S. students in study abroad programs.

According to Lambert (1989), "[A] few U.S. colleges have had study-abroad programs since the early twentieth century, [but] it was not until the 1950s and 1960s that students were sent abroad in significant numbers" (cited in Hoffa et al., 1993, p. 87). These students were primarily from notable private colleges and universities. Burn (1990) reports that the University of Delaware and Smith College developed study abroad programs in 1920 to enable students to study in Western Europe.

The International Student Exchange Program (ISEP) founded by the American government was:

introduced for the purpose of supporting reciprocal student exchanges between the USA and many other countries, also building on arrangements whereby American students pursuing part of their degree programs abroad normally
According to Burn, research in international education is of social importance and provides rich and challenging opportunities for scientific inquiry.

In the current Open Doors, 1994-1995 (IIE's research survey), researchers recognize the necessity for an international dimension in higher education due to profound changes in global economics, social and political sectors, and developing technology. "To compete successfully now and in the future requires that individuals and nations have the capacity to communicate knowledgeably with partners and competitors around the world" (Davis, Ed., 1995, p. 157). Davis (1995) finds language training is just one part of the component: "A deep awareness of the history, culture, and political and economic systems of those with whom we interact is essential" (p. 157). Goodwin and Nacht's (1988) firm conviction that study abroad is a subject of great importance to American higher education today. This conviction is also found in the research study sponsored by IIE (1995).

In order to understand the impact of study abroad more fully, it is important to document who is venturing abroad, where they are going, what they seek, and how long they are staying. Therefore, the following survey statistics taken from IIE's 1994-1995 report are included as in integral part of this literature review.
Current statistics on the number of students studying abroad include:

A total of 76,302 students received academic credit for study in another country in 1993-94, almost 5,000 more than the 71,154 reported in 1991-92. Part of the increase may be due to the higher response rate (5 percent) over 1991-92. Study abroad activity reported to IIE has expanded substantially since 1985-86 when 48,483 students were reported as having completed part of their studies in another country. (Open Doors 1994-1995, 1995, p. 159)

Graduate students "have remained a very small proportion (7.0 percent) of all study abroad enrollments. Most study abroad students are female (63 percent) and white (84 percent)" (Open Doors, 1994-95, p. 158).

These current statistics confirm the findings of the National Task Force on Undergraduate Education Abroad that "such experiences abroad are still confined to a small fraction of American undergraduates, mainly upper-middle class, and still focus predominately on Western Europe and on study of the humanities and social sciences" (Hoffa et al., 1993, p. 262).

Destinations of students studying abroad has changed slightly:

As in the past few years, Europe was by far the favorite destination for Americans who studied abroad in 1993-94: 67 [percent] . . . . After Europe was Latin America hosting 13 [percent] of Americans studying abroad. Asia attracted 7 [percent], Oceania and the Middle East about 3 [percent] each, Africa 2 [percent], and North America (Canada) less than 1 [percent]. The most noteworthy change since
1985-86 is that the share of Americans studying in Europe has fallen 12 [%] while the share to Latin America has risen by 6 [%]. The United Kingdom hosted 22 percent, France 10.4 percent, Spain 9.1 percent, Italy 8.4 percent, Mexico 6.2 percent, Germany 4.6 percent, Australia 3.1 percent, Japan 2.9 percent, Israel and Austria 2.7 percent, Costa Rica 2.3 percent, and Russia 2.0 percent. Western European nations enrollment either remained level or declined and Mexico, Australia, Japan, Costa Rica, and Russia saw an increase in popularity. (Open Doors 1994-1995, p. 160)

Americans abroad had home-campus majors largely in the humanities and social sciences with relatively few in engineering and hard science fields: social science and humanities 37 percent, business 14 percent, foreign language 11 percent, business and management 12 percent, engineering and math and computer sciences 9 percent (Open Doors 1994-1995, p. 166).

The length of sojourn reported between 1994-1995 is still rather brief: "50 percent of students study abroad for one semester or less, only 14 percent for an academic year" (Open Doors, Davis, Ed. 1995, p. 158). The "'junior year abroad' model dominates: 40 percent of study abroad participants go during that year... Over a third (37 percent) of students studying abroad did so for a duration of one semester or less [between 1985-1994], the most popular sojourn was summer term (31 percent)... comparable to the time span spent by students in 1985-86" (Open Doors, Davis, Ed. 1995 p. 167). The survey revealed that "the proportions of students who spent a semester or less abroad increased, and that the proportions who received
credit for study abroad for longer or shorter time periods declined (Open Doors, Davis, Ed. 1995, p. 167). According to IIE figures, "the number of students who received credit for studying abroad in 1987-88 was only 63,341... it nevertheless documents that only a tiny fraction of America's more than 12.5 million college and university students have a study-abroad experience" (Hoffa, 1993, et al., p. 266).

Looking at study abroad from an international perspective, the National Task Force on Undergraduate Education Abroad (1990) found the goals of ERASMUS, the European Community Action Scheme for the Mobility of University Students impressive. The program's goals in 1992 were to enable 10 percent of the European Community (EC) university students to have a significant study-abroad experience in another EC country. "ERASMUS will prepare European students not only for the professional, commercial, technical, linguistic, academic, and diplomatic needs of a united Europe, but also for performing effectively in the world market of ideas and trade" (Opper, Teicher & Carlson, 1990, p. 264).

Research reported by Burn, Cerych, and Smith (1990) in the Study Abroad Evaluation Project (SAEP) examined a comparative assessment of foreign language and international studies in Europe and the United States. The project was designed to provide a comprehensive approach and a comparative perspective involving a number of different countries. SAEP covered 82 study abroad programs offered by 51 higher
education institutions in four European countries (the Federal Republic, France, Sweden, the UK) and the United States. SAEP sought to identify organizational arrangements for these programs, as well as their impact on the participating students in terms of language competence, learning patterns and performance, knowledge and perception of home and host country cultures, and the subsequent entry of graduates into the labor market.

The decentralized research effort for SAEP in the United States included the University of Massachusetts at Amherst, the University of California, the University of Colorado at Boulder, and Kalamazoo College (Michigan). Of particular interest is the extent to which study abroad programs can be judged successful and the background sketch of the participants: their academic achievements, extra-curricular activities and internationally oriented interests, information on their living situations at home and abroad, and highlights of their experiences abroad (Opper & Teichler, 1990 p. 17).

In order to assess program "success" in the realm of student experiences, study abroad participants were asked questions on whether they considered the period(s) abroad stimulating and generally worth the investment of time and other resources.

Program

Hansel's (1984) review of the literature found several significant differences in the sojourn experience: length of the
sojourn, the frequency and quality of the contact with the host nationals, the nationality of the sojourner and the type of community he or she is from, the country and size of community in which the sojourn takes place, the age and gender of the sojourner, the activities of the sojourner while in the host country, and the attitudes of the sojourner prior to the experience (Hansel, 1984, AFS, pp. 12-13).

For purposes of clarity, the literature review in international education-study abroad is organized under the following headings: duration of study, level of immersion, international domestic perspective, program goals, future expectations, and personal development of participants.

Duration of Study

Study abroad varies in length of time from a few weeks to several years. "The optimum length of time clearly varies with circumstances and objectives. Mainstreaming, or serious study in the Third World, requires a year or more. Experiential learning of various types in the developed world can be accomplished effectively in a semester, intensive language study completed in as little as six weeks (Goodwin & Nacht, 1988, p. 88).

Opper (1990) reports "[H]ow long students stay abroad in order to derive maximum benefit from the experience is a much debated issue" (p. 45). The great majority of programs involve more than one term or semester abroad. Study abroad programs with a single subject focus are prevalent in foreign languages.
business studies, engineering, and law. Often, this period abroad is compulsory for all students of the corresponding field. A phase of work placement is involved in nearly all business study abroad programs, a third of the programs in natural sciences, and a quarter of those in foreign languages (Opper, 1990). Program success is measured in the realm of student experiences. Study abroad participants were asked questions on whether they considered the period(s) abroad stimulating and generally worth the investment of time and other resources (Opper, & Teichler, 1990).

Sanders, Ward and Perkins (1970) find some variations in the duration of the programs. During their study, 35.8 percent were summer programs of varying length; less than 11 percent were just for a semester, while 0.5 percent were longer than a year.

Research data on the impact of the duration of stay, as reported by Koester (1987) in the Annual Report of the Council for International Exchange of Scholars, finds that "[i]n 1982, about 38 percent of the awards made to Americans were for periods of less than 6 months: In 1987, short-term awards accounted for 44 percent of the total" (cited in Burn, 1992, p. 5).

Level of Immersion

With special attention to the impact of study abroad, a review of the literature by Sanders and Ward (1970) conclude that the most valid purpose for these programs is "the
broadening of students through their total immersion in another culture" (p. 78). The authors express concern that "too many study-abroad programs treat participants as tourists...and [are] not achieving the cultural immersion which should be their primary goal" (Sanders & Ward, 1970, p. 79). The authors attribute this to the following impediments:

[Lack of sufficient language preparation, the brevity of the time spent abroad, the overcrowding of certain popular university centers to the point where United States' students associate with each other and not with the local people, and the failure of many foreign universities to accept more Americans as regular students because they do not have enough places for their own nationals. (Sanders & Ward, 1970, p. 79)

Abrams (1979) reports that when students were asked how they best gained understanding of people in a foreign society, a preponderant number referred to family stays, work experiences, and relations with students of that country. Further travel and study was mentioned, but only by a third of the respondents. Students' determination of the degree of immersion in another culture was described by 28 percent of the respondents as a "sense of belonging" (Abrams, 1979). Specific reference by 16 percent of the students concluded that the high point of the study abroad experience was interactions with a foreign individual (e.g., some students' contact led to cross-cultural marriages).

Recognizing the difficulty in evaluating the learning outcomes of study abroad, Abrams (1979) analyzed
questionnaires from Antioch students who participated in education abroad twelve years earlier (330 returned the thirteen page questionnaires, control group of 94). The Antioch education abroad program's innovation is a work experience. Of the research sample, 70 percent of the students participated in this additional dimension of experience in the life of another country "as a participant, not merely observer, guest or tourist" (AEA Manual, 1962, Antioch). When asked about the level of importance of their participation, 53 percent considered it "one of the most important experiences of my life," another 26 percent regarded it as "a great experience. . . only 4 percent considered the experience disappointing" (p. 179).

What seems to be the case is the more immersion, the more satisfaction and the more impact . . . [or] the more a program overseas encourages involvement with the host culture in a variety of roles, with that of worker in the society very important among them, the more we can expect to find enduring attitudes and behavior. (Abrams, 1979, p. 185).

Other factors relating to the degree of participant satisfaction in study abroad beyond the combination of work-study include that those: "least satisfied were less likely to have been abroad more than six months, to have traveled extensively, or to have taken courses regularly taught for students in the host country" (Abrams, 1979, p.185).

In advocating more cultural immersion, Sanders and Ward (1970) called for the preparation of "the kind of student who can
handle an international experience with a greater degree of independence" (p. 96).

Language was another evaluation criteria to determine the level of participation in another culture. Communication with people in the host society was found to be valued and 80 percent of students at Antioch learned a foreign language even in the English speaking countries (Abrams, 1979). Paige (1993) explains the importance of language: "[I]anguage is the major mechanism by which culture-group members communicate and share meaning. ... the ability to speak the target language is not always absolutely essential, nor does it assure wholly effective intercultural communication or cross-cultural adjustment, but lack of language skills can lead to social isolation and frustration" (p. 7).

Sensitivity to people of another culture may have enabled many to develop closer relationships with people at home. People-oriented groups, rather than academically-oriented ones, are more likely to acknowledge other people (peers, co-workers, and faculty) as having something to do with the changes they perceived in themselves (Office of Educational Evaluation and Research, June 21, 1971, Antioch).

Churchill's study (1959-60) analyzes the impact on the students of Antioch's program of education abroad (AEA). The study focuses on students' attitudes and feelings rather than on academic study. After a year long program, students studying in Europe reflected a more balanced outlook on their country. The
students who described the study as a "good experience" are distinguished as having above-average scholastic ability in contrast to those who described the study as a "poor experience" as having average scholastic ability (p. 1).

International Domestic Perspective

Carlson and Widaman's (1988) research study analyzed a quasi-experimental design questionnaire sent to 450 students who spent their junior year abroad and 800 students who remained on their home campus during their junior year at the University of California, Riverside. Generated by the necessity of universities to help students develop the skills and attitudes which will allow them to function successfully in an interdependent and interconnected world, the researchers found that studying and living in a foreign country leads to heightened levels of international understanding. Research results determined that the study abroad group showed higher levels of international political concern, cross-cultural interest, and cultural cosmopolitanism. They also cultivated more positive and more critical attitudes toward their own country. Antioch Education Abroad students were found to make fewer value judgments and, when compared to the resident group (not participating in education abroad), showed increased complexity of thought and were more extroverted in their thinking (Churchill, 1959, p. 60). Carlson & Widaman's (1988) findings, which revealed that a year of studying abroad at a European
university leads to a more critical as well as a more positive attitude toward the United States, is consistent with other studies (e.g., Carlson & Jensen, 1984; Klineberg & Hull, 1979).

Abrams (1979) reports that students' changed some of their conceptions of America. Students discovered their country's flexibility and heterogeneity when compared to other countries' political positions after their Antioch study abroad program. The author found this especially significant as it was reported during a period of political turmoil due to the Vietnam conflict.

Other research (Brislin, 1981) has shown that a greater knowledge of foreign or host countries is reflected in enhanced levels of international understanding (cited in Carlson & Widaman, 1988, p. 14); however, this research was not substantiated by the present data.

Burn, Ladislav, and Smith (1990) find:

[C]entral to process of and policies for internationalization in the higher education sector as elsewhere, remains the movement of people--students, teaching staff, researchers and administrators--from one country to another for the purpose of acquiring first-hand experience of living and working in another historical, cultural, social, economic and political environment. (p. 10)

This leads to the next identified area of international education—study abroad, program goals.
Program Goals

Burn, et al. (1990) suggest that the "comparative success or failure of a study abroad program cannot be adequately assessed without referring first and foremost to its effects (in the short, medium and longer term) on the participating students" (p. 244). Numerous aspects of the program identified in this assessment include "[for example, to what extent are the programmes accessible to a broad range of students? To what extent can the study abroad be proved to be an integral component of the course of study?]" and not a prolongation of studies as a result of the stay abroad (p. 244). Financial considerations provide an extenuating influence. "The problems in the financing of the period of stay abroad, in spite of existing measures of support, were indeed identified by the programme directors as the greatest problem to which students were exposed" (Burn, et al., 1990, p. 244). The influence impacts who goes abroad. "More than half the programme directors estimated that the additional costs led to a certain limitation of the number of participants and to certain social selection" (p. 245).

According to Burn, et al., (1990), determining factors for the success and failure of programs include:

(1) Statements on the objectives of programmes seem to be more than mere declamations.
(2) The institutional context and the basic administrative conditions of the study abroad programmes appear to exercise the least influence on their outcomes.
(3) The profile of the student participants plays a certain—but by no means preponderant—role in the results. Student
motivation may therefore be regarded as an important element to be taken into account in the planning of programmes.

(4) In many respects, the design of the study abroad programmes proves to be a significant factor in determining the 'success' and 'problems', ... the high degree of recognition of the study abroad after the students' return, and of avoiding prolongation of the overall length of study in consequence of the stay abroad are more likely to be achieved when participation is compulsory, duration of the stay is comparatively long, the program of courses to be followed is largely predetermined, and when the programme may be described as being highly organized in many other respects. (pp. 246-47)

Kline (1987) determines that the "[m]ost important elements of foreign study curriculum are "'a sense of the mission of the program,' disciplinary and institutional configurations, and the ability to control what happens in the program" (p. 5).

Burn, et al. (1990) finds that the diverse effects were the most desirable considerations for the program:

Only for a very few of the study abroad programmes--certainly less than one-fifth--does the academic dimension have a clear priority or, on the other hand, are cultural experiences and general personality development so much in the foreground that the questions of scientific learning are clearly subordinate. ... Anglo-Saxon university tradition results in cultural education and personality development being more highly rated in these countries than in the other countries analyzed and for Swedish and American programs, the professional utility of study abroad is not rated so highly. One particularly interesting objective appeared to be to produce a form of international generalists. (p. 241)
The concept of international generalists leads to questions about the participants, their profiles, and the ways in which the influences of international education-study abroad are determined.

The criteria for the selection of students in programs with competitive procedures and high numbers of applicants include: "general academic performance, competence in foreign language, demonstrable motivation and predicted ability to adapt to changes in living conditions... directed at a new transnational synthesis of qualifications" \(\text{Burn, et al., 1990, p. 243.}\)

**Future Expectations**

Burn (1992) predicts four trends that will affect U.S. exchanges with the rest of the world by the year 2000: (1) Demographic projections point to a decline in the number of college-age individuals in the United States (by 20 percent or greater); (2) The demand for post-secondary educational exchanges exceeds the supply of places available in many countries; (3) The quality-quantity issue is shifting priorities toward ensuring the quality and societal relevance of that education; (4) The trend for American scholars, especially in science and engineering, to take shorter sojourns abroad than some years ago. Shorter term (one month or less), a trend identified by Zinberg (1980), also applied to scholars in the sciences, social sciences, and humanities in official exchanges between the U.S. and Germany 1978-1985. In the Fulbright
Senior Scholar program this pattern was noted and attributed to other continuing trends (the falling dollar, two-career families, etc.) (Burn, 1992, p. 13).

Personal Development of Participants

Kauffman, Martin, and Weaver (1992) theorize that "study abroad is one of the most powerful tools available for internationalizing the curriculum in American colleges and universities" (p. 1). The authors identify two key variables which determine the "degree to which a sojourn abroad affects students: the student's maturity and extent to which the student is immersed in the host culture" (Kauffman, et al., 1992, p. 2). Identification of three basic ways in which students change include: (1) perceptions they have of the host culture and their understanding of it; (2) the way they perceive their own culture; and (3) global understanding. Potential impact of study abroad on students' personal development in the following areas include: (1) intrapersonal understanding; (2) interpersonal relations; (3) values; and (4) life direction vocation. Comparisons between Kauffman, Martin, and Weaver's (1992) research and the literature concerning personal development led the authors to conclude:

The study abroad research suggests that students who can be described as less developmentally mature before they begin their study abroad are more likely to experience a greater magnitude of personal change than those who are more mature. Students who begin at a higher
level of maturity are more likely to reach a sophisticated level of international understanding. Also, the less developmentally mature person who has only superficial contact with the host culture exhibits little change in either personal development or international awareness. (pp. 91-92)

The authors provide an extensive synthesis of salient findings from research about study abroad, which used existing instruments and specially designed instruments. These findings provide a basis for comparison for my current study between students' study tour abroad and students' study abroad. The area of interpersonal development, including self-awareness, self-confidence, and autonomy, were applicable to the study. The intrapersonal development or integration of the self with others relative to study abroad is associated with an increase in interpersonal skills, or increased tolerance of people who are different than oneself. The insight from Piaget and Inhelder is "that personal development is stimulated by the interaction between the person and his or her environment, between self and world" (cited in Kauffmann, et al., 1992, p. 127). Kauffmen, et al., proposes a model of the Transformation Process involving stages of growth that includes: autonomy, belonging, values, cognition, vocation, and worldview.

Jurasek (1991) suggests that "sojourners have learned to distinguish between preconception and the process of perception or that students have been disequilibrizied (Piaget) and have begun to explore another culture's epistemology" (p. 9). The
students following study abroad have developed greater
cognitive flexibility and higher tolerance of ambiguity and
differentness and relativity, according to Jurasek as a result of
the "core learning event off-campus" (1991, p. 9).

Kauffmann (1984) focused his earlier research on "The
Impact of Study Abroad on Personality Change" in a pre- and
post- study abroad questionnaire for Goshen College
undergraduates. His findings include:

The [study abroad] experience appears to have had the
most impact on three dimensions of personality functioning:
(1) changed world view and an increased interest in
reflective thought as in the arts, literature and language, (2)
increased interest in the welfare of others and (3) greater
interpersonal development (increased self confidence, self
esteem, independence, appreciation of sensual reactions
and feelings). (p. 141, cited in Racette, 1996, p. 41)

The research describes the perceived benefits for American
students involved in study abroad programs: "Although I
appreciated the cultural broadening I received, what was most
important was what I learned about myself... We were treated as
adults, so we acted like adults, I've come back much more grown
up, much more responsible" (Sanders & Ward, 1970, p. 89). I
discuss the benefits relative to the participant experiences in
Chapter 4 of this study. "One of the best ways of learning what
students gained from the overseas experience is to ask them
what they think a good program should be like" (Sanders & Ward,
1970, p. 92). Researchers clearly note recognition of how to
determine the impact of a study abroad program upon the participants.

Oppe, Teichler, and Carlson (1990) focus on the impact upon participants in the Study Abroad Evaluation Project (SAEP). Their study analyzes study abroad programs which promote mobility between institutions of higher education in the United Kingdom, France, the Federal Republic of Germany, Sweden, and the United States. The students surveyed ranged in age from 19-25 years. Oppe et al., notes discrepancies between the students' profiles in study abroad programs and the overall student population. Students whose parents have completed a higher education degree or who have more highly qualified occupations constitute a higher percentage of participation. Students with previous international experiences, either their own or those of their parents or siblings, were much more likely to participate in a study abroad program. Student motivation is clearly a factor also noted by Burn (1988) in volume I of the study. Oppe, Teichler, and Carlson (1990) research unequivocally shows that for the majority of participants the prospect of spending a period of study abroad powerfully influenced the field of study and their choice of home institution.

The research identifies:

The desire to acquire an enhanced knowledge of foreign languages, as well as first hand experience of living in another country and thus of becoming acquainted with a country and its people are quoted as being the students'
most important reasons for participating in study abroad. (Opper, et al., 1990, p. 204)

Through outside (out of class) contacts, between students and people in the host country, "study abroad provides a very good opportunity to get to know the host country, its inhabitants, their way of life, mentality, and culture" (Opper, et al., 1990, p. 205).

The extent to which this contact with people from another culture brought about changes in the students' "self-appraisal" was not conducive to the quantitative analysis as measured by a pre-departure and post-sojourn assessment questionnaire. However, the authors note that a substantial number of students "were of the opinion that study abroad had made a significant impression on the development of their personality," which corresponded to written responses by program directors (Opper, et al., 1990, p. 211). The authors conclude:

emphasizes is laid on other effects of study abroad upon personality, work style, and social competencies, which are of more general importance professionally than on impacts directly attributable to job-related knowledge during study abroad: study abroad seems to promote the ability to adjust to unfamiliar situations, to deal with different kinds of people, to be prepared to take on new duties and new working conditions, to get to know previously unknown subject matters, to manage in unaccustomed circumstances and to learn from comparisons. (Opper, et al., 1990, p. 213)

Carlson and Widaman (1988) report that such concepts as world-mindedness (Brislin, 1981) and the development of positive attitudes toward other countries is directly related to
extended, positive contacts...with host nationals such as those that can develop through study abroad.

Based on a review of the literature, study abroad participants also reflect the tendency to travel abroad more than the control groups, 64 percent had two to five trips abroad since graduation compared to the 54 percent control group (Abrams, 1979, p. 183). In addition, study abroad participants demonstrated an increased awareness of international connections—determined by participants describing current events outside of the United States, reading foreign newspapers, magazines, or books in a foreign language and participating in international activities at the community, national, or world level (Abrams, 1979). Abrams (1979) determines that "[t]he experience abroad had an important influence upon subsequent behavior of the alumni both in their educational and job careers" (p. 182). These findings corroborate Oldt (1969): who reports that study abroad participants tend to be an academically oriented group... (finished college, went on to graduate school, and earned Ph.D.s). Abrams (1979) determines that during the first six years after the experience there is little or no specific influence; however, increased time for reflection found 21 percent of the sample's choice of graduate school and 39 percent their choice of graduate field were influenced by Antioch Education Abroad, AEA. Fifty-one percent felt it strengthened their academic interests and motivation.
With regard to job histories, Abrams (1979) reverses his 1964 study, which found that shortly after the study there was little or no influence on vocational life. Abrams (1979) reports that 39 percent of participants were influenced by their study abroad program in selections of specific fields of work and jobs. "Almost half of them think that 'marketable skills or background' gained from AEA helped them obtain a job. The specific tools [to which] they referred... include language, self-confidence, cultural knowledge, and experience abroad" (Abrams, 1979, p. 183).

Developing sustainable educational linkages through technology is another way for participants to extend the study abroad experience (Stevens, 1987; and Jenkins, 1996).

Demoe (1987) suggests combining a field work model and a course in daily civics, family and kinship relations, property, governance, or "hidden agenda study of civilization relationships" in order to maintain the academic integrity and personal impact of short-term study abroad programs (p. 96). Salisbury (1991) describes combining class work and travel with a research field experience during a short-term travel to maintain academic and experiential learning.

Short-term study tours abroad intensifies the concern to maximize learning and maintain academic integrity during study abroad. Limited time, makes it difficult to achieve significant levels of cultural immersion, meaningful contact with host nationals, and language development, each which requires
extensive longitudinal sequencing to enable learning and diminish "culture shock" (DuBois, 1951; Oberg, 1960). Study tours may offer one possibility for introducing students to more extensive study abroad experiences.

**Study Abroad—Study Tours Abroad**

Kidd (1977) in his text *How Adults Learn* commented, "[E]ducators sometimes assume that since the stimulus in an environment outside the classroom is strong, that interest or excitement or tension are conditions to insure good learning . . . where there are fewer opportunities for controlling the environment, greater, not less attention to environmental factors needs to be paid" (p. 241). The author suggests providing places and planned opportunities where learners can "pause, reflect, obtain feedback, seek further clarifying information or experiences, begin to sort out and assess what has been happening to them" (Kidd, 1977, p. 241).

Wilson (1984) claims that short-term international travel has a positive effect and improves adults' teaching about the countries visited. "Teachers who have been short term international sojourners teach more accurately, authoritatively, creatively, and enthusiastically and with more understanding about places they have visited" (Wilson, 1984, p. 155). Bonfiglio (1993) reflects on the ways in which her overseas travel experiences has increased her perceptions. The impact of her actions on others, and how their actions affect her reveals the
world as very small and interconnected. As an educator promoting international education, she explains, "I think it is important that I assist travelers to explore their reasons for travel and guide them to reflect on what their experiences teach them about the world and its people" (Bonfiglio, 1993, p. 8). Bonfiglio (1993) agrees "with anthropologist Gregory Bateson, who contends that it is through comparison with others that we learn about ourselves and our own culture" (p. 8).

Pearce (1984) reports that even a two-to-three-week package tour can affect the tourist, as determined in a study of British travelers touring Greece and Morocco.

Salisbury (1991) describes a study tour in an academic setting. The four-week tour serves as an intensive study program offered during the intersession through The University of Wisconsin-Green Bay. The three-credit hour program in the Yucatan, in existence for the past 12 years, provides inexpensive (including air fare, room, board, and local-travel fees) warm weather study abroad for students (between 25-45). The author's academic course structure provides lectures, field trips, discussion sessions, and an investigation project to provide them cross-cultural experiences with the host culture. The structured classroom learning (cultural and language instruction) is combined with small group immersion experiences. Student performance on tests and essays reveal:

that they retained the material they learned in the active exercises better than the lecture material. Furthermore,
the material explored in this manner formed an excellent background both in content and method for students to carry out their own projects during the last week of the course. (Salisbury, 1991, p.115)

Goodwin and Nacht (1988) report criticism of study tours abroad. The IIE-sponsored study found faculty members "most dubious" of this category of study abroad (Goodwin & Nacht, 1988, p. 44). The authors determine that study tours abroad are most common in public institutions with large enrollments geared to the higher education to the "masses" rather than to the educated "elite" such institutions often possess a "shading in the community college into technical, remedial, adult and even secondary education" (Goodwin & Nacht, 1988 p. 45). There were some comments accusing faculty who conduct tours of doing so for personal gain with the goal of "tourism" rather than education. Pejorative terms were used to describe the experiences (e.g., "bubble day-care for adults", "surface"). Further concern expressed by faculty related to participants' gaining tax deductions for travel (Goodwin & Nacht, 1988).

Abrams (1979) notes that the "increasingly popular but often academically suspect study-tours, [were found by] only one [percent] of our alumni" (p. 179) to be the major focus of their program, although 98 percent reported that they had traveled while abroad.

As previously noted in Chapter 1, an acknowledged gap in research and attention in the literature exists concerning study
tours abroad (e.g., Gilliom & Annink, 1993; Thorpe, 1992; Goodwin & Nacht, 1988). Goodwin and Nacht (1988) suggest that study tours abroad provide correctable programs affording opportunities of focused study and experiences with carefully designed details to ensure legitimacy. Such requirements might include keeping a log, preparing projects, and carefully combining tours with course work (Goodwin & Nacht, 1988).

Goodwin and Nacht (1988) analyze policies and programs for American students venturing overseas. In an attempt to catalog all of the different purposes for study abroad and ways to implement programs, the authors visited approximately forty colleges and universities in four states plus relevant institutions and organizations. They conclude: "An educational experience overseas may be the best way to develop the culturally sensitive person at any level and anywhere" (Goodwin & Nacht, 1988, p. 118). Goodwin and Nacht suggest:

First, study abroad should be related closely to other international activities on campus, especially area studies, international affairs programs, technical assistance and foreign students on campus. . . . Second, study abroad must be integrated fully into the educational process and not be treated as an unconnected diversion. (Goodwin & Nacht, 1988, p. 120)

The authors conclude that it is important to increase the legitimacy of the programs by aiding students in planning early, counseling language study, and determining career curricular opportunities. Other suggested possibilities include providing
pre-departure orientations appropriate for the type of study contemplated, as well as enabling returnees additional foreign experiences to strengthen in every way the study tour abroad (Goodwin & Nacht, 1988).

Burn's Study Abroad Articulation Project (1991) concludes: "For study abroad to contribute to the internationalization of students' home campus programs, it should not be an isolated or 'enclave' experience. Students' pre-study abroad period should relate to and help prepare students for the academic learning in the study abroad country" (p. 126). She suggests students undertake coursework in the field of their majors while abroad to help integrate the experience into their college career. A semester of intensive study in a program abroad should be equivalent for institutions with a two-year language requirement.

In demonstrating the interrelationship between study abroad and study tours abroad, Goodwin and Nacht (1988) categories are useful. Goodwin and Nacht integrate study abroad programs into categories representing increasing intensity of a study abroad experience. They illustrate this on a continuum of experiences to provide easier comparisons. Their continuum indicates that advocates of one model speak "scornfully of others and ecstatically of their own" (p. 33). The program categories include:

1. **Total immersion** with full participation in an indigenous experience. Students are educated thoroughly in the use of a
foreign language and culture, and selected through a rigorous application process including an interview and essay. When sent into a country, students take a full course load for an entire academic year in a "highly qualified indigenous institution" (Goodwin & Nacht, 1988, p. 34). Coaching and special treatment for students is considered counterproductive. Arrangements for the transfer of credit to the home institution is the student's responsibility.

(2) The second approach is less strenuous immersion that places American students "in schools for foreigners" abroad which are "free standing institutions connected or not with institutions or a local university but operated with the special problems of non-native speakers in mind" (Goodwin & Nacht, 1988, p. 38). The institutions' primary purpose is language and culture and they may specialize in an intensive language program. The student body is multinational and the staff and faculty is sensitive to the needs of foreign students. Some programs provide assistance with a "resident advisor" from the home college or provide "circuit riding" assistance from staff during the study abroad experience (Goodwin & Nacht, 1988, p. 39).

(3) Attend a special facility abroad with occasional and selective immersion with the home institution setting up a special program. The "enclave" approach maintains exposure to the foreign higher education system from afar. The primary purpose is study of culture and artifacts of the region where they are located. The centers are comfortable bases with the personalized
education and the growth of community among a relatively small group of faculty and students of major importance (Goodwin & Nacht, 1988, p. 43).

(4) **Limited immersion** programs are extensions from the home university or the "study tour," intersemester special projects, summer sojourns, and other forms of flying visits to a foreign area with little or no preparation required. Growth is traced to the home institution's courses for which another country provides the laboratory.

Goodwin and Nacht (1988) identify 10 program purposes in their research relevant to this study:

1. Provide a "finishing school" and or "grand tour"
2. Broaden the intellectual elite
3. Internationalize the educated citizenry
4. Fulfill a distinctive institutional mission
5. Explore our roots
6. Master a foreign language
7. View the world as a laboratory
8. Know ourselves
9. Learn from others
10. Improve international relations

**Multicultural**

Charges of discrimination against study abroad programs exist in four areas: (1) intellectual; (2) economic; (3) racial and or ethnic; and (4) age, marital status, and physical handicap. Study
abroad programs are limited, in some cases, to the intellectually highly gifted. Goodwin and Nacht (1988) report "[w]ide agreement that study abroad should not be available to the intellectually inferior student."

However, researchers find increases in adaptability, independence, and innovation when comparisons are made between qualified students and the "elite" (academically average students who participate in programs and those demonstrating high levels of scholastic aptitude) (e. g., Burn 1990). Economic discrimination is another accusation. "In simple terms it is pointed out that poor students cannot afford most forms of study abroad" (Goodwin & Nacht, 1988, p. 75). Discrimination on racial and ethnic grounds include charges that the "current structure is largely the creation of upper-middle-class white Americans of Western European extraction, it is unattractive to minorities. Neither the style or the content is likely to appeal to persons of different socioeconomic background and geographic origin. Those with Asian, African, Middle Eastern, and Latin American ancestors, and especially those from working class backgrounds" (Goodwin & Nacht, 1988, p.76).

Goodwin and Nacht's responses to these criticisms include several points: 1) There is a core of truth and it needs to be taken into account in future program construction and administration. 2) Third world programs are difficult to operate due to chaotic conditions. It is difficult to guarantee the academic integrity of any program over an extended term. Physical
hazards are also undeniable, crime in some third-world cities exists, especially against foreigners. Political turmoil can quickly turn into anti-American action, as in Iran. 3) Those who charge discrimination on the grounds of marital status, age, and disability make the point that relatively few study abroad programs have been constructed so that it is practical for persons with families (especially single parents), older persons, the persons with disabilities, or even married persons to take part. Timing, living arrangements, miscellaneous requirements, all seem geared to the young, unattached, highly mobile students with few commitments, responsibilities to others, or inhibitions (Goodwin & Nacht, 1988, p. 77).

Burn (1985) identifies changing attitudes concerning study abroad as moving from an elitist position to an awareness of the "increasing need for Americans to have cross-cultural knowledge that equips them to live and work in an increasingly interdependent world" (p. 48). In a further study, Burn, Cerych, and Smith (1990) state that "as labor market and employment structures evolve, higher education is called upon not only to cater to the needs of ever increasing percentages of respective age cohorts undergoing initial higher education and training, but also to provide enhanced opportunities for acquiring more advanced training and for retraining to facilitate career adaptations and change in response to technological advance" (p. 10).
The Third World provides study and service opportunities to provide a geographic balance with European studies.

**Geographic Balance**

Overseas programs in countries which are unfamiliar to Americans or with images of increased risks perceived by American academia have fewer study abroad participants. World media coverage, especially of the developing countries, is often limited and largely negative.

Readers, listeners, and viewers are reminded incessantly of riots and revolutions, drug cultivation, famine, disease, and anti-Americanism. One result is prevailing distaste and fear among students and their parents for residence in these countries.

[Ironically] although the vast majority of American study abroad is in Europe this is the part of the globe where cultural difference is least and should be grasped most easily without on-site residence. (Goodwin & Nacht, 1988, p. 86)

Goodwin and Nacht (1988) identify Mexico as a neighbor rich in cultural heritage, an excellent training ground for Spanish, with remarkably low costs, and providing an opportunity to cement international relations of enormous significance to the United States (p. 86). However, negative perceptions result in the few study abroad programs targeted for Mexico.

Zikopoulos (1993) finds only a small percentage of study abroad participants choose to study in locations outside the
industrial world. Davis (1995) confirms this, yet indicates increase in student enrollment in Latin America (6 percent).

Racette (1996) reports that "to date, research on study abroad issues has consistently been conducted under the assumption that all study locations outside of the United States provide students with comparable experiences" (p. 33). She suggests that experiences gained during a period of study abroad, particularly in a non-industrial country, result in skills that address both national and international needs for cross-cultural understanding" (p. 49). Racette also proposes structuring future programs with an increased focus on environmental and structured political insights in order to take full advantage foreign experiences (e.g., poverty, class divisions, and race).

Racette (1996) also suggests that programs:

(1) Provide students with improved opportunities to structure their daily observations and to draw their own conclusions;
(2) Increase emphasis on significance of a coherent extracurricular structure... (peers' activities and informational exchanges);
(3) Establish writing requirements, either during or after the foreign study experience, should be emphasized more strongly... (e.g., formal essay or journal to be handed in at the end of the semester);
(4) Emphasize insights concerning social issues of the host country;
(5) Share experiences and insights gained from the experience abroad with the community in the home country. (p. 45)
International and global connections

The National Council for Accreditation of Teacher Education (NCATE) now mandates international and global education. International and global education is defined by NCATE as "education that develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition (Merryfield, 1995). The connections between international and global education are an essential part of the success and future of study abroad programs.

Students surveyed in the Study Abroad Evaluation Project demonstrated a high global awareness prior to their program abroad and maintained it upon re-entry to their home institution (Opper, et al., 1990). The researchers conclude this was a motivating factor in students' interest in studying abroad.

Providing another connection between study abroad and global education, Jurasek (1991) describes Earlham's PAGS series. The program, designed as preparation for study abroad, provides some measure of perspective training. The four types of awareness integrated into the humanities courses include (1) perspective consciousness; (2) understanding of global dynamics; (3) awareness of human choices; and (4) substantive knowledge of problems in our global society. Returnees are provided with opportunities to contemplate questions of perspective and perception. These observations were used in focused topic
testimonies to share the "transformation (the collision with other perceptual cultural systems)" (p. 19) with their stay-at-home peers. These bridge activities were designed to link study abroad with on-campus studies to promote the integration of international education and global education in both locations.

Racette (1996) proposes that

education of young Americans in countries outside the Western world is therefore of greater importance than previously assumed. Study abroad programs, unlike any other short-term academic experience, has the potential to give students an intensive understanding of the environmental and social problems mounting in the non-industrial world as well as of their global implications. (p. 32)

Merryfield (1995) identifies the "dynamic nature of today's cultures, global diffusion and mixing of ideas, and the acceleration of knowledge diffusion contribute to local, regional, and global debates over what is taught in schools" (p. 22). Students need to be prepared to live in an interconnected world and if they are to change and improve society, they must understand and appreciate different cultures and perspectives.

Researchers find experiences during a semester abroad to lead to significant changes in personal values, often including a more critical stand towards the American lifestyle as well as a more positive view of some aspects of the United States (e.g., Racette, 1996; Carlson & Widamann, 1988; and Carlson, Burn, Useem, Yachimowicz, 1990). "As numbers of participants in
foreign study programs increase, knowledge of conditions outside the westernized world may prove an asset in the process of modifying international relations on the way to a more humane global society." (Racine, 1996, p. 48).

**Global Education**

This section reviews the global education literature that is relevant to this inquiry. In the past two decades, the literature describes increasing interconnections and complex relationships throughout the world. The National Council for Social Studies (NCSS) identifies technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets, scarce resources, and increased human interactions across national and continental boundaries as examples of the increasing connectedness. (NCSS Position Statement on Global Education, 1982). The Curriculum Standards for Social Studies (1994) demonstrate current awareness of this increasingly interdependent and connected world:

The realities of global interdependence require understanding of the increasingly important and diverse global connections among world societies before there can be analysis leading to the development of possible solutions to persisting and emerging global issues. (Curriculum Standards for Social Studies, NCSS, 1994, p. 29)

While various definitions of global education exist, most leaders in global studies emphasize learning about "those problems and issues which cut across national boundaries and
about the interconnectedness of systems—cultural, ecological, economic, political and technological" (Tye, & Kniep, 1991, p. 47).

Global education also involves learning to understand and appreciate cultural backgrounds different from our own, to see the world through the eyes and minds of others, and to realize that all people of the world need and want many of the same things (Tye & Tye, 1992, p. 6). Global education, according to Merryfield (1995), connects human diversity [and] equity with global issues that are critical to the survival of life on the planet (p. 24).

Tye and Tye (1992) report that powerful groups such as the National Governor's Association have spoken out in "favor of a global perspective in the curriculum of our nations' schools" (p. 7). The policy statements in "America in Transition: the International Frontier" (1989) and the "Study Commission on Global Education in The United States Prepares for Its Future: Global Perspectives" (1987) demonstrate the governors' commitment.

L. F. Anderson (1990) presents a three-fold rationale for global education. First, the world's social structure changed during the last two decades. He distinguishes the first change as the accelerating growth of global interdependence. Anderson identifies this interdependent growth in a variety of disciplines (e.g., history, geography, economics, politics, sociology, demography, ecology, and culture). The second demarcation is the erosion of western dominance of the world, the reemergence of
old cultures, the decline of economic imperialism and an increase in the global importance of the Pacific Basin. The third and final change Anderson identifies is the decline of American hegemony.

Anderson's second rationale is the globalization of American society in the economy, political life, people, and global consciousness.

The third and final rationale provided by Anderson is the social and educational change occurring today. Society is driving the changes in the educational system (Anderson, 1990).

Hanvey (1976) provides one of the initial definitions of global education. He delineates five interdisciplinary dimensions to global education: perspective consciousness, state-of-the-planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices (Hanvey, 1987).

Perspective consciousness provides an important focus for this study. Perspective consciousness means the recognition of awareness that:

1. one's view of the world is not universally shared,
2. one's view of the world has been and continues to be shaped by influences that often escape detection,
3. others have views of the world profoundly different from one's own. (Hanvey, 1987, p. 114)

Other global education researchers provide further clarity. Merryfield describes perspective consciousness as occurring when "people see the world from different perspectives in global education. Students need to understand the multiple
perspectives involved” (lecture notes 12 3 94). McNergney (1994) defines a global perspective as a means to help students "abandon their own positions, at least temporarily, and to consider events from other points of view--through videocases depicting education in other countries 'makes the strange familiar and . . . the familiar strange by studying other cultures very different from our own we learn--to reflect creatively on our own culture’” (pp. 298-299).

Five basic themes related to connections between global and local communities include values, transactions, actors, procedures and mechanisms, and issues (Alger & Harf, 1986). Alger points out the "dynamic growth in linkages between human beings located in distant places. . .local citizens are taking action on international issues, in worldwide economic involvement--through trade, foreign investment, and in exchange programs" (Alger, 1989). Despite the state system ideology, Alger identifies sustained, diverse international systems which operate in most local communities. Three global networks provide relief and aid, exchange programs, and international education. The slogan “Think Globally and Act Locally” captures the world relations of cities between social science paradigms and everyday human experience (Alger, 1990). Alger continues by clarifying that the relationships of the nation-states emerge and change, and the "self conscious and organized responsiveness of people to these changes is growing” (Alger, 1990, p. 514).
Becker's (1990) recommendations, grounded in social studies, advocates preparing students for the 21st century through:

a more pluralistic, intertwined, international system requiring new competencies and skills that are interdisciplinary and not culture and time bound. Students need to be exposed to related perspectives. They also need opportunities to learn skills that will enable them to analyze problems, evaluate contending policy positions, and take effective action to change conditions that threaten life on planet Earth. (Becker, 1990, p. 70)

Lamy (1988) recognizes that avoiding controversy is impossible because of the different images of international systems. Consequently, he recommends global education programs structure their efforts around:

1. substantive and verifiable information that represent the findings of international scholarship in all disciplines. . . these studies should represent many cultural, historical, gender-related, and ideological perspectives.
2. provide participants with opportunities to explore the core assumptions and values that define their worldview and compare it with worldviews held by individuals in communities across the international system. . .[examine] images of the world as they evaluate critical international issues and prepare to respond to them.
3. introduction and development of analytical and evaluation skills.
4. Agreement with Hanvey (1976) introduce students to strategies for participation and involvement in local, national and international affairs. (Lamy, 1990, p. 55)

Illustrating the significance of cultural diversity to global education, Kniep (1987) advocates that universal and diverse
human values exist in the world and, therefore, educators within a global education curriculum are encouraged to see a variety of world values and gain a heightened self understanding. Kniep proposes four essential elements of study in a global education that set the boundaries for the social studies curriculum.

1. The study of systems—including the economic, political, ecological, and technological dominating our interdependent world.

2. The study of human values—universal values defining what it means to be human and diverse values derived from group membership and contributing to unique world views.

3. The study of persistent issues and problems—including peace and security issues, national and international development issues, local and global environmental issues, and human rights issues.

4. The study of global history—focusing on the evolution of universal and diverse human values, the historical development of contemporary global systems, and the antecedent conditions and causes of today's global issues. (Kniep, 1989, p. 400)

Key elements in a global perspective, according to Case (1993), constitute elements of two dimensions: the substantive dimension and the perceptual dimension which acts as the lens for the substantive dimension. Case offers five elements related to the perceptual dimension of global perspectives, : open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and non-chauvinism. Case (1993) considers open-mindedness the crucial feature of the perceptual dimension and defines the concept as "a willingness to
form one's opinions on the basis of impartial consideration of available evidence" (p. 10).

Wilson (1993a) finds in her research that international experience "clearly contributes to a gain in the perceptual understanding of an individual" (p. 20). She identifies how developing self and relationships "overlaps" with gaining a global perspective. Internationally experienced persons (e.g., Peace Corps volunteers) become cultural mediators because of these interpersonal connections (Wilson, 1993a). Wilson also states the increased international knowledge relative to the host country is another identified impact of an international experience.

Becoming a cultural mediator (Bochner, 1982; Brislin, 1981; and Wilson, 1993a) is to "enable individuals who have lived in another country to act as guides for sojourners in their own country and people who mediate between cultures by creating opportunities for monocultural individuals to communicate with their counterparts in other countries" (Wilson, 1993a, p. 28).

In summary, global education is distinctly different from traditional education in the United States. Global educators teach how people around the world affect students' lives and their local community, and how students' choices, judgments, and decisions affect other people and the planet (Algers, 1990). The interconnected network of human values, global systems, global issues and problems, global history, cross-cultural awareness and awareness of human choices is increasingly more complex. Skills for analyzing, evaluating and using the complex multifaceted
information in a global world are an essential part of global education. Global educators recognize that environmental, economic, technological, and political issues go beyond the boundaries or control of any one nation or region (Anderson, 1990; Kniep, 1989). Global educators promote the acceptance of the global complexity leading students to develop strategies for participation and involvement.

The rapidly expanding access to the Internet facilitates technological communication and educational linkage. Bradshaw (1996) describes global education topics and themes available on the "information highway" as well as illustrations of the "users" finding their own connection to international experiences and contacts. Wolansky (1992-1993) advises educators to infuse global education into the curriculum using first-hand experiences in international activities.

Of particular interest in this inquiry is the connection linking global education and cross-cultural perspectives. Hanvey (1987) states, "Yes, cross-cultural awareness does matter, for the following major reason if for none other--Several million years of evolution seem to have produced in us a creature that does not easily recognize the members of its own species. Human groups commonly have difficulty in accepting the humanness of other human groups" (p. 91).

Gilliom (1981b) identifies the need for cross-cultural experiences for effective teaching and learning of global perspectives and affirms that, as key agents in introducing global
education, teachers should "...serve as living examples of the
globally concerned citizen they are...attempting to produce"
(p. 171). Gilliom (1992) suggests international travel and study
as invaluable for exploring other ways of life and for collecting
teaching materials for the classroom and promoting global
citizenship for teachers. First-hand contacts with other cultures
and international experiences can help alleviate limited
experiences, according to Gilliom, and provide a natural incentive
for examining the literature in intercultural (cross-cultural)
education.

International travel provides access to direct intercultural
educational opportunities for interacting with others in their
home environment. The increase of intercultural interactions in
rapidly expanding travel is identified in Chapter 1. The need to
better understand the ramifications of these interactions is
closely related to intercultural education.

**Intercultural (Cross-Cultural) Education**

The third section of the literature review surveys the
research and writing concerning intercultural (cross-cultural)
education as it relates to students' study abroad—study tours.

Kidd (1977) recognizes that men and women have always
traveled to other lands for religious, political, humanitarian, or
commercial reasons. The number of these sojourners has
increased, originating from not just a few countries, but from all
countries, and many work together as members of an
international team. How they learn from each other, how they learn to get along as colleagues, and how they learn to deal with the new culture in which all are working, is a matter of great fascination. "Even if a new skill or resource [introduced by sojourners] results in better health or income, it will not be accepted if it runs counter to cultural values. This is an example of the more general case that new learning must enhance the self, or it runs the risk of rejection or distortion" (Kidd, 1977, pp. 230-231). Students who cross into another land begin the educational process of learning that is necessary to live, work, and interact with others from another culture.

Hoopes (1980) identifies a key point in this process: Developing cultural awareness is a process of looking inward. "[i]ntercultural learning" . . . is a similar and parallel process but is focused outward on the learning of other cultures. (p. 17)

Research describes intercultural education as an intense, involving area of study. The intensity of the experience comprises one of the main factors of intercultural experience (Brislin, et al., 1983). According to Paige (1993), numerous reasons for this intensity involve:

(1) content that may be difficult to grasp as it requires students to reflect upon matters with which they have had little first-hand experience;
(2) personalized behavioral and affective learning, self-reflection, and direct experience with cultural difference;
(3) process-oriented pedagogy as a major goal; and
(4) epistemological explorations regarding alternative ways
of knowing and validating what we know.

Kohls (1984) clarifies differences among four learning
modes—education, training, orientation, and briefings of cross-
cultural preparedness in adults. He suggests education for
relating "large bodies of content knowledge and developing in-
depth mastery of one or more subjects, whereas training usually
focuses on 'process' and or developing competency in
performing specific skills or meeting specific objectives" (Kohl,
1984, p. 91). Orientation prepares a person to understand and
function effectively in a new or radically different environment,
and briefings provide an overview with the most essential
information in a very limited time span.

Kidd (1977) further articulates this learning process across
cultures:

[I]t is assumed that travel is broadening and if people will
teach they will grow in understanding of other people. In
general this may be true. But it happens in no direct or
certain way. There is nothing inevitable about good human
relations. . . . There are also the people who travel but seem
to be touched not at all by their experiences, or who may
actually have had all their prejudices confirmed. . . .The
goals of cross-cultural education and the goals of
comparative education are similar: to help the learner
systematically explore the values of another culture and
better understand himself, his own values, and society. (p.
230)
Pusch, Seelye, and Wasilewski (1981) note the "origins of cross-cultural training lay in the effort to prepare people for immediate entry into other cultures" (p. 87).

In the broad overview of the wide range of issues and problems involved in cross-cultural encounters, Brislin (1993) finds that there are extensive commonalities in the experiences of people who interact with cultural differences across many fields (e.g., education, business, language, politics, and development). Brislin developed a "culture-general assimilator" entailing 100 incidents which attempt to capture experiences, feelings and thoughts that virtually all sojourners encounter. A validation sample composed of sixty people extensively experienced in the field of international and cross-cultural education reached a consensus of the appropriateness of the selections chosen and the groupings into themes and categories. The critical incidents' categories include: emotional experiences, knowledge area, and the bases of cultural differences. (College students who tested these 100 critical incidents were found "to make better adjustment to a new culture, and were more effective in identifying reasonable outcomes to the experience" (Brislin, 1993, p. 296).) Brislin (1993) suggests the "culture general assimilator" be used with reentry students, supporting O'Brien, Fiedler, and Hewlett (1971) who found that "training can be more effective for people who have already had some cross-cultural experiences" (p. 297).
In the field of business, Harris and Moran (1991) suggest that life is an intercultural experience. The issue is how to effectively cope with cultural differences, and how to create synergy. The authors recommend Redden's (1975) Cultural Shock Inventory to determine the ability to cope with intercultural experience—"the degree of direct experiences with people from other countries, through working, traveling, and conversing; also learned skills, such as language and culture studies" (p. 224). Harris and Moran define cultural synergy as existing only in relation to a practical set of circumstances, and occurring by necessity when two or possibly more culturally different groups come to the mutual conclusion that they must unite their efforts to achieve their respective goals" (p. 92). Their concept of cultural synergy builds upon the very differences in the world's people for mutual growth and accomplishment by cooperation. Cultural synergy through collaboration emphasizes similarities and common concerns, integrating differences to enrich human activities and systems.

Linking global perspectives with their cross-cultural management, Harris and Morgan (1991) state, "[F]or organizations to flourish, let alone survive in the decade of the 1990s, their perspective must be global" (p. 25). John S. McClenhen, Senior International Editor of Industry Week reports ". . .in order to capitalize on the globalization of commerce. . .American managers will have to think beyond the borders of the United States" (cited in Harris & Morgan, 1991, p. 3). Harris and Moran conclude,
with "[R]emember, the consensus is becoming 'think globally, act locally'" (p. 25).

Hall (1981) indicates that the study of cultures and the consideration of ethnicities is especially important for Americans because they are generally intolerant of differences and have a tendency to consider something different as inferior. Myers, a psychologist, and Kelley, human relations consultant, (1992) developed The Cross-cultural Adaptability Inventory to determine an easily obtainable self-assessment training instrument on cross-cultural adaptability. The fifty-item tests are analyzed using four scales: emotional resilience, flexibility openness, perceptual acuity, and personal autonomy. Citing Hawes and Kelaley (1981), Myers and Kelley (1992) agree that a "sense of identity" is one of the three global characteristics and describe it as "remaining open to experiencing local people and culture without feeling threatened by the differences, nor desiring to abandon [one's] own identity in favor of theirs" (p. A-11).

The concepts of intercultural competence, cultural synergy, or worldmindedness indicate an acquired level of awareness, expertise, and ability to interact cross-culturally, the goals of intercultural education.

Thorpe's (1992) research examines how foreign travel and the significant association with "enhanced teacher international knowledge and worldmindedness impacts teachers. Each summer the Honolulu-based East-West Center's Consortium for
Teaching Asia and Pacific in the Schools (CTAPS) sends teacher groups on curriculum study tours to Asia" (p. 2). CTAPS has conducted three tours to Japan (1990, 1991, and 1992), two to Indonesia (1991), and one to the People's Republic of China (1992). Thorpe's qualitative research focuses on the program and the participants. He determines that the participants' primary goal was to gain more accurate knowledge about a host country through first-hand experiences in the country. Ethnic origin was a second motivating factor...

Precise demographic descriptions are challenging in Hawaii because inter-ethnic marriages have led to multi-ethnic backgrounds; however, as a primary heritage is usually designated, 62 percent of the participants of the Japanese tours were of Japanese descent, 31 percent of the Chinese tour were of Chinese descent, and thus the CTAPS reveal that ethnicity was a key factor in the choice of tour. (Thorpe, 1992, pp. 9-10)

Reflecting on participants' cultural identity Thorpe to concludes that, "these Asian-Americans, based on their tour experiences, more clearly identified their cultural values as well as those of the host country that they visited" (p. 11). Thorpe (1992) also concurs with findings in International Education, that the Asian-American participants on the CTAPS tours who possessed good knowledge of the local language and local culture had a major impact on the tours" (p.11) due to the cultural linkages to the target country. Previous international experience and "tour
veterans" had a positive impact in pre-trip orientation, in comparative perspectives and in host country leadership.

Curriculum study tours for CTAPS constitute important cross-cultural experiences for participants. The program design enhances the experience by providing extensive pre-trip orientations and post-trip meetings enabling participants to gain maximum benefit from their experiences. "Cross-cultural experiences offer tour members opportunities to interact with citizens from the host country as well as simulations which constitute cross-cultural training." (Thorpe, 1992, p. 15). Burn (1992) indicates the importance of this interaction, "Especially essential to successful relations with people from other countries are the cross-cultural skills that are learned through direct interaction with foreign cultures and people" (p.2).

Cross-cultural awareness includes the awareness of a diversity of ideas and practices to be found in human societies around the world. This concept also includes how such ideas and practices compare and offers some limited recognition of how one's own society might be viewed from other vantage points" (Hanvey, 1987, p. 89). Cross-cultural commonly signifies the interaction of persons from two or more cultures (Merryfield, 1986).

Wilson (1993b) regards the interaction between American and international students on campus as cross-cultural experiences. The research by Sharma and Jung supports this position and is further described as the "acceptance of cultural
pluralism, support of internationalism, a cosmopolitan world outlook, and worldmindedness subsumed under perceptual global perspectives" (Wilson, 1993b, p. 23). A cross-cultural experience "an experience in which a person from one culture is immersed in another culture. The second culture could be within the United States or in another country" (Wilson, 1983, p. 185). Cross-cultural, from Wilson's perspective, can refer to not only international but also multicultural interactions.

Cushner's (1988) investigation reveals that intercultural effectiveness is multidimensional. The components "integrate cognitive, affective and behavioral processes" (p. 161). A intercultural perspective according to Cushner does not come "automatically with cognitive development or physical maturity; certain experiences at specific times in one's development are critical to attitude and knowledge formation" (p. 161). The author refers to Piaget's stages of development to explain the phenomenon. In support of utilizing the developmental theory to explain international socialization, studies indicate that political understanding and learning are initiated at an early age. Remy, Nathan, Becker, and Torney (1975) conclude that types of experiences encountered affect subsequent attitudes regarding national and international identity and perception.

Furthermore, Wilson's (1983a) research on the effects of cross-cultural experiential learning finds that teaching is itself a cross-cultural encounter; that cross-cultural experience aids self-development; that cross-
culturally effective persons have characteristics desirable for effective teachers; and that cross-cultural experiences leads to the ability to teach from a global perspective. (p. 2)

Gochenour and Janeway (1993), at the School for International Training of the Experiment in International Living, design training on the "belief that an individual involved in cross-cultural interaction is central to the success of that interaction" (p.1). The authors consider a cross-cultural approach to be interactive and to "build a closer human community" and is an end unto itself (p. 2). The seven elements of their conceptual framework include:

(1) Establishing contact and essential communication;
(2) Establishing bona-fides and accepting (i.e., allowed to exit);
(3) Observing what is going on and sort out meanings;
(4) Establishing a role within the role definitions of the host society;
(5) Consciously acknowledging oneself--as a center, as a cultural being, and as one taking responsibility;
(6) Consciously developing needed attributes and skills-mental, emotional, and physical;
(7) Consciously establishing self-sustaining and meaningful relationships within the host culture.

(Gochenour & Janeway, 1993)
Inter-cultural (Cross-Cultural) Development

M. Bennett (1993) interprets the need for intercultural education by stating that previous "natural" behavior during cross-cultural contacts "usually has been accompanied by bloodshed, oppression, or genocide" (p. 21). He suggests that learners develop skills to transcend ethnocentrism and to explore new relationships across cultural boundaries. His developmental or personal-growth models present a continuum moving toward increasing sophistication in dealing with cultural differences (Bennett, M., 1993, p. 22). The stages identified by M. Bennett are delineated by one's worldview. Ethnocentrism is the belief that one's own culture is central to all reality. Through personal growth one moves toward "ethnorelativism" defined as a stage when one knows that cultures can only be "understood relative to one another and that particular behavior can only be understood within a culture context" (Bennett, M., 1993, p. 46).

"Ethnocentric stages [include] denial, defense, and minimization, and the ethnorelativist stages [include] acceptance, adaptation and integration" (Bennet, M., 1993, p. 29). ((A more detailed description is provided in the interpretation of the data, Chapter 4.).)

Hoopes' (1981) agrees with a continuum in intercultural learning and provides similar identifiable stages: "ethnocentrism, awareness, understanding, acceptance, respect, appreciation, valuing, selective adoption, and assimilation-adaptation-biculturalism-multiculturalism" (p. 18). Hoopes
connects the importance of a sense of self or identity with continuous cultural reinforcement. "When these cultural reinforcements are removed or when this cultural identity is threatened or denied, the individual may be deeply affected" (Hoopes, 1981, p. 36). Hoopes explains that differences which are normal to cross-cultural relations are aggravated even further with minority culture groups and suggests the "antidote is the expansion of identity through cultural learning and the development of skills in intercultural communication and cross-cultural human relations" (p. 36). Hoopes and Pusch (1981) provide teaching strategies and techniques of cross-cultural training in a pluralistic society.

In preparation for cross-cultural experience, Batchelder (1993) advises that no single formula meets all the needs, yet a useful approach is to respond to the following five questions and to conduct a series of exercises, activities, and discussions at pre-departure. They include:

1. Who am I? (Self-awareness)
2. Where do I come from? (Awareness of U.S. culture, beliefs, values)
3. Where am I going? (Area information, the host culture, its expectations)
5. What am I willing to attempt? (Self-image, willingness, openness to participation, responsibility, effort, standards of performance, motivation. (Batchelder, 1993, p. 59)

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The time related process entails the emphasis on learning how to learn through experience, how to study, observe, record, and categorize.

Cushner (1988) presents an interpersonal component, one's ability to understand and communicate effectively with individuals from other cultures. He identifies commonalities to the objectives of international, global, intercultural, and multicultural education programs and explains how this perspective develops in young people.

Intercultural interaction according to Brislin, Cushner, Cherrie, and Yong (1986) are grounded "in the realization that people have similar types of experiences and similar reactions to their cross-cultural encounters regardless of whom they are interacting with, where they are, or their own role in a new setting" (Cushner, et al., 1992, p. 41). The authors present three categories for understanding intercultural interactions: emotional experiences, knowledge areas, and the basis of cultural differences. Within the first category of emotional experiences the five themes include: anxiety, disconfirmed expectations, belonging, ambiguity, and confrontation with one's prejudices. Within the second category of knowledge, the seven themes include: work, time and space, language, roles, importance of the group versus the importance of the individual, rituals and superstitions, social hierarchies-class and status, values. The final category, bases of cultural differences, includes five themes: categorization, differentiation, ingroup-outgroup distinctions,
learning styles and attribution. Based on data from three
controlled studies, the authors conclude that the training
increased cultural concepts learned, increased levels of empathy,
decreased culture shock, and increased demonstrated skills in
solving interpersonal problems in an intercultural setting

Grove and Torbior (1993) introduce another
conceptualization of intercultural adjustment employing the
psychological constructs of applicability of behavior, clarity of the
mental frame of reference, and level of mere adequacy. The
researchers illustrate their theory using four stages of the
adjustment cycle moving from the highly unfamiliar toward
increased adequacy in an unfamiliar environment with
comprehensive intercultural training. The training theory
stresses the normal and inevitable process of cultural
adjustments in a "U" curve which is decreased in duration and
depth through intensive intercultural training (Grove & Torbior, 1992, pp. 73-108).

Martin (1992) provides a review of theoretical
contribution and research findings to understand the internal
process of adaptation in an intercultural environment. She
identifies cognitive dissonance theory, expectancy-value model,
and communication-centered approach. Martin (1993) concludes
that "[r]esearch shows that for adolescent sojourners,
communication with family can be helpful in reentry (Martin,
1986a, 1986b). Students should also seek opportunities for sharing experiences with friends and others" (p. 316).

Martin (1993) also asserts that reentry orientations should go beyond assisting students with adjusting psychologically and basic functioning and extend into "[i]ntegrating their experience overseas with the on-campus program of study (see Martin 1989b; LaBrack 1986) or their professional goals (Pusch and Loewenthal 1988)" (p. 317).

Pusch, Seelye and Wasilewski (1981) suggest one method of integration of the intercultural competencies from study abroad is suggested by extending intercultural competencies into the educational curriculum to be applied in the face-to-face cross-cultural encounters. The traditional approaches to things cross-cultural has been to study about them, to learn about other countries, other peoples or other groups within one's own society. Even when the imperative became social justice, one learned about empathy, prejudice, discrimination and ethnocentrism, but they remained abstractions. Little was done to relate them to the real attitudes, behaviors and experiences of the students (or teachers) themselves. (Pusch, et al., 1981, p. 87)

Pusch provides clarification to the literature regarding the identification of a cross-cultural goal. The developmental stages and intercultural education process ideally leads the student to become interculturally competent:
The overall goal of cross-cultural training is to provide a framework within which people can develop skills and acquire the knowledge that increases their ability to function effectively in a bi- or multi-cultural environment and to derive satisfaction from the intercultural experience. It fosters sensitivity to, appreciation of and respect for all cultures. It is an affirming experience and this affirmations works to reinforce the role and position of minority groups in a pluralistic society. (Pusch, et al., 1981, p. 95)

In summary, the intercultural education literature review indicates the importance, intensity, and necessity of direct cross-cultural experiences. Training, reflection and direct intervention provide resources to increase intercultural competence and the development of intercultural skills according to the research studies. The learning process involves multidisciplinary and multidimensional developmental stages.
CHAPTER 3

METHODOLOGY

Introduction

The purpose of the study was to inquire into the impact that study tours abroad had on participants. The guiding focus for the investigation was how an overseas education program impacted participants' international, global and intercultural perspectives and whether these changes were reflected in the participants' professional growth and personal development. This chapter presents the methodological process of the research study and clarifies the inquiry process, including the selection of study focus and research paradigm through report writing.

The first section presents the rationale for choosing qualitative inquiry approach. The second section describes the process of inquiry. Choosing to write from the researcher's personal viewpoint (Merryfield, 1986) enables clarity in explication of the major research decisions, activities, and utility of the methodology. I infuse personal reflections and insights.
The third section identifies the criteria for selecting participants' experiences to write up the research findings. The fourth section contains a review of the procedures that contribute to the quality and credibility of the study.

Section 1
Rationale for Qualitative Inquiry

A multitude of factors often determine the selection of a research question. Changing events in one's field, the availability of resources, as well as the personal interests and values of the researcher are a few of the many ascribed factors. As noted in Chapter 1, the rationale for this study includes recognition that the world is changing in such a way that people need to become interculturally competent, sensitive, and knowledgeable to live in this climate of change. The need for Americans to have intercultural and global perceptions of life in an increasingly interconnected world is widely supported in the literature. Study abroad programs provide direct international experiences for students and provide access to international education. The access to The Social Studies and Global Education Study Tour program at The Ohio State University made the selection of its participants a pragmatic choice for this study. This description begins with my rationale, based on personal values and interests, for adhering to the epistemological basis for qualitative inquiry.
Patton (1990) describes the qualitative methods by which participants' responses are organized, presented, and analyzed so that the overall patterns become clear. The emphasis throughout the study was "letting the participants speak for themselves" (Campbell & Patton, 1990, p. 450) within the personal experience, or self-story, by using "key phrases and statements that directly speak to the phenomenon in question" (Denzin, 1989, p. 55). Qualitative analysis may present "solid descriptive data in such a way that others reading the results can understand and draw their own interpretations" (Patton, 1990, p. 375). According to Patton (1990), "Focus in analyzing qualitative data comes from the evaluation of research questions generated at the very beginning of the inquiry process, during the conceptual, question-focusing phase of the study." (p. 375).

The data collection is designed to answer questions concerning patterns of change that cut across the specifics of individual lives and circumstances. The data analysis leads to interpretation of human situations as emergent and uncertain, filled with multiple, often conflicting meanings and interpretations (Geertz, 1973; Denzin, 1988; and Patton, 1990). This study focuses on participant perspectives (Erickson, 1986 as cited in Bogdan and Biklen, 1992) in relation to the study tour abroad program. This study explores the impact of international experience during an overseas study tour program on individuals' perspectives and interpretations of their world.
Cross-cultural intercultural research is compatible with a holistic approach that is open to multiple ways of understanding human behavior, multiple constructions of knowledge, and multiple perceptions of reality. Patton's (1990) description of holistic thinking clarifies this point by explaining that a system as a whole is both greater than and different from its parts; the discrete entities of the inquiry are interconnected and interdependent so that any "analysis of cause and effect distorts more than illuminates" (p. 79). The participants of this study shared similar national origins, but differed in gender, ethnic, cultural and racial identities. The experiences provided opportunities for the participants to interact with host nationals who differed nationally, ethnically, culturally, and racially from them during their overseas study tours.

**Personal Interests and Qualitative Inquiry:**

My doctoral study in social studies global education provided a way for me to investigate the changing interconnections in the world. I delved into studying the interrelationships between people in the United States through a minor focus on multicultural education. One of the requirements of the doctoral program was to engage in cross-cultural experiences, if possible abroad, and if not, domestically. After initially participating in an independent study for academic credit involving domestic cross-cultural interactions in
Columbus, Ohio (1992), I extended my doctoral study to participate in the study tour abroad program to Ecuador and the Galapagos Islands in 1992. My ensuing interest, enthusiasm, and questions concerning how this impacted me and my fellow sojourners led me to consult with M.E. Gilliom, director of the program and my graduate study advisor. The literature available at The Ohio State University revealed an increase in the number of students who study abroad. Yet, there was a lack of research concerning how study tours abroad relate to the changing trends in global and international education. I initiated a pilot study to determine if undergraduate or graduate students in education were interested in participating in my research study. Only the graduate students had completed the study tour abroad at the time of my investigation. I met and interviewed other social studies doctoral students at The Ohio State University who had completed study tours abroad. After consultation with my advisor and drafting my proposal, I launched my study. My thesis proposal for my research committee was accepted on August 25, 1993. (See Appendix L for a copy of the acceptance.)

An initial interview with six graduate students led me to conclude that a working knowledge of global education and direct contact in a professional capacity provides a richer and thicker description of the experience during the interviews. As a result, I decided to select a purposeful sample representative of
the total study tour participant population but that focused on those currently employed in education. A fuller description of the participant selection process will be included in the section on research design in this chapter.

The interviews progressed, while I gathered data that was previously unknown. During data analysis I identified variations in the answers that I received to common questions (Patton, 1990). Differences emerged in the data between participants with only one study tour experience and those who had multiple study tour experiences. I explored the developmental impact involving personal and professional growth. I questioned and identified the importance of investigating how the integration of multicultural and intercultural perspectives related to increased global and international perspectives. I determined, using the combination of an interview guide approach (Patton, 1990) and standardized open-ended questions, that individual interviews revealed differences between male and female participants concerning their experiences in the same geographic locations, but on different tours. The cultural identity of participants who identified themselves as in the minority in the U.S. appeared to be impacted during their overseas study tours.

According to Patton (1990):
Scholarship involves an ongoing dialogue with colleagues with particular questions of scholarly interest. The focus derives from what one has learned that will make a contribution to the literature in a field of inquiry. The literature will likely have contributed to the initial design
of the study (implicitly or explicitly), so it is appropriate to revisit that literature to help focus the analysis. (p. 376)

In this study, I consulted with Angene Wilson and utilized her research tool, Impact of International Experience Chart (1993, p. 16), to provide a framework for the design of my standardized open-ended interview questions during the focus group sessions (Patton, 1990). The standardized questions aided the development of my cross-interview analysis (see Appendixes H, I, & J). Continuing reflective evaluation led to further questions.

Questions arose involving the changes experienced by participants after a study tour. How did multiple study tour experiences impact the participant? Did the changes occur immediately after a study tour abroad or later, and if later, how many years later? Did participants sustain their international awareness and global perception? How did they identify the changes? Did the level of immersion with the indigenous people impact the level of cross-cultural intercultural awareness? Did this awareness impact participants' multicultural or intercultural perspectives? Did the awareness impact the actions of the participants professionally or personally after the tour?

In order to better define my research problem and further explore the impact of multiple experiences, I participated in a second study tour experience to China in 1994. I was fortunate
to be able to take my daughter with me, she provided an undergraduate perspective of the tour.

On return, I continued my analysis, literature review and writing. As my study progressed, I realized the research focus was not consistent with the data clusters emerging from the data. Data clusters were developed from raw data segments that "fit" together and revealed patterns and reoccurring themes. I shifted my focus to include a greater emphasis on study abroad, rather than limiting my study to social studies teachers. I realized the educators were participating in the study tours as students and my study related to the impact of the experience as they perceived it. The literature in study abroad provided another lens with which I could view my data. With this broadened focus, the issues, categories and questions developed a more focused and logical pattern. Patterns of similarities and differences emerged, where there had been just random exceptions and not fitting into the research focus. Now the data showed flow and progression, and seemed to make sense. "A utilization focused approach to analysis" can help keep the findings from becoming too abstract (Patton, 1986).

I consulted with colleagues in the field of international education as a continuing dialogue intended to focus my analysis. My interviewing process started with my peer debriefer, Denise Ng, who is a program coordinator for reciprocal exchange programs and an advisor for international students and scholars.
at the Office of International Education (OIE). We arranged to meet bi-weekly during the autumn quarter (1995) to continue our consultation. The contact with Ng led to interviews with other members of the OIE staff.

The staff at the Office of International Education present intercultural education programs to students at The Ohio State University. The education abroad advisors arrange and facilitate overseas programs for students and coordinate the programs with the faculty. The international student advisors' constant contact with international students and increase their awareness of cross-cultural adjustments for students attending The Ohio State University. I consulted with these advisors to gain a perspective on the day to day interactions in study abroad. The interview schedule was as follows:

Grace Johnson, Coordinator — Education Abroad: 8 1 1995
Kevin Harty, Assistant Director of the Office of International Education: 8 8 1995
Denise Ng, Coordinator --International Students & Scholars and Education Abroad: 10 20 1995, 10 25 1995, 11 3 1995
Sherif Barsoum, Coordinator-- International Students & Scholars: 1 28 1996
John Greisberger, Director of the Office of International Education: 9 22 1995
Carlo Colecchia, Coordinator – Education Abroad:

1 28 1996

Carina Hansen, Coordinator - Education Abroad:

3 19 1996, 12 19 1995

Crescencia Ricca, Coordinator - International Students & Scholars: 2 19 1996

Melissa Rychener, Graduate Associate, International Students & Scholars: 3 19 1996

I interviewed and consulted with other members of the Ohio International Consortium and local members of the Great Lakes College Association to provide additional information concerning international education programs. The administrators and educators interviewed include the following:


Charles L. Vedder, Director of International Student Programs, Otterbein College: 9 12 1995

George Hertwich, Director of International Student Programs, Ohio Dominican College: 9 19 1995

Paula Spier, retired dean of Antioch College's international programs and, NAFSA's board of directors, and committees for Great Lakes Colleges Association: 3 13 1996
In order to achieve a better understanding of program design for overseas education and to participate in education abroad from an advisory capacity, I completed an internship at The Office of International Education under the guidance of Denise Ng. My focus concerned reciprocal exchange programs in overseas study and educational programs. The internship enabled me to attend staff meetings, orientation meetings, and workshops for domestic and foreign nationals (twelve hours per week between October, 1995 through April, 1996).

I decided to use qualitative research methods based on the appropriateness for the inquiry and their consistency with my worldview. As stated by Patton (1990), "[T]he methods of qualitative inquiry now stand on their own as reasonable ways to find out what is happening in programs and other human settings" (p. 90).

**Description of Qualitative Inquiry**

A qualitative inquiry strategy builds on, interconnects with and emphasizes major themes (Patton, 1990). Each of the ten themes in the following discussion connect the strategies with the research process with examples from my study.
(Consideration for the usefulness and appropriateness of the research choices in relation to the pragmatic design of the study guided the focus of the research to help me stay grounded in the empirical world.)

Major themes in qualitative research guided the research design, data collection, analysis and presentation of the data identified by Patton (1990, pp. 39-63). I adhered to the pragmatic perspective that different paradigms are appropriate for different situations (Patton, 1990). My position enabled situational responsiveness in the study design and provided appropriate research strategies. Pragmatism and practice of "people working to make the world a better place (and wondering if what they're doing is working) can be answered without placing the study in one of the theoretical frameworks" (Patton, 1990, p. 89). With this in mind, the following qualitative research themes framed this study.

**Naturalistic Inquiry.** Patton (1990) describes naturalistic inquiry as "[s]tudying real-world situations as they unfold naturally" (p. 40) with the research setting being a "naturally occurring event, program, community, relationship, or interaction that has no predetermined course established by and for the researcher" (p. 41). The process "minimizes investigator manipulation of the study setting and places no prior restraints
on what the outcome of the research will be" (Patton, 1990, p. 41). The naturalistic inquiry process "replaces the fixed treatment outcome emphasis of the controlled experiment with a dynamic, process orientation" (Patton, 1990, p. 42). The research questions evolved throughout the study; intermediate and final forms appear in section 2 of this chapter (p. 21). The questions combined standardized open-ended interview questions and an interview guide in the individual interviews.

The study tour program was naturally occurring program in the sense that it was already in place at The Ohio State University in the Department of Educational Studies, College of Education (School of Teaching and Learning, Section: Language, Literacy and Culture as of 6-1-1996). The participants were students on study tours rather than research specimens in a controlled treatment experiment. Individual interviews were non-manipulative occurring in natural "real-world" (Patton, 1990, p. 40) settings and using open-ended questions that elicited naturally occurring answers from the participants. The focus group interviews allowed naturally occurring participant interactions and discussions to flow that expanded upon the standardized interview questions. I shared experiences and insights from my studies and travels with the participants in natural participant researcher interactions. The research focused on the impact of participants' experiences without predetermined constraints on the outcomes to the research.
questions. Specific examples of these interactions and natural flow are included in my journal and in the presentation of focus group and interview methods.

**Inductive analysis.** Qualitative methods are "particularly oriented toward exploration, discovery and inductive logic" (Patton, 1990, p. 44). Lincoln and Guba (1985) and Patton (1990) define naturalistic inquiry as a "discovery-oriented approach." Inquiry is value-bound by the nature of the process. Lather (1986) identifies interest-free knowledge as logically impossible. According to Lincoln and Guba (1990), all inquiries are value-bound in: (1) the values and influences of the inquirer in the selection of the research topic; (2) the frame of the problem; the choice of paradigm; and (3) the methodology selected for the collection and analysis of data.

Inductive design strategies "allow the important analysis dimensions to emerge from patterns found in the cases under study without presupposing in advance what the important dimensions will be" inductive approach to evaluation "means that an understanding of program activities and outcomes emerges from experience with the setting (Patton, 1990, p. 44). My study's focus on individual participant's experiences made the use of an inductive approach most appropriate. Patton (1990) explains that inductive approaches involve beginning with the experiences of those individuals without "pigeonholing
or delimiting . . . those experiences . . . in advance of fieldwork" (Patton, 1990, p. 45). The selection of open-ended interviews and interview guide contrasts with a deductive approach in which one would select a multiple-choice questionnaire with predetermined items based on preordained criteria of program goals. The flow from inductive approaches "to find out what the important questions are" (Patton, 1990, p. 46) and deductive exploratory work is common practice in the formation of some evaluation questions. In my study, for example, the identification of a participant's age, span of time since the international experience, professional vocation, and gender in the purposeful sample were part of the deductive exploratory work.

The research process continued with my immersion in the details and specifics of data to discover important categories, dimensions and interrelationships from answers to the open-ended questions. I included an example of data with content representing the connections between local and host countries to demonstrate this interrelationship. This excerpt is in response to a question identifying and connecting local and global economic, political, and environmental similarities or differences during the study tour. One participant described how a medical student in Tashkent (1983) in the Soviet Union questioned him about America:
He wanted to know why Jews in America were so persecuted. By this point, we began to realize some of the misconceptions that Soviets have of America. Later on we were made very aware of the fact that most Americans were [seen as] fascists and terrorists, because of some of the propaganda that we were exposed to in the airports and at the Houses of Friendship. (Dan, document, p. 22)

In this example, the participant describes the political perception that host nationals have of Americans. During the tour, the participant found other evidence of how propaganda promoted this opinion. While recognizing the inherent violence in the local society, he connects the misconception to a political agenda by the government in the host country.

According to Patton (1990), "[T]he strategy of inductive designs is to allow the important analysis dimensions to emerge from patterns found in the cases under study without presupposing in advance what the important dimensions will be" (p. 44). In relation to a program, Patton finds that the "understanding of program activities and outcomes emerges from experiences with the setting. Theories about what is happening in a setting are grounded in direct program experiences rather than imposed on the setting a priori through hypothesis or deductive constructions" (p. 44). An example from my study occurs in relation to intercultural identity after a
study tour program. One participant describes her conception of the link between global experience and intercultural identity:

We are a world community. But, I think we have to, especially like [if] you are a minority, see where you are as part of the world. Not only study, . . . for me the ancient Egyptians and finding out about that, but other people of color around the world that were not presented to me in my learning of world history. That [is] to me of increasing importance. (Jena, focus group II)

In this example, the participant identifies herself as a member of a minority in the local culture and connects herself with other people of color in the world community. An identification of the importance of continuing to learn about the global connections through history is also identified. The inductive data analysis connects the emergent patterns in the data as well as grounds it in the original data source. In this example, the emergent patterns are intercultural identity and minority experience in relation to intercultural and global perceptions.

Holistic Perspective. "Evaluators using qualitative methods strive to understand a phenomenon or program as a whole" (Patton, 1990, p. 49). Inquiry often raises more questions than it answers; multiple realities can only be studied holistically in
order to achieve an emerging level of understanding. "There is no reality except that created by people as they attempt to make sense of their surroundings" (Guba & Lincoln, 1989, pp. 12-13). The unifying nature of a particular setting, according to Patton (1990), "...is a complex system that is greater than the sum of its parts" (p. 49). Patton continues, "The advantage to using qualitative portrayals of holistic settings and impacts is that greater attention can be given to nuance, setting interdependencies, complexities, idiosyncrasies, and context" (p. 51).

In my study, each participant’s responses varied according to idiosyncrasies of their experiences, perceptions and cultural backgrounds. The holistic perspective demonstrated the multiple realities presented during the interviews. As the study progressed, the holistic perspective presented the participants’ changing views when explaining the impact of the same experience over time. One of the female participants’ description of her 1975 study tour in China illustrates the multiple concepts of reality. On visiting the apartment of a host country national she found it interesting as representative of the overcrowded living situations. She described that she found nine people sharing a two-room apartment, with facilities shared by the other six apartments on the same floor. She expressed “dismay when I compared my reaction to a male’s [sojourner’s] interpretation of the visit as Chinese propaganda” (Sara,
interview, 11 10 1993) to impress them with the level of modern construction in China. The female participant's reflection on her initial reaction, described above, and her later reaction by comparing her trip to another sojourner's visit to China, who was led to a very similar site on a subsequent study tour represents ways in which perceptions change over time. "Perhaps we were being guided to specific places with motives I had not anticipated," she commented (Sara, focus group, 2 17 1994).

My study's research design offers another example of holistic perspective. The purposeful sample was selected to provide information-rich experiences. The length of time since the study tour experience served as one criterion. Participants included both people who had returned from a program just a few months prior to the interviews and people who had not experienced a study tour program for nine years. I wanted to represent perspectives which reflected various spans of time between program and its impact. Other considerations for participant selections are presented in this chapter in further detail (p. 147).

Qualitative data. Researchers utilize qualitative methods because these methods are often more adaptable in dealing with multiple realities. The nature of the relationship and the
assessment are investigated with more sensitivity and adaptability when using qualitative methods.

Glesne and Peshkin (1992) contrast quantitative and qualitative predispositions of methods to provide clarity and understanding of the two modes. (See Appendix B for the table and letter of permission by the publisher.)

"Description and quotations are essential ingredients of qualitative inquiry" according to Patton (1990, p. 429-430) This study is designed to produce detailed thick description. Denzin (1989) explains that thick description goes beyond mere fact and surface appearance:

It presents detail, context, emotion and the webs of social relationships that join one person to one another. Thick description evokes emotionality and self-feeling. It inserts history into experience. It establishes the significance of an experience or the sequence of events, for the person or persons in question. In thick description, the voices, feelings, actions and meanings of interacting individuals are heard. (Denzin, 1989, p. 83 cited in Patton, 1990, p. 430)

Jena's discussion of her intercultural perspective offers one example of thick description from my study:

Well, I am a minority so, I know how I feel. Being a minority within a minority [eye sight]. Being that, I may not look like an African American, but I am. Some of us look a little different. The other African-American in our group [study tour group] obviously looks African-American
and she felt very much at home over there. I always wanted to say, I am too. Yea, right. But, that has been that way all my life, so, it is no big deal. It was me trying to find out about the history of my people, too. Even though I was born here [United States], they are my people. But I also work at J.C. Penny Portrait Studio. When foreign people come there, now I am very receptive to them. I also teach Special Ed., so I'm enlightened. But, I think I am more than I was before [the study tour to Egypt] When it comes to immigration pictures, they don't know how to read the forms. . . . (Jena, Focus Group II, intercultural impact)

Thick description sets up and makes possible interpretation of the data. It connects individual experiences with larger issues. The participants identifies her personal development following the study tour program as making her more aware of foreign nationals: "...now, I am very receptive to them" (Jena, Focus Group II). The participant describes her intercultural identity, as a member of a minority, including insight into how she feels about this identification. She also discusses her personal history as an African-American whose "look" is not readily identified by others in Egypt or in the United States. The literature concerning intercultural perspectives reveals that the identification of "I-we-they" demonstrates differences in inclusiveness (with the
Egyptians) and exclusiveness ("foreign people") from groups when distinctions of we or they are made. Multiple ways of describing the data are found in this sample. Jena's professional identity as being "enlightened" (Focus Group II), due to expertise as a Special Education teacher is presented in the data. The themes emerging in the data sample's "thick description" (Patton, 1990, p. 40) include personal development, minority experience, professional growth, intercultural perspective and intercultural identity.

**Personal Contact and Insight.** According to Patton (1990), "The researcher has direct contact with and gets close to the people, situation, and phenomenon under study." (p. 40). Lincoln and Guba (1990) add that the inquirer and the participant of the inquiry "interact to influence one another; knower and known are inseparable" (p. 37). Qualitative research often requires building rapport and trust between the researcher and participants (Bogdan and Biklen, 1992). The background and interests of the researcher influence the relationship (Bogdan and Biklen, 1992). The researcher tries to interact with her subjects in a natural and nontthreatening manner. Richness of interpretation and data is derived from the mutual shaping and reciprocal influencing nature of the relationship.
Patton (1990) continues the explanation of the relationship with "researcher's personal experiences and insights . . . [as] an important part of the inquiry and critical to understanding the phenomenon" (p. 40). Mutual shaping and influences between myself and the six participants varied. Differing relationships emerged due to a variety of factors including age, gender, ethnicity, previous academic and social contact, and study tour experiences. (More explanation concerning the influences during the interview process are included in Chapter 4 and in the next section of the methodology.) Patton's (1990) interview guide approach (pp. 283-284) provided a basis for insuring that the same information was obtained from a number of people, covering the same material regardless of the preexisting relationship and the developmental changes during the research process. During interview process, I utilized predetermined questions that "allow[ed] individual perspectives and experiences to emerge" (Patton, 1990, p. 283). 

The two introductory interviews illustrate the interaction between myself and the participant. Lad (the first participant; 9 16 1993) welcomed me, provided me with a cup of coffee, and seemed to want to talk casually for the first ten to fifteen minutes of the session. Progression was relatively easy and natural as I started to ask the research questions. The first question in Lad's interview took over five minutes to complete. Jena (the third participant) failed to show up for the first
scheduled interview for which I had secured a neutral location across town for her convenience. During the rescheduled interview, she sat stiffly at her desk and hurried through the opening information. Her answers to the first few questions were completed with limited or single word responses. Lad was known to me through previous social contacts, a previous study tour shared experience, and a professional contact. Jena was unknown to me, did not share the same academic area of study, did not share a study tour country or experience with me, and differed ethnically from me. Chapter 4 provides further identification and interpretation of my relationship with respondents in each of the case studies.

"Fieldwork is the central activity of qualitative inquiry," according to Patton (1990), "[g]oing into the field means having direct and personal contact with people under study in their own environments" (p. 46). This study was conducted in the natural setting, or context of the program which served as the focus of the inquiry. Lincoln and Guba (1985) consider this crucial, due to the belief that observation changes the environment and that the "contextual value structures are at least partly determinative of what will be found" (p. 39).

The natural environment of the study received careful consideration. Each participant self-selected the location for the interview as determined by multiple considerations, including accessibility, convenience, or available connections to other
resources (e.g., food or office equipment) needed by the participant. The natural setting was a primary motivation for the carefully chosen location of the group interviews in accordance with the aforementioned considerations, as well as providing a neutral academic location.

My responsibilities in the interview sessions fluctuated between the researcher seeking additional information by probing for clarity, to researcher-moderator during the focus group sessions, to researcher-participant when comparing similar experiences with an individual participant or with the focus group to provide enriched descriptions. Exchanging relevant information concerning global and international studies and relating it directly to study tours abroad often "triggered" the interactions, whereby participants asked questions concerning my studies and research. The issue of children in China triggered one such interaction. Sara described the generous and friendly response to children's sports in China during her tour in 1985. "The respect of children culturally is so different. It is almost a culture shock... We went to sports games and the fans cheered for the girls' basketball teams whether they were on the red or blue uniforms. It was friendly and non-competitive. I liked that" (Sara, Interview, ll 9 1993).

Sara then asked about my experiences with children in Ecuador. "Did you see any sporting events[?]" (Sara, Interview, ll 9 1993).
This led to a comparison of competition and sports globally with examples from New Zealand, the Soviet Union and United States.

The focus group sessions enhanced mutual shaping as conversation flowed between the participants and myself in eliciting answers to the predetermined questions. I strictly adhered to the closing time for each session was to due to consideration of participants' other professional obligations. However, participants often lingered and extended their sharing even after the interview sessions. The "extended" time augmented the holistic perspective of understanding to document participants' cross-cultural perceptions and global perspectives. I often stopped and made formal notations during or following the "more casual" discussions.

Direct personal contact is crucial in the data-gathering process as it is extremely difficult to devise a non-human instrument to understand and interact in the variety of realities encountered in the cross-cultural and international experiences of the participants' perceptions. My perceptions of the inflection, enthusiasm, hesitation or uncertainty of the participants' reactions to questions during the interview process is virtually impossible to determine with a non-human device. The live interaction often leads to further elaboration, clarification or reflection during the interview process. For example, in Lad's interview sessions my notation identified... "This beginning social studies interview was especially interesting. I wanted to
probe why he did not use the study tour's substantive knowledge in the classroom. Yet, he is very concerned about his students and expressed a high level of frustration that they are not learning (MH, Researcher's Interview Reflections, 9 16 1993). In the next interview session I probed for more details. Lad identified he finds "Gillion's classes and tours providing the global perspective of looking at many different perspectives during the tours and looking at me [Lad] and each other as different and the same" (Interview, 9 24 1993). The increase in reflection and awareness of what he valued in the tours is provided in this example of how the personal contact increased the understanding and interactions during in the research process.

The insight of the researcher in the combination of intuitive knowledge and propositional knowledge encourages appreciation of the nuances of multiple realities. The participant and the researcher interact at multiple levels of knowledge and the intuitive understanding of the researcher influences the research process. An example of this combination occurred in interview and focus group sessions concerning the minority perspective. When two participants used the same wording, "I am a minority, so I know...", it led me to probe further into the impact of being a minority participant during an overseas tour. My awareness of the importance of this issue was based on my previous study in multicultural and global education.
Tacit knowledge provided an integral role throughout this study. "It is not possible to describe or explain everything that one 'knows' in language form: some things must be experienced to be understood" (Lincoln & Guba, 1985, p. 195). The experience, the intuition, and the propositional knowledge combined influence the insights, hypothesis, and research process. Heron (1981) describes the process of inquiry involving "propositional," "practical," and "experiential" components (p. 27). He suggests no empirical research can be carried out except by creating an interdependence through these three knowledge forms. During the data gathering process, for example, I continually found myself drawing on my own study tour experiences, my years of graduate work in global studies, and my training as an educator to gain the most from the interviews. During the analysis, the integration of the dynamics of development, experiences and knowledge "fit" the data gathered to bring cohesiveness and understanding to the process. Categories emerged from the data and led to naming and identifying the interrelationship between the categories. I used concept webbing (Bishop, 1992) to connect the categories and understand the interrelationships because of my experience in multicultural literature.

An example of the influence of insight occurred when I compared the experiences of Jena and Dan after a study tour. Both participants had been on only one study tour, however, I
clearly recognized Dan's growth and development following his tour. The time lapse needed to be able to develop and grow professionally (Dan's nine years) was an important emerging theme. I understood how the personal level of confidence he gained in his tour enabled him to provide the opportunity for study tours for his own students. This is another example of tacit knowledge, as a professional educator, to identify how the participant displayed a new sense of self and created new educational experiences for himself.

**Unique Case Orientation.** Qualitative inquiry assumes each case is special and unique (Patton, 1990, p. 40). Representative purposive sampling was utilized to provide representation from the margins to the mainstream of data scope.

Qualitative inquiry offers focuses on relatively small samples in great depth. The power, according to Patton (1990), is in information-rich cases "from which one can learn a great deal about issues of central importance to the purpose of the research" (p. 169). This study utilized purposeful sampling with the "maximum variation sample" (Patton, 1990, p. 172) strategy representing the total study tour participant population to illuminate the questions under study. The purposeful sample was to achieve representation in proportion to the total participant population with consideration of age, gender, ethnicity, number of study tour abroad program experiences, and
length of time since the study tour experience. According to Patton (1990):

when selecting a small sample of great diversity, the data collection and analysis will yield two kinds of findings: (1) high-quality, detailed descriptions of each case, which are useful for documenting uniqueness, and (2) important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity. (p. 172)

Patton describes how the same strategy can be used within a single program in selecting individuals for study. "By including in the sample individuals the evaluator determines have had quite different experiences, it is possible to more thoroughly describe the variations in the group and to understand variations in experiences while also investing core elements and shared outcomes" (Patton, 1990, p. 172). In my study, the purpose was not to generalize findings to all people or all groups, but to look for information that makes the program's impact clear, as well as identify significant common patterns within the variations. (Further elaboration of the sample will be provided in Section 2, p. 142 of this chapter and in Chapter 4).

**Context Sensitivity.** Patton (1990) describes context sensitivity as placing "findings in a social, historical, and temporal context; dubious of the possibility or meaningfulness of generalizations across time and space" (p. 40). "The variables measured are indicators of a larger context" (Patton, 1990, p. 49). This theme addresses critics claim qualitative-naturalistic evaluation:
“(1) oversimplifies the complexities of real-world experiences, (2) misses major factors of importance that are not easily quantified, and (3) fails to portray a sense of the program and its impacts as a ‘whole’ “ (Patton, 1990, p. 50).

One example of sensitivity to the cultural context relates to changing patterns in the American and Soviet relations. Dan described the initial reaction by one of the members of his study tour group in the Soviet Union as “better dead than Red” (Dan, Interview, 10.14.1993). His own personal reaction contrasted with this cultural reaction: “I never grew up hating Communists. So, when I was there I found it to be an eye opening experience. So many different places... and a vast difference in cultures.”

International education attempts to continue the education process upon reentry to students' home country. One of the goals of this study was to determine the extent of the impact of the experiences upon the participants. The extenuating influences (academic courses, individuals, textbooks, media, and societal factors) continuously shaped and changed the study. The focus group was designed to increase interaction between participants in the exchange of ideas and experiences. In this study, due to the multitude of influences, I was contextually sensitive.

The study's sampling strategies offer another example of context sensitivity. In my study, information-rich cases were selected to provide a depth of participants' experiences. I selected cases with long-term and short-term differences to
examine the impact of the duration of time since the study tour experience (e.g., three months-nine years). The different geographic location of the participants' tours provided a wide range of experiences (e.g., Africa, Asia, Eastern Europe, South America, Australia, and New Zealand). Participants' ages also provided an extensive range (e.g., 2 participants ages 25-30; 3 participants ages 40-50; 1 participant over 50).

Three kinds of sampling errors can arise in qualitative research designs: (1) "distortions in the situations that were sampled for observation" as it is not possible to observe all situations; (2) "there may be distortions introduced by the time periods of temporal sampling"; (3) "the finding may be distorted because of selectivity in the people who were sampled" (Patton, 1990, p. 471). (These possible errors in research design were identified and addressed in Chapter 1, section titled "Limitations of the Study").

In order to address distortions introduced by periods of temporal sampling, I asked the participants the same questions over the seven-month period, in both individual and focus group interviews. For example, Jena found the greatest impact of her study tour, initially, was the pyramids. When she answered the same question in the focus group, she stated that the greatest impact was the cultural identification with her people in Africa. She expanded her answer with a description which included three pages of transcribed notes.
Context sensitivity is "dubious of the possibility or meaningfulness of generalizations across time and space" (Patton, 1990, p. 40). In the data analysis the tasks of organization and description "even the process outcomes matrix was aimed at providing a mechanism for organizing and describing the themes, patterns, activities and content of the study rather than at elucidating causal linkages between processes and outcomes" (Patton, 1990, p. 422). The process outcomes matrix provides a way to ask questions of the data. In qualitative inquiry research, "statements about which things appear to lead to other things, which parts of the program produce certain effects, and how processes lead to outcomes are areas of speculation, interpretation, and hypothesizing" (Patton, 1990, p. 422).

In this study, I researched the program, participated in two study tour programs, lived with the data in the field, and reflected at length about the patterns and themes that run across the data. A constant challenge in qualitative analysis is being context sensitive and moving between participants' descriptions and my interpretations of their descriptions. The interpretative nature of qualitative analysis "does not yield knowledge in the same sense as quantitative explanation. The emphasis is on illumination, understanding and extrapolation rather than causal determination, prediction, and generalization" (Patton, 1990, p. 424).
Empathetic Neutrality. The relationship between the researcher and research strategy needs credibility. "No credible research strategy advocates biased distortions of data to serve the researcher's vested interests and prejudices" (Patton, 1990, p. 55). In this study, I attempted to adopt a stance of neutrality in regard to the phenomenon under study. I did not attempt to prove a particular perspective or manipulate the data to arrive at a predisposed position. Means to ensure the trustworthiness of the data include "systematic data collection, researcher's reflection, rigorous training, multiple data sources, triangulation, external reviews, and other techniques aimed at producing high quality data that are credible, accurate, and true to the phenomenon under study" (Patton, 1990, p. 56). Neutrality does not mean detachment, according to Patton (1990). With these criteria in mind, the section 4 at the conclusion of this chapter describes in detail the procedures followed to ensure the credibility of the study.

The desire to understand and connect the learning in the local environment with a greater world perspective through direct experience led me to investigate study tours as a possible dissertation topic. The practical experience and international perspectives provided during my internship with the Office of International Education was an additional influence upon me that included consultation with the director. The growth, renewal and increased commitment to learn about and interact with others
from different cultural backgrounds was an outgrowth of the study tour. I wanted to know if other participants shared the same perceptions of the impact of the study tours abroad.

My values and interests connected my doctoral studies in global education and multicultural education with study tours overseas. My dissertation advisor facilitated the increase in my understanding of my own ethnic background and history, and my knowledge and understanding of the ethnic and racial backgrounds and histories of others through multicultural education. My study of in global and multicultural education helped me interpret the data during analysis from a multiple perspective.

**Design Flexibility.** The qualitative inquiry design "cannot be completely specified in advance of fieldwork" (Patton, 1990, p. 61). Research activities emerge in order to permit revisions and adjustments. This allows for continued evolution of the inquiry, maximum benefits of research environments, and an increase in the mutual shaping between researcher and research participants. The interview schedule illustrates the emergent design of the study in that participants were permitted to remain a part of the study by making adjustments. For example, alternative locations for interviews, adjustments in length of interviews, and additional interviews characterized the interview process.
Design flexibility "stems from the open-ended nature of qualitative inquiry as pragmatic considerations" (Patton, 1990, p. 62). The schedule two focus group interview sessions provides another example of design flexibility. A positive benefit of focus groups is the ability to exchange information with other participants who have shared experiences (Morgan, 1988). The pragmatic benefits resulted in saving time, travel, and locations in two sessions when compared to the alternative twelve sessions of interviews.

In the data analysis process, the design flexibility provided a means to adapt to the emerging focus of direct international experiences of the participants who were students in the vocation of teaching.

I increased my awareness of the interrelationship between international, global and intercultural perspectives as a result of the review of the literature which connected global and multicultural perspectives (C. Bennett, 1990; Banks, 1992; and Merryfield, 1995), intercultural and global perspectives (Gochenour, 1993; Cushner, 1992; and Goodwin & Nacht, 1988), international and global perspectives (Wilson, 1993, 1984; and Gilliom & Annink, 1993), and international, global and intercultural perspectives with maturity (Kauffmann, Martin, Weaver, 1992).

Patton (1990) also maintains that a credible qualitative study needs to address the issues:
(1) What techniques and methods were used to ensure the integrity, validity, and accuracy of the findings?
(2) What does the researcher bring to the study in terms of qualification, experience, and perspective?
(3) What paradigm orientation and assumptions undergird the study? (Patton, 1990, p. 461)

These questions will be addressed in sections 2 and 4 of this chapter, "Credibility of the Research Study".

A Dynamic, Developmental Perspective.
The qualitative approach to evaluation conceives of programs as dynamic, developing, with changing conditions (Patton, 1990). The "qualitative-naturalistic-formative approach is especially appropriate for developing, innovative, or changing programs where the focus is on program improvement, facilitating more effective implementation, and exploring a variety of effects on participants" (Patton, 1990, p. 53).

This study focuses on the impact a program has on its participants. The dynamic and changing nature of the program evolved due changes in the world, interests of the program director, and participants' interests. "Change," according to Patton (1990), "is a natural, expected and inevitable part of human experience. Rather than trying to control, limit, or direct change, naturalistic inquiry expects change, anticipates the likelihood of the unanticipated, and is prepared to go with the flow of change" (p. 52). Considering that the process of the inquiry naturally evolves and changes, and that it is an expected and planned that
this will happen, it is appropriate to document these changes in
the inquiry process. The next section of the methodology
describes the research process, documents its changes, identifies
major research decisions and describes the role of the researcher
during the study.

Process of the Inquiry

Section 2

The impetus of this study came out of my doctoral program
in social studies education and my desire to explore changes in
the world and its people. In order to learn about the recent
trends in international and global education, one must is address
a variety of questions: How do students learn about the
similarities and differences in the world? How is the awareness
of similarities and differences integrated into students' percep-
tions and actions? Is the learning process limited to local
multicultural interactions or can it be expanded into cross-
cultural interactions abroad? How long does this process of
education need to be for changes to occur? How long are the
changes sustained? What changes are experienced by students
during the educational process? Do all students experience the
same changes?

To add clarity and focus during the preliminary stages of
my study, I arranged these questions according to Wilson's
adapted Wilson's questions to my study tours abroad focus and used the re-structured open-ended interview questions for the focus group sessions (see Appendix I and J). The standardized questions included:

1. Substantive knowledge--
   A. Do study tours impact the participants' understanding of international global education in relation to cultural understanding, historical perspective, geographic and economic interrelationships?
   B. How is the substantive knowledge transferred into educational opportunities?

2. Perceptual understanding--
   A. Do study tours impact the way the participants now perceive cross-cultural interactions?
   B. How is the perceptual understanding transferred into educational opportunities?

3. Personal growth--
   A. Do study tours impact participants' self confidence, independence and sense of credibility?
   B. How is the personal growth transferred into educational opportunities?

4. Interpersonal connections --
A. Do study tours impact participants' continued travel, international connections, community connections, and sense of world mindedness?

B. Do study tours impact the forging of new links between global and multicultural education in setting up curricula?

C. How do participants transfer interpersonal connections into educational opportunities for themselves and for [their students] others?

The categories and themes during the initial data analysis were grouped around aforementioned questions (see Appendix D).

The inquiry progressed by building on interviews in a continuing process of cross-question analysis. The descriptions of the experiences and the interpretation were so intertwined (Patton, 1990) that an awareness of the phenomenological approach is appropriate to gaining the understanding of how participants put together the phenomena they experienced and in doing so developed a worldview. The study focus naturally narrowed in an attempt to describe and interpret participants' experiences, the integration of their academic and experiential learning with their professional and personal development, and gain a core meaning for study tours abroad. New questions were formed as the focus evolved. Qualitative inquiry can clarify multiple viewpoints and identify how they facilitate or obstruct
implementation. This study concentrated on answering the following questions:

1. Assuming study tour participants experienced changes in their professional growth, what were these changes in relation to the individual? What changes did the participants identify in relation to the design of the program?

2. Assuming study tour participants experienced changes in their personal development, what were these changes in relation to the individual? What were these changes in relation to the design of the program?

**Major Research Decisions**

The planning, discovery and exploration of the factors influencing the impact of the study tour upon the participants evolved during the inquiry process. Qualitative methods provided the flexibility to adapt the research design to the participants' interviews and the constant cross-question comparisons. The learning process during the research shifted the focus of the inquiry from social studies educators to students participating in an international educational experience of overseas study tours. This section describes the process of inquiry and identifies the prominent aspects of the research design.
Pilot Study. A pilot study was conducted from January-March 1993 to determine some of the limits and possibilities of the study tour experience based on pre- and post-study tour interviews. Two participants were interviewed to determine the impact of the level of education completed and the age of participants. Two one-hour interviews were completed for each participant. Each interview was transcribed and member checked for participant agreement.

The data was analyzed to determine impact of pre-trip expectations and level of post-trip educational opportunities available. Another category of interest was participants' reflections on experiences.

Interview data indicated that inservice educators had more opportunities to share their experiences. Preservice teachers, due to conflicting demands on their time and expenses, did not have as many opportunities to complete their study tour experience. For this reason I decided to concentrate on inservice and "practicing" educators. Post-study tour reflections, perspectives and applications revealed the richest data for showing the greatest impact of the study tour experience. Due to the pilot study, advice from my advisor, and peer consultation with graduate students who participated in other study tour programs, I decided to focus my study on post-study tour implications, reflections and effects on participants.
Participant Selection. I selected participants from the Ohio State University Social Studies Education Program Abroad students who completed study tour abroad programs during 1969-1993. The sample included proportional representation based on age, gender, ethnic group, number of study tour experiences, and level of educational attainment. Participants chosen were (at the time of the study) professionally employed in education. I also attempted to identify participants interested in social studies education, as it coincided with my area of expertise of the researcher in humanities education. Recent and past study tour participation were factors for selection to aid in determining the longitudinal impact of study tours on the participants.

Six participants provided a representative proportion of the total study tour participant population. The four female participants represented the gender ratio (57 percent OSU study tours abroad to 63 percent average in Open Doors, 1994-95) of the total participant population. The "average" participant, as cited in the published survey research by Gilliom and Annink (1993), is "female, and teaches social studies in a suburban secondary school... exceptions to the profile... [were] fourteen respondents [who] were elementary teachers" (p. 5). To provide a proportional representation in relation to age, 2 participants were under 50 years, (34 percent under 50 years in unpublished Gilliom's statistics, 1991), and 1 participant over 50 years (29
Race ethnic group representation included 2 minority
participants—African American (10 percent minority in Gilliom's
unpublished study, 1991) and 1 participant visually impaired (no
statistics for physical handicap). Participants' completed level of
education completed by participants includes 5 participants who
had completed their master's degree (69 percent in Gilliom's
unpublished study, 1991) and 1 participant near completion of
master's degree. The number of study tour experiences will be
individually detailed in the case studies presented in chapter 4;
however, as a general summary, 3 participants completed one
study tour abroad program and 3 participants completed over
three study tour abroad programs. Participants' representation
with regard to longevity since the study tour experience
included: 1 participant longer than 15 years, 2 participants longer
than 2 years, 2 participants within 1 year, and 1 participant less
than 1 month. The following lists the participants in the study
who were asked to participate, accepted and subsequently
completed the study. Participants agreed to letters for
identification in a participant member-check (7 31 1996). The
letters were changed to pseudonyms (8 26 1996) to conceal the
identity of the participants when the letters were easily
identifiable during a review of the study. The pseudonyms are
Lad, Jena, Dan, Kelly, Sara, and Ali represent the names used to
identify the participants in my study. The participants were recontacted in a member-recheck to the name change.

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Access. Participants' self identification of their willingness to be interviewed provided access as indicated on a survey research questionnaire prepared and administered in 1991 by M. F. Gilliom. In addition, one recent study tour participant's permission was gained when she was contacted directly from the class roster provided by M. E. Gilliom, based on accessibility and a balance of other selection criteria. Prior to the initial interview sequence, I verified participants' permission by telephone contact from the names generated from the aforementioned list. Site and time of the introductory sessions were confirmed in advance. Upon completion of the initial interview, I conducted approximately nine follow-up interviews for each participant, which varied in length. The time spent at each interview varied due to the need to accommodate participants' previous time commitments. Male participants usually limited the contact to approximately 40-45 minutes. Female participants' interview
times were extremely varied. For example some interviews were limited to 30 minutes, (during a pre-school appointment) and others lasted 2-3 hours over breakfast, or dinner. During the extended time frames, breaks were provided to divide the sessions.

Site Selection—Natural Setting. The goal for selecting interview sites was to find "as natural a setting" (Ogbuzimo, 1974) as possible. In this study, the interview data were gathered in person, by telephone, and documents. Like the length of time for the interviews site locations varied. Each participant determined the interview site. All male participants choose their classrooms. Female participants selected teacher work areas, community libraries, classrooms, restaurants, participants' homes and the telephone.

Since I desired a full data collection, each session was recorded by written notes and taped as suggested in Lather's Qualitative Research class (1993). This duplication proved to be extremely helpful due to the malfunction of the audio equipment on two occasions, with information saved only through notes.

Technical equipment and mechanical training proved to be a necessary part of the data-gathering process for the study. A small taping device provided ease in moving to alternative locations and lessened the distraction during the interview process. Additional equipment was needed to record telephone conversations and allow me mobility for note-taking. The
telephone interview accommodated one of the participants with a physical disability who was unable to travel in the morning or the evening during the short winter daylight hours. Her limited free time during the elementary school schedule prevented interviews during school hours, and she did not want "professional" commitments to infringe on weekends. Such accommodations were made in keeping with naturalistic inquiry's emergent design process.

The following delineates the time frame and format of the interviews conducted. Series I included three participants. Series II included the remaining three participants, with concluding interviews for the participants in Series I. The distribution of the participants into series was determined by the participants themselves in accordance with their other professional commitments and the time necessary to complete the interview requirements.

Series I  9 15 1993 - 2 1 1994
Series II  11 10 1993 - 5 4 1994

Member Checks  11/1 1994 - 8 31 1996
Concluding interviews  2 1 1994 - 4 30 1994
Focus group sessions (2)  2 3 1994; 2 17 1994

(My study time table is included in Appendix C.)
Data Collection Activities.

Role of the Researcher. Researchers often act as a participant observers. The role of participant observation, according to Patton, is a continuum between complete "immersion into a setting to complete separation from the setting as a spectator" (p. 206). Denzin (1988) describes participant observation as including document analysis, interviewing of respondents and informants, direct participation and observation, and introspection. The "role of the researcher" includes all of the interaction with the participant (LeCompte & Preissle, 1993). The role of the researcher participant observation or "insider's" view, is a view that is extremely difficult and sometimes impossible to acquire with such secondary devices as structured questionnaires.

In my study, I assumed multiple roles. I viewed my involvement in the participants sharing as a privilege and was honored to hear parts of their life experiences. A collaborative exchange developed and increased as the levels of rapport and trust between myself and the participants developed through increased personal contact, as described by Bogden & Biklen (1992). This dual role is delineated by Patton (1990) as:

Experiencing the program as an insider is what necessitates the participant part of participant observation. At the same time, however, there is clearly an observer side to this process. The challenge is to combine participation and observation so as to become capable of understanding the
As a researcher, I held both an insider and an outsider position and moved between the extremes of the continuum according to my relationship with the individual participants during the interview process. As a former teacher in the Columbus Public Schools, I shared an employment background with three of the participants. Five participants and I shared the discipline of social studies education. All seven of us were students of M. Eugene Gilliom at The Ohio State University. Two participants were students in academic classes with me at The Ohio State University. One participant and I assisted in a research project together. One of the participants and I were students on the same study tour abroad program to Ecuador and the Galapagos Islands. Four of the participants shared the same gender (female). Four of the participants shared the identification of white ethnically.

Yet, I also occupied an outsider position as a researcher. I was an outsider because I was not currently teaching. My gender made me an outsider to the two male participants. My race made me an outsider to the two minority participants as a member of the majority. Finally, I was an outsider to the multiple study tours experience (more than two study tours) for three of the participants and single study tour experience for one participant.

Much of the previous research on study abroad programs suffered, according to Burns, Cerych and Smith (1990), from
being conducted by "practitioners of exchange programs rather than researchers in the strict sense" (p.13). This practice created repercussions for the impartiality of the findings.

"Good researchers are aware of their theoretical base and use it to help collect and analyze data" (Bogdan and Biklen, 1992, p. 33). I was not a "practitioner" of the study tour abroad program, but I was a doctoral student in the Social Studies and Global Education Program at The Ohio State University. The methods utilized to ensure as much impartiality as possible are described in greater detail in Section 4 of this chapter (p. 185), "Credibility of the Study." I used a variety of methods for gathering data. The use of multiple-data collection methods contributes to the trustworthiness of the data (Glesne & Peshkin, 1992, p. 24). Commonly called triangulation, this form of data collection involves the incorporation of multiple data sources and theoretical perspectives in order to increase confidence in research findings. According to Denzin (1988), the more sources tapped for understanding, the more believable the findings.

Data collection options for this study were chosen to (1) elicit data needed to gain understanding of the phenomenon in question; (2) contribute different perspectives on the issue; and (3) make effective use of the time available for data collection (Glesne & Peshkin, 1992).

I used three data-gathering techniques which are dominant qualitative inquiry: interviewing, focus group participation, and
document analysis. My proposal was submitted to the Human Subjects Review Program for clearance prior to the interviewing process. Further reference to this will be included in the final section of this chapter, "Enhancing Quality and Credibility." (See Appendix G, Proposal)

**Interviewing.** During the initial interviewing process, I probed for greater understanding of the impact and influences the participants experienced during their study tours abroad. The predetermined questions focused on collecting biographical details and understanding the study tour abroad experience, initially in relation to participants' substantive knowledge, personal growth, perceptual understanding and interpersonal connections, following Wilson's (1993a) "Impact of International Experience" (see Appendix D & E). The inquiry-oriented questioning method integrated predetermined questions with an open-ended interviewing process. I identified and indicated the correlational and divergent patterns which participants found significant during their growth and development following their study tour experience (Bogdan & Biklen, 1992). The nature of the individual and focus group interviewing process of structured and unstructured questions encouraged the participants to feel "free to bring up whatever topics they choose, the observer ends up with more possible topics for analyses than could ever be covered in sufficient detail in a single report" (Morgan, 1988, p. 70).
The interviews were conducted over nine months in order to include participants' insights based on later reflections and development from the interviewing process and member checks. During the interviewing process the exchange of reflections between colleagues is a highly desired and reinforcing motivation (Howser, 1989). Merryfield (1993) suggests systematic reflection as a major component of teacher education in global perspectives.

The following example illustrates the interviewing process and reflection.

**Predetermined Research Question:** How have your study tours abroad impacted or changed you?

Sara's reply -- One of the goals I have worked toward in the system was to get Global History required. I think that this was tied in with my experience with study tours. Following the study tours, I was keenly aware of how little we know about the world, and how little we understand it. I came to realize how important that was for kids. I realized how necessary it was to understand the rest of the world in order to understand their own country and culture, particularly when we are supposed to be a melting pot of all kinds of cultures. We sometimes have so much difficulty with that. That has probably been the biggest and longest fight of my career, getting that through the school board. It got through in 1983.
I went to China, my first tour, in 1975. I had been teaching here three years at that time. I started my first school year in 1972.

When we went to China it included China, Japan, Korea, Hong Kong. It was a five-week tour. My next study tour experience in 1978 was to the Soviet Union. We went to five locations in the Soviet Union.

(Sara: Interview, 11 10 1993)

Appendix H provides a list of the questions utilized during the interviewing process.

**Focus Group Interviews.** After completing the individual interviews, participants were invited to participate in focus group interviews to share reflections, insights and experiences. Focus groups are defined by Morgan (1988) as:

- a form of qualitative research, focus groups are basically group interviews, although not in the sense of an alternation between the researcher's questions and the research participants' responses. Instead, the reliance is on interaction within the group based on topics that are supplied by the researcher, who typically takes the role of moderator. The fundamental data that focus groups produce are transcripts of the group discussions. (p. 9)

The focus groups were structured on the basis of data from the individual interview sessions and an ongoing review of the literature. Kanter (1981) suggests educators gained satisfaction from the exchange of ideas and information with peers. Many participants in the various study tours shared these same
impressions and experiences. Lather (in class, 1993) confirmed this decision by sharing her observations that focus groups provided some of the richest sources of data for her recent study. My experience was confirmed these experiences and examples will be presented in Chapter 4. A brief example of focus group data in response to the same question asked in the interviews illustrates the aforementioned point.

**Predetermined Focus Group Question:** How do study tours impact you and your global understanding?

Sara's focus group I reply: I think it is such a mind opening experience, that you get very alert to everything that is going on and in countries that you are going to go visit before you are going. So, you start to pick up more information, your mind kind of expands and suddenly you hear everything that has to do with China and creates an interest that by the time you get there you do have a focus or some plan and you already have learned a great deal. YOU REALLY ZERO IN ON IT [capitals for emphasis]. That always brings back experiences that you can compare and contrast what you saw with what that is . . .

Dan's focus group I reply: I think that is a good point . . . every time you see something in the newspaper about Russia you are drawn to it. You zero in on it.

(Focus Group I transcript, 2/3/94)
Appendixes I and J provide a list of questions utilized during the focus group interviews.

Morgan (1988) elucidates the importance of focus groups by stating "[t]he hallmark of focus groups is the explicit use of the group interaction to produce data and insights that would be less accessible without the interaction found in a group" (p. 12). The advantage of focus groups is the ability of the researcher to observe interaction about a topic and the relatively spontaneous responses by the participants. Levy (1979) indicates the added advantage I also found in focus group interaction: the participants' willingness to challenge others and the responses to these challenges. An example from Focus Group I clearly illustrates this point. Two of the participants discussed the role of being a minority in the United States and then switching to being a member of the majority population in Kenya and Egypt during study tours abroad. The second minority participant asked the first participant to explain how it felt to be of "lighter skin than the other minority member of the study tour" (Ali, Focus Group I, Feb. 2, 1994). This intention enhanced the sharing by another participant concerning her experiences while in China of being in the minority for the first time in her life. The minority participant, who had also been to China, extended the discussion further by describing the reactions to her skin color by Chinese children who hesitantly touched her skin and followed her around to observe her actions (Focus Group I, 2 3 1994). My
researcher's comments at the time identifies the change as "the group begins to interact at this point without my intervention and group dynamics begin and [participants] teach each other" (Focus Group I, 2/3/1994).

Another advantage of the focus group is the reduced amount of time involved; the same number of participants can respond to the same question in much less time than in individual sessions. The questions discussed in the focus group sessions enhanced the comparisons and richness of the data, rather than distorting individual's perceptions, due to the timing of the focus groups. Focus groups were held after the data collection in the individual interviews. In addition the focus group sessions made data collection less expensive. I gathered data in one convenient location near The Ohio State University rather than to drive to six different locations around the area.

I selected the Fawcett Center dining room for the site of the focus group session, providing both an academic campus site and a social setting. The 4:00-6:00 P.M. time period was convenient for participants because of few professional conflicts, and did not interfere with other occupants of the Fawcett Center. These factors encouraged free and open discussion. During each session the group was either the sole occupant of the room or separated by considerable distance from the few other groups.

Analysis following the focus group interviews indicated an increased richness of the data. I noted that the sustained impact
of the study tour experiences was challenged and then accepted during the discussions between the participants. Future plans for other study tour experiences also were explored. Participants identified and shared changes relating professional growth and personal development. These changes seemed to be connected to the amount of time that had passed since the study tour abroad, as well as participants' professional advancement opportunities and educational opportunities. Chapter 4 presents further identification and comparisons of the participants' experiences and analysis.

**Document Analysis.** I asked participants to share significant journal entries occurring during their overseas experience. The recorded journal entries were part of the academic requirement for credit from the study tour abroad. To achieve a multiple perspective, both positive and negative experiences that the participants had recorded in the journals were requested. These journals provided a means to share reflections written at or close to the time of their travel experience and thus increase the validity of data. The process of selecting entries provided added insight into which study tour experiences participants felt were most relevant and which related to other identified growth experiences. Five of the six participants provided the travel journals for analysis. The entries will be shared with the reader in Chapter 4, "Participant Experiences."

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Participant Experiences. Qualitative researchers often use cases as a means to investigate the impact of participants' experiences and to examine program design. I selected the participants in my study utilizing purposeful sampling (Patton, 1990), selecting "information-rich cases" (p. 169) with the purpose of learning a "great deal" (p.169) about the issues of my research. After further investigation to determine the nature of variations in the total study tour program population, I decided to use "maximum variation sampling" (Patton, 1990, p.172) to capture and describe the central themes or principal outcomes that cut across a participant population. The strategy turns the weakness of a sample into a strength as "[a]ny common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared aspects or impacts of a program" (Patton, 1990, p.172). This also coincides with the phenomenological awareness of the study to find the core of what the study tour abroad experience is and means. Another advantage of selecting a maximum variation purposeful sample for the data collection was to yield two kinds of findings: (1) high-quality detailed descriptions of each participant's experiences, and (2) important shared patterns that cut across participants' experiences and "derive their significance from having emerged out of heterogeneity" (Patton, 1990, p.172).
The determining factor in sample size according to Patton (1990) is stated as follows:

The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational analytical capabilities of the researcher than of the sample size. (p. 185)

Cases are "stories that, in their telling, invite the reader to question and explore personal values and understandings... and are a means by which educators can explore how others have confronted problems similar to their own" (Bullough, 1989, p. xii-xiii). A case study is defined as "[t]he intensive investigation of a single object of social inquiry such as a classroom" (Biddle & Anderson, 1987, p. 237). According to Geertz (1973), case studies, act as a thick description of the program, project, group, and or institution under investigation. Case studies are "particularly valuable when the evaluation aims to capture individual differences or unique variations from one program setting to another, or from one program experience to another" (Patton, 1990, p. 54). The participants' experiences were incorporated into organizational units that I call "studies," that enabled an individual's idiosyncratic characteristic to be easily identified. I selected participant experiences as my identified organizational unit for presentation of the data (Campbell & Patton, 1990, p. 450).

Participants' responses are analyzed and presented to make the overall patterns clear. An emphasis throughout the study is
letting the participants "speak for themselves" (Campbell & Patton, 1990, 450). According to Patton (1990), the "analyst's constructs should not dominate the analysis but should facilitate the reader's understanding of the world under study" (p. 392). The challenge is to present responses in cogent fashion while integrating a variety of experiences and information recorded during the interviews. "Classifying quotations taken from content analysis is to facilitate the search for patterns and themes within particular settings or across cases" (Patton, 1990, p. 384). Case studies may be done of a "single program or one may do case studies of several participants" (Patton, 1990, p. 385). The focus of the study determines the methods of analysis and presentation of the data.

The program "process and outcome" (Patton, 1990) framework was utilized to provide formative, descriptive feedback to participants and to share the research findings with university faculty, administrative and professional staff in the field of international education, program coordinators and the participants. The differentiation among participants that emerged from different study tours under the same program created a need to identify interconnections beneath the surface of a single program design. The varying number of experiences, to different places, in different years and distinct backgrounds of the participants involved a multifaceted, complex phenomenon.
As the researcher I needed to establish a special vocabulary (to share between participants), an analysis process and a strategy for interpreting the data and presenting the findings. The study did not focus on a single person, group of people or any particular study tour. I had to develop a descriptive, developmental framework to which the program administrator and faculty could relate and the participants could share in the interpretation of the information of their stories.

I adopted an international education terminology and framework (Kauffmann, Martin, & Weaver, 1992; Goodwin & Nacht, 1988; NAFSA's Guide to Education Abroad for Advisers and Administrators, 1993) to integrate the entire study abroad experience with the participants' responses. The terms facilitated comparisons of the impact of the program when analyzed in a framework of cross-interview (Patton, 1990) participants' experiences. Participants identified and agreed upon the "indigenous typologies" (Patton, 1990, p. 396) in the field of international education during member checks (July, 1996). Participants' self-selected typologies that emerged in the data were incorporated into the international education typologies. Participant-identified terms include: minority experience, multiple study tours, and implications of gender. The participants' academic background in global and multicultural education provided a shared vocabulary to help understand the interrelationship of terms in international, global and
intercultural studies. University faculty, program administrators and advisors shared this background. Typologies selected from the field of international education include: immersion experience, focus of the program, geographic location, vocation, professional implications, and academic requirements. (I noted a sharing of this typology among educators in the fields of social studies, global education, and multicultural education.)

Indigenous typologies are clues to evaluation that the phenomena to which the labels refer are important to the people in the setting and that to understand the setting it is necessary to understand those terms and their implications for the program. (Patton, 1990, p. 395)

Patton (1990) further identifies that every program has a "special vocabulary to differentiate kinds of participants, styles of participation and the contribution to the program" (p. 395).

I used participants' experiences during the study tour program, the focus of my study, as the units of analysis. Participants responded to standardized open-ended questions during their interviews and focus groups concerning the impact of the program upon personal development and professional growth. I used the participants' vocabulary to identify their growth and development. The findings utilized the combined categories and framework of the participants and international education, which greatly facilitated and enhanced the interpretation and reporting of the qualitative data. Patton
(1990) describes this process of using indigenous typologies as a "powerful analytical approach" (p. 397) in qualitative analysis.

**Data Analysis Procedures**

**Evaluation Research, Program Process and Program Outcomes.**

The fundamental reason for cross-question analysis in this study is to deepen understanding and explanation. Glaser and Strauss (1970) advise that using multiple cases is easier than a single case study to find out under what set of conditions the hypotheses are minimized and maximized. Multiple cases help the formation of more general categories of how those conditions may be related (Miles & Huberman, 1994).

Data analysis done simultaneously with data collection enables you to focus and shape the study as it proceeds. Consistently reflect on your data, work to organize them and try to discover what they have to tell you. Write memos to yourself, developing analytic files, applying rudimentary coding schemes and write monthly reports. (Glesne & Peshkin, 1992, p. 146)

The noteworthy literature (e.g., Miles & Huberman, 1994; Glesne & Peshkin, 1992; Lincoln & Guba, 1985, 1989; and Patton, 1990) frequently identifies the capability of constant comparative data analysis. Miles & Huberman (1994) indicate that the complication in using a "complex network of conditions and effects,... is how to draw well-founded conclusions from multiple networks" (p. 207). Each network is in some sense unique, yet the authors suggest finding a generic narrative

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model. I tried developing a conceptual framework (Denzin, 1988) to set the focus, whereby descriptive categories could be placed within a broad structure of both explicit and assumed positions (Glesne and Peshkin, 1992) in a process of making sense of the data. In this field "everyone is still learning" (Miles & Huberman, 1994, p. 207) to analyze qualitative data.

This suggestion for qualitative data analysis provided the guidelines in my study for a continuous stream of data collection, data display, data reduction, and conclusion drawing in the inquiry. Care and attention were given to ensure that the process reflected the nature of the inquiry as a "never-ending and uncertain process of interpreting the interpretations of others" (Wilson, 1993a, p. xii) and did not distort the data, but utilized grounded data.

The data remained in categories until the category took shape and definable themes could be identified for my study. Guba's suggestion of groupings formed by "recurring regularities" and "divergence" (cited in Patton, 1990, p. 403-404) or building on items already known, bridging and surfacing by proposing new information and checking the "fit" (Patton, 1990, p. 404) guided this process.

**Coding the Data**

After completing the transcriptions of interviews and focus group interviews, I coded the sentences and paragraphs that
stood alone or existed apart from other data in a group. I identified interview data was by the participant's initials, interview date, and interview question as illustrated in the following example:

In the U.S., our work is not based on such physical strength.
In the U.S.S.R., our guide said, men felt it was beneath them." (Kelly: Interview, 2-15-1993, #4)

The focus group data was identified by the participant's initials, Focus Group I or II, and focus group question as follows:

"I went to the Soviet Union to improve my teaching, but I also went for myself" (Kelly: FG I, #2).

(See Appendix F for the data codes.)

Categorizing the Data

The remaining data was then categorized using the dual methods of color coding and "scissors and sort" (Wells, 1974) in tablets of 8.5 x 11 paper. The complexity of comparing across focus group discussions, and individual interviews needed a practical structure for organizing a topic-by-topic analysis of data. The use of "multiple shades of colored highlighter" (Morgan, 1988, p. 66) aided the process of marking relevant passages of each transcript, which were copied, cut, and sorted into themes and categories of similar topics. This procedure compares to the procedures suggested by Lincoln and Guba of a "3 x 5" shuffle but the length of the descriptions or examples
given by the participants made this a much more practical procedure. The dual method aided my own visual learning style as I continued to organize and interpret the data.

The "raw" data was first grouped and then regrouped as the comparisons with other participants and subsequent literature review emerged. As more data were analyzed certain themes became clarified and "clumps of data " (Glesne & Peshkin, 1992, p. 133) coalesced in a like-minded frame.

(See Appendix F for the categories of data during the analysis process.)

Transcripts and Analysis

Keeping current with transcriptions was difficult. Focus group interviews took over ten hours to transcribe for one hour of focus group time, due to complex participant interactions and numerous interruptions of the information.

After a period of time, the interview process elicited comments such as "I may have told you this before. . . ." The reflections of the participants did improve with probing by the researcher; however, compared to the focus groups, where the participants probed each other, there was a major difference. Many of the examples participants used in the interview sessions to illustrate points were reemphasized during the focus groups. This increased emphasis, and the comparison with other participants' illustrations provided a confirmation of preliminary
findings from the interview process and a rich source of comparative knowledge. For example, in one anecdotal interview sequence, Kelly described women working in the Soviet Union:

Women were hanging out of windows on high office buildings while men supervised below. The women were the ones doing the heavy work. I was stunned. In the U.S. our work is not based on such physical strength. In the U.S.S.R., our guide said, men felt it was beneath them. (Kelly, Interview, 2 15 1993)

The gender comparisons [GN] of work tasks was evident here. The cross-cultural comparison [XC] and international [IP] were also identified. Finally, the participant described her professional growth by discussing a slide presentation she made to students [V].

The intercultural comparisons of gender and secondary status of groups to a dominant culture were also discussed in the focus group sessions. Two participants reflected on a single study tour experience. In the focus group, participants with multiple study tour experience [ME] added their comments. The participants' reflections were confirmed by the sharing of others and each described how they felt the travel experiences were sustained [ST] (Focus Group II, 2 15 1994).

Another illustration of cross-question comparisons became clear in Kelly's discussion of future travel in study tours. "I would not pay to go to Ecuador, because I would not teach about
Ecuador. I would like to go to China, the Middle East, England and other places I could talk about [to students in her classes]" (Kelly, Interview, 2 15 1993). [V]

In comparison, when this was discussed with participants in the focus groups, a multiple study tour sojourner shared: "I think the first trip made a tremendous amount of difference in me and my personality and my confidence... I have never lost that intensity of always being interested in other countries, peoples and their similarities to us" (Sara, Focus Group II, 2 17 1993). [ME]

Researcher's Reflection: As the implications and emphasis emerged concerning the data through the multiple sources, I realized that it was possible to trace the sustained impact of study tours for these participants. The multiple study tour experience seemed to change the perspective of the participants. Identifying with the minority, not a part of the dominant culture groups, caused participants to return to the U.S. with a changed perspective on multicultural education, or it reemphasized what was felt as a minority member. Minority participants' feelings regarding being a member of a large powerful majority were shared:

It gave [me] a whole other perspective about who I am. That I am, that I truly am a person! I don't ever have to be degraded or belittled, because I'm from a very rich culture and society. That feeling for the last twenty years
has transcended my life. (Ali, Focus Group I, 27 1996)

During the entire research process, I endeavored to continuously analyze the data. This plan enabled me to focus on, collect and understand data. This process according to Lincoln and Guba (1985) involves reviewing original data, determining, revising, and synthesizing constructions, and determining a holistic, grounded view of the participants' experiences. I continually examined data to understand what commonalities of the study tour experiences impacted the educators' personal and professional development. I explored the multiple sources to identify how these perceptions of the participants impacted their personal development and professional growth.

The concluding example in the analysis process illustrates the coding and cross-interview comparison of data. The data sample is in response to the question: "Personal Growth"—Will you share a short story of how the study tour influenced your self confidence, independence, sense of credibility? How did it change your life or professional direction?” (Question #3, Focus Group II).

Dan Mine is pretty easy because I was going through a mid-life crisis, the study tour came about when I was making the decision whether to keep on coaching or not. I had coached for 15 years in basketball, so this sort of filled
that void. I got excited about the trip to the Soviet Union, I had just given up coaching . . . . It added to my self

confidence and all those things . . . when I was looking [for something else to do]. I missed coaching for the first year or two.

I would say this [study tour] really helped me get through that transition period and had a significant impact on my teaching.

R. Did it make changes in your professional growth, too . . . like committees, organizations, conferences, teaching professional development?

PG Dan Yes, the second, no, maybe the first year after I came back, [a teacher on Dan's staff] and I went to Northwestern University for a conference. Eastern European Studies, we . . . heard some really excellent speakers and that really added. It fitted [fit] in really well with what I had just experienced with the study tour. I have been asked to speak with different organizations about my trip to Russia [USSR]. It has enhanced my professional career. (Dan, focus group II)

As I constructed the cases the continuous data was still a part of the emergent design. The categories in Table 1 were defined and the final phase of the analysis emerged. Table 2 displays this final phase.

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### Table 1
Data Analysis Cross Reference: Phase 1 & 2

<table>
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<th>CATEGORIES</th>
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<th>Multicultural</th>
<th>Professional</th>
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<td>Perceptual Understanding</td>
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<td>x</td>
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<td>Personal Growth</td>
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<td>x</td>
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<tr>
<td>Interpersonal Connections</td>
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</table>

### Table 2
Data Analysis Cross Reference:

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Construction of the Participant Experiences

Section 4

The construction of the participant experiences was written to describe the impact of the overseas study tours with reference to the participants' personal development and professional growth. This growth and development is in relation to international, global and intercultural perspectives.

The presentation of the case studies takes many forms, depending upon the purpose of the inquiry (Patton, 1990. The overall purpose of this study is to determine key issues that the participants found relevant to determining the impact of a study tour abroad. These issues form thematic patterns. I chose a narrative format to create a descriptive picture of the participants and the impact of the programs.

I decided to construct the studies by themes and topics (Lincoln & Guba, 1985), the question or problem being the determining factor that defines the particular case study (Spense, 1989). To add to the clarity of the studies, the introduction in Chapter 4 includes a brief description of The Social Studies
Education Study Tour Abroad Program, as well as requirements for academic credit at The Ohio State University. This inclusion also provides a background for the cross-question analysis.

Chapter 4 continues with the presentation of each of the six participants' experiences. Each study begins with the participant's biography as it relates to study tours abroad, derived from the initial interview and edited to contain additional information provided during subsequent interview sessions. The names and locations are changed to protect the confidentiality of the participants. The themes and issues of the study tour abroad follow in each of the study presentations. The impact of the study tour abroad upon personal development and professional growth, as described by the participant, is the overarching focus. Key themes identified in the data analysis as significant, reoccurring, or unusual follow: program design, international global perspective, and intercultural perspective. I asked questions to gain clarity and in-depth responses from the participants in each of these areas. As the study progressed, my increased ability to conduct interviews and probe for multiple perspectives of the participants provided richer data for the study's identified areas of interest. The data supports each of the following themes: immersion experience, focus of the program, influence of multiple study tours, implications of gender, implication of minority experience, academic requirements, duration since the study tour, geographic location, and
vocation professional. Each presentation reflects the idiosyncrasies of experiences with differing areas of emphasis according to the ways in which the individual and program shaped the experience. Interpretations and reflections by the participant and myself are incorporated into the case in the mutual shaping of the inquiry. The presentation is framed using themes and sub-themes adopted from international education terminology and the recurring participants' terms. At the conclusion of Chapter 4, cross-study comparisons are drawn elucidating the similarities and differences of the impact of the study tour upon the participants.

The goals of my participant experiences were first to portray the overseas experiences using the themes and sub-themes to demonstrate, for the reader, the impact and patterns of change. Second, I wanted the participants' own words to create a natural presentation of the data depicting the idiosyncratic emphasis, enthusiasm, and understanding of the events and the impacts. Third, I wanted to present the participant experiences in a format that provided clarity to the process and outcomes of the experiences, using a in language familiar to a reader who is involved in international, global, and, intercultural education. The hundreds of pages of notes, were used to produce a depiction of the events and changes not produce a record of the research. Lastly, I was concerned with the confidentiality of my participants' identities relating to protection from personal,
employment, or educational repercussions. I developed guidelines for the participant experiences based on the above goals, and the importance of including the overall findings.

I constructed the participant experiences under these guidelines:
1. All content--descriptions, persons, issues--came from the interviews, focus group interviews, and document analysis as described in this chapter.
2. The participant experiences were drawn from the final data analysis; all major findings, as verified in checks of quality and credibility are included in each participant experience.
3. Each participant experience was developed from responses to interview questions, focus group interview questions, and documents.
4. The participant experiences are developed from actual people.
5. Pseudonyms were assigned to the people to protect confidentiality of the people.

Each participant experience provides a range in time and perspective and includes data from the initial interviews, later interviews and both final focus group interviews. The participant experiences present multiple perspectives in relation to the themes and sub-themes as well as descriptions of the impact and changes in perspective described by the individual. (These perspectives are compared to the other participants in the study in a cross-interview comparison at the conclusion of Chapter 4.)
The terms both from international education and the participants' descriptions created the sub-themes. The categories came from the review of the literature and the data. The focus of the study tour came from the program design and the review of the literature (Opper, Teichler, & Carlson, 1990). The sustained impact of a study tour came from participants identifying that "it changed my life" (Ali, Focus Group I) and the literature (Abrams, 1979). (The identification of the minority implication derived from the data in which participants identified their minority group members membership (e.g. Jena, Ali, and Sara) and or described their experiences of being in the majority (Ali and Jena). The literature presented concerns for the level of immersion of participants on study abroad programs (Goodwin & Nacht, 1988). The impact of the geographic location was consistent in both the data (Dan, focus group I) and in the literature (Racette, 1996). The impact of multiple study tours emerged from the data analysis of participants' responses in the cross-interview comparisons (e.g. between Jena and Sara, and between Kelly and Ali). Implications of gender emerged from the data during cross-interview comparisons (e.g. Sara and Lad, and between Dan and Kelly).

Biographical backgrounds aid the reader in understanding the anecdotes described in each of the participant experiences. As mentioned, I used a pseudonym to increase the confidentiality for the participants. I identified school names and locations in
only general terms. I included background and contextual information from the literature and from a researcher's perspective to provide insights and understanding within each participant experience where significant or pertinent information enhances the reader's understanding. The description of the program is included to connect the experiences of the participants with the structure and organization of the program design. Participants' reactions to the program's academic requirements are discussed in each participant experience.

Participants' comments from the focus groups are included within the participant experiences to demonstrate the interactions during the focus group interviews. The cross-interview comparison section is included to provide additional insights for the reader relating to the connections between the participants' individual experiences and the design of the program.

The concluding section of this chapter identifies the components instigated in the research design to ensure the quality and credibility of the data not clarified in Section 1 (p. 180) of this chapter. The guidelines of the credibility in qualitative inquiry are derived from Patton (1990).
Enhancing Quality and Credibility

Section 5

The credibility issue of qualitative inquiry depends on three distinct but related inquiry elements:

1. rigorous techniques and methods for gathering high-quality data that is carefully analyzed, with attention to issues of validity, reliability, and triangulation;
2. the credibility of the researcher, which is dependent on training, experience, track record, status, and presentation of self; and
3. philosophical belief in the phenomenological paradigm, that is, a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, and holistic thinking. (Patton, 1990, p. 461)

Patton (1990) maintains that a credible qualitative study needs to address all three of these issues:

(1) What techniques and methods were used to ensure the integrity, validity, and accuracy of the findings?
(2) What does the researcher bring to the study in terms of qualification, experience, and perspective?
(3) What paradigm orientation and assumptions undergird the study? (p. 461)

These questions are addressed in this section of the chapter.

Techniques for Enhancing the Quality of Analysis

Patton (1990) describes the obligation of the qualitative researcher to be "methodical in reporting sufficient details of the data collection and the process of analysis to permit others to judge the quality of the resulting product" (p. 462). The testing
of rival explanations and negative cases are two of the methods to demonstrate increased integrity in analysis.

**Integrity in Analysis: Testing Rival Explanations.** Patton (1990) emphasises the importance of looking for rival and competing themes and explanations both inductively and logically (Patton, 1990). Patton (1990) regards it as a matter of "considering the weight of the evidence and looking for the best fit between data and analysis" (p. 462).

(An illustration of the testing for rival explanations is found in the "Credibility of the Researcher" component of this chapter--Researcher's Reflexive Journal, developmental sequencing, emerges in analysis (p. 183) In this example, the testing relates to the issue of growth and development by the participants during the overseas experience. I struggled with the measurement of growth and change in the participants and interpretation of their significance. In an effort to establish my credibility as a researcher, I continued to question and challenge the ways in which my study related to the literature. For example, I realized after investigating Kolb's (1984) *Experiential Learning* and trying to fit it into the research structure, that the literature, my training, and the data gathered from the study did not support Kolb's explanation. Consultation with my doctoral advisor, Miranda supported this conclusion (6. 25. 1995). Lincoln and Guba's (1985) naturalistic inquiry offered another
opportunity for testing of the fit of the research. The research study comprised many of the components of this research approach; however, the emergent nature and case-study presentation fit much more consistently with the qualitative inquiry described by Patton (1990). The presentation of program process and impacts of the study tour program upon the participants in the "matrix of linkages between program processes and impacts" (Patton, 1990, 417) seemed to make sense. The study was designed to determine the impact of the study abroad program on the participants. The multiple study tours, experienced by the participants, over time prevented the my direct participation and observation. I used a standardized open-ended interview format to increase my ability to determine common linkages, themes and explanations as suggested by Patton (1990).

**Triangulation**

There are "basically four different kinds of triangulation that contribute to the verification and validation of qualitative analysis": methods triangulation, triangulation of sources, analyst triangulation, and theory perspective triangulation (Patton, 1990, p. 464).

**Triangulation of Methods.** The section entitled "Research Decisions" presents the "checking out of the consistency of findings generated by different data-collection methods" (Patton,
The triangulation methods utilized include interviews, focus groups, and documents. The purpose of the triangulation was to improve the credibility of the findings and interpretations of the study. This study includes multiple sources and methods. The six participants provided different sources in the contextual validation of impact of study tours abroad. The representative sample provided participants who had each experienced a study tour abroad program, in a different or the same country, in different and the same years, with different and the same number of study tour abroad experiences. If a particular pattern of “distortion” (Lincoln & Guba, 1985, p. 306) is evident one can discern and correct that source, including that which cannot be verified by other sources. Another way that the sources were discerned occurred when I experienced a “duplicate” study tour abroad, thus enabling further correction of the differences during the research.

The triangulation of different methods of data collection modes (interview, focus group, and documents) is described in Section 2 of this chapter.

**Triangulation of Qualitative Data Sources.** Triangulation involves comparing and cross-checking the consistency of information derived at different times, by different qualitative methods and from different data sources. Member checks were
made continuously during the study to check back with the respondents for clarification and to provide research rigor (Patton, 1990). In consideration of the participants' desire for "less paper" to read and evaluate due to their already heavy teaching schedules, and in consideration of the valuable use of their time, I conducted member checks orally. At the beginning of each interview session:

1. I presented a brief summary of the previously discussed research questions. The participant's comments helped to verify my understanding and make connections with the current interview.

2. I gave a summary of answers recorded on the transcripts and of my notes of the participant's last session. This provided a quick review to bring him/her back to the topic, and to check their previous answers.

3. I clarified any questions or uncertainties of the intent of the participants previous responses.

4. I asked each participant if she/he wished to change or add to any of the comments from the previous session, due to reflection since making the comments.

5. After the conclusion of the member check, that usually took a ten to fifteen minute time frame, I presented the next questions to be discussed.

Lincoln and Guba (1985) explain "the summary of an interview can be 'played back' to the person who provided it for reaction:
the output of one interview can be 'played' for another respondent who can be asked for comment" (p. 314). This was done in my study during the Focus Group Sessions I and II. Participants were contacted by telephone to verify their comments at the conclusion of the data gathering process April-May, 1993.

I shared all of the participants' comments and main ideas which directly related to the dissertation focus with each participant. This provided the participants with an opportunity to agree to the appropriateness of my recordings and to challenge wrong interpretations. The final data presentation was shared with participants in a cross-check whereby I tested the data, analytic categories, interpretations, and conclusions with participants. The final member-check occurred between July 15-31, 1996 using a written presentation of the participants' data from the dissertation proofs. I provided participants the opportunity to agree or disagree and make changes in the dissertation proofs. The participants also were given the option to accept or reject identification by letters (e.g., DH) in the presentation. All participants accepted this form of identification. Two of the participants made changes in the dissertation proofs. The other four participants accepted the proofs as written. The corrections increased my sense that the participants' experiences were representative of their study tour perceptions over a period of time.

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The interviews and focus group sessions served as the field experience in my study. My comments during the focus group sessions provided an opportunity to cross-check these observations during the transcriptions of the interviews and focus groups. My researcher's journal verified the impressions gained during the sessions with later reflections. During the analysis process, my notations were used to identify importance (e.g., ***) aspects, and further issues to explore to verify the data. An example of this is included in Appendix L, Data Display.

The design of the interview methods, extending data collection over a seven-month time frame, allowed me to check the "consistency of what people say over time" (Patton, 1990, p. 467). The interview questions were standardized across participants and sessions to verify the information gathered. An example of the naturally occurring changes in the participants' answers was presented by Jena in her first interview and her second focus group on the impact of her study tour experience. In the first sessions, her statements were introduced by "I really didn't know what to expect, but I wanted to learn about Africa" (9 30 1993). In the final focus group (2/17/1994), Jena's comments were more definitive. For example, "We are a world community. For me, the ancient Egyptians and finding out about other people of color around the world... [had the most impact]" (Jena, Focus Group II).
The interview and focus group format provided an opportunity to compare what the participants said in private with what they said in public, as suggested by Patton (1990). Frequent comments in the focus group sessions included "Marsha, you have heard this before . . ." (Dan, Focus Group I), "I have already shared this with you" (Iad, Focus Group II) and "I am repeating myself" (Ali, Focus Group I) to illustrate the same information was shared both publicly and privately.

To share the information with others outside of the program to "[compare] the perspective of people from different points of view" (Patton, 1990, p. 467), I interviewed advisors and directors in the Office of International Education, and members of the Great Lakes Conference international education. I shared raw data with my peer reviewers as described in the "Researcher's Journal" section of this chapter. Another method I utilized was consulting with members of my doctoral dissertation committee to verify the procedures in member checking.

Triangulation of data sources in my study also involved the document analysis of study tour diaries. Five of the six participants provided written evidence that corroborated what they said in their interview sessions. These documents were compared to the interview and focus group data. The documents captured the names and locations of events that the interview sessions' data described more generally. Patton (1990) identifies this as occurring when "different kinds of data have captured
different things and so the analyst attempts to understand the reasons for the differences" (p. 467). For example, Dan described Tashkent as "it was destroyed in 1966 in an earthquake and had to be completely rebuilt, it is really a modern city. Tashkent in Kazakhstan had a big beautiful mural, but right behind it were shacks . . ." (Dan, Focus Group II). In Dan’s travel journal, Tashkent is described as:

Tashkent--the USSR’s fourth largest city (2.2 million) and capital of Uzbekistan . . . As we drove along we noticed many stucco buildings decorated with mosaic work tile. . . the city was completely rebuilt [following the earthquake] two years later with the help of people from all 15 republics of the Soviet Union. Many of the modern buildings have been built with earthquake-proof design . . . It was near one of the billboards we were yelled at by a local man. (Dan, document).

**Analyst Triangulation.** Research analyst triangulation involves multiple analysts to review the research findings. In my study the role of peer-reviewer described in the researcher’s journal describes the role of the peer analyst in this study.

Participants were asked to review and react to their participant’s experiences descriptions in the final member-
checking of this study. Two of the participants provided written reactions to their experiences (July 30, 1996).

M.E. Gilliom, the program director for the Social Studies and Global Education Study Tours Abroad, reviewed and edited the program description (July, 31, 1996). This check permitted a staff check on the presentation of the program and its history.

The Credibility of the Researcher

Patton states there is no definitive list to establish the credibility of the researcher. "The principle is to report any personal and professional information that may have affected data collection, analysis, and interpretation" (Patton, 1990, p. 472). In my study, I included the following to establish my credibility: ethical concerns, researcher's journal, peer debriefer, prolonged engagement, and credentials. The background of the researcher is provided at the beginning of this chapter.

Ethical Concerns

My research was conducted with careful consideration of two issues which dominate the recent guidelines of ethics in research with human subjects: informed consent and the protection of subjects from harm. Each participant signed a consent form which was provided by The Ohio State University Human Subjects Review Department. (See Appendix G for a copy of this form.)

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The Ohio State University Human Subjects Committee exempted the research project from a complete review and approved exemption status on 11/7/1993 (see Appendix G). Subjects entered the research project voluntarily, understanding the nature of the research and that no dangers were involved. "Subjects were not exposed to risks that were greater than the gains they might derive" (Bogdan & Biklen, 1992, p. 53).

Participant confidentiality is another issue in qualitative research (Patton, 1990). Confidentiality became an issue during the data gathering process as similar stories caused me to seek similar or alternative reactions to the same questions. As this occurred more and more frequently, I realized that the participants would benefit from sharing with each other concerning how the study tours benefited them personally and professionally. When asked, each participant was willing and in some cases eager to share with other participants. Rather than a social gathering after the completion of the data collection, consistent with an emergent design, I decided to incorporate the sharing into my study as another opportunity for data collection and interpretation.

Participants signed a codicil giving their permission to disclose their names and agreeing to participate in the focus groups. This procedure permitted the sharing of their names with other participants as part of the Human Subjects Review
Guidelines for "Consent for Participation in Social and Behavioral Research."

I agree to participate in a focus group and waive my confidentiality for this participation with group members.

________ (Initials of the participant)

In the interviews and at each focus group, participants were reminded of the confidentiality. I also included a discussion of this issue in the agenda of the focus group. (See Appendix I for copies of the agenda.)

**Reflexive Journal.** As part of the self reflective learning process, I kept a journal to record insights, ideas, reflections, hunches, and notes about patterns that seemed to be emerging as suggested by Glesne and Peshkin (1992). The chronology includes reflections and comments from my peer debriefer. The journal is an invaluable device to trace the process of development of the dissertation. The "Research Trail" section of Chapter 3 is a demonstration of the journaling process plus provides valuable insight into the research process.

**Research Trail.** Using the chronological sequencing of events found in my researcher's journal, as well as integrating examples of the data collected and analyzed along the way, I created a trail of my methodology for the research project. Upon the advice of
Sanders (Associate Professor of Education at Capital University), I attempted to touch each piece of the data to provide a clear perspective for the readers to understand how the research was conducted. When checking Wolcott (1990) for exactly how to proceed on this puzzling process, I found him quoting others: "Taylor and Bogdan's restate, 'you should give readers enough information about how the research was conducted to enable them to discount your findings,' and Albert Einstein's cautious observation, 'no amount of evidence can prove me right, and any amount of evidence can prove me wrong'" (Wolcott, 1990, p. 27).

Merryfield, at the doctoral candidates' meeting held on May 1, 1994, explained the process desired in qualitative research in organizing and writing the methodology chapter. She suggested students trace how they did the research "step by step." These steps need to include: how data was collected; how decisions were made on participants and what methods were used; how decisions changed; and how progress occurred. She suggested students avoid using "stilted dissertation writing."

With these suggestions in mind, I described my research trail in the following section. My reading, viewing and sharing increased dramatically during this process due to an enhanced ability to self-select what was utilized. Each new book I read, video I watched or person I interviewed—even those who were not formally designated as participants—seemed to relate to what
I was intensively researching at the time. My work progressed and increased in organization as documented in a progression of tablets, dating systems, color codes and symbols which I used to prevent crucial information from getting lost in the mounds of paper.

My reflexive journal includes one example from the beginning of my research process, several during the important transition of focus and one near the end of the analysis to touch on each phase of the research process. Initially I did not even have a design or list in mind. The following presents examples from the original text of the journal to illustrate the research process. An introductory section begins the section, followed by selections to provide insights into my study. The Reflective Journal includes 15 entries representing each phase of my work; however, I selected a representative sample to present the reflective process and credibility of the researcher.

ENTRY TOPICS
1. confusion: two days
2. proposal meeting notes—yellow pads represent journal
3. first social studies interview
4. series of three—first
5. series of three—second
6. focus of interviews
7. transcripts & analysis
8. presentation—preparation tablets: work, references, focus groups (May, June, July)
9. development important in study tours—M. Bennett
10. Am. Forum presentation—Wilson
11. developmental sequencing emerge in analysis
12. peer debriefer—Kasoff, methodology and study abroad—China
13. realize longevity increases the impact of the study tour experience. Multiple experience for rich in-depth understanding, second study tour plan: China.
15. international education—focus found in data analysis

1. Confusion: Two Days at the Beginning
August 8, 1993—I reviewed dissertation proposal formats from examples submitted by Gene Taylor, Phil Van Fossen, and Robert Zahler.
I need a clear problem statement, i.e. What am I doing? I used Patton (1990) as a beginning reference on how to start this process. The author identified the next step: how to organize the information is another decision to be made at this time (it can be changed later), chronologically or thematically.

August 9, 1993 - Meeting with other Ph.D. candidates (Denise Ng, Phil Van Fossen, Gene Taylor, Robert and Gail Zahler, and Elaine Potaker), we shared resources, paradigm talk, reviews of literature, and definitions of the roles of proposals. Denise Ng shared her paper for Dr. Lather, "Paradigm Talk." I shared the following research decisions with the group:

I decided to use quotes from books and validate these entries by other researchers similar to the process of writing a paper. This suggestion came from Carl Grant at the NAME Conference, "Writing for Publication" workshop. He suggests never writing anything which was not of a publishable quality. Five years may pass before one returns to the piece, but it can be combined into other work in many different configurations and ways. The difference to remember is getting the message out for teachers and researchers by writing it down. The words will then go beyond your immediate audience (Grant, 1994, NAME Conference, Detroit, MI). In addition, this process reflects my reading at the time. This section also demonstrates the interrelationship of research, activities (conferences, speaking, meetings, interviews of leaders in the field) and outside reading.

6. Focus of Interviews
With the second group of participants reconfirmed, "after initial contact with teachers I determined to continue to debrief orally, due to their own and my own time constraints." Another problem, for the same reason, was the number of contacts made weekly. Trying again to keep the participants actively involved in the research, I agreed to make contacts bi-weekly and meet them at their choice of location. This proved difficult, during the winter.
meetings I once went out to gather data during a "winter storm warning" only to find that the person was not at home. After apologies and a re-commitment to keep "doing" the research on both our parts, we rescheduled our meeting.

Data: The richness of the data was becoming more apparent to me. As I compared the reactions of the participants using cross case analysis, I found multiple study tours to be a significant factor in how the participants interpreted the data.

(This will be further developed in the Participant Experiences of Chapter 4.)

Peer Debrief: I discussed this with Denise Ng. She suggested a newly published book (fall, 1993) which helped me significantly in the process of my analysis of the data. M. Bennett's Education for the Intercultural Experience provided cohesion for one of the emerging areas of my analysis. The time lag from ordering the book and reading it prevented an immediate impact until January.

Committee Notations: Merryfield felt this was a good area and recommended an important reference for focus groups (Morgan, 1988) during her doctoral candidate meeting in June, 1994.

Researcher's Reflection: The impact of the focus groups was unexpected. I found during the transcriptions and analysis a fund of information which during the interview process was stilted and underdeveloped. This emerged during the research. I was glad I had scheduled two focus groups and wished I had a done series of three interviews, all in a focus group format. I will probe this more in the analysis chapter. If I do further research conducive to this group sharing area, I will probably consider using more focus group data collection.

8. Presentation-preparation

My own professional development played an integral part in the development of the dissertation. In November, 1994, I went to N.C.S.S. where I attended sessions by Merryfield,
Grossman and Thorpe (Consortium for Teaching Asia and the Pacific in the Schools, CTAPS), and heard Carlos Cortez speak. Even though I had read many of their articles and heard each of these professionals before, I listened with a new perspective and learned even more.

In February I attended NAME, which is the multicultural education national convention. Here I listened to Carl Grant and Christine Sleeter discuss the new trends and emphasis, as well as the changes occurring in multicultural education. I did not find any speakers connecting multicultural and global education during the conference. I connected the two as a result of my study.

My own preparation and presentation at the American Forum 1994 helped focus and organize my experiences. The presentation encouraged and forced me to have a deadline for completing the survey of the literature, that I had previously collected for my presentation. This process helped me to start writing up the analysis, not just look at the transcripts, analyze and reflect. I had been keeping a journal called "Work" which consisted of a yellow legal pad. On this, I was writing notes and information; however, writing for a presentation was more comprehensive, exacting and beneficial.

During the preparation of my presentation, using the grounded analysis process described in Wolcott (1990), the references to slides emerged. This issue just kept reappearing in so many places. I realized, as I reshuffled my data, that this topic illustrated all the perspectives I was trying to relate in my analysis process using Angene Wilson's format. Each area and interest was represented. This became one of the components to focus my organizational analysis. The other aspects emerged later.


One of the highlights of my dissertation research process was presenting some of my research before the author, researcher and authority whom I had extensively cited in my literature review. Though our session was small, Tish Niehaus-Smith, Michelle Marie Dowell and I presented at the American Forum (1994). Angene Wilson
was a member of the audience and offered her comments at the end of the session.

We were able to discuss the information after the session with M. E. Gilliom and B. Gilliom. Informally, we asked questions and exchanged information with Wilson about M. Bennett, multiple study tours, and other topics. This experience epitomized the research process at a new level of sharing for me. Other opportunities to interview and exchange ideas with experts and researchers continued throughout my research. As my focus changed to international education as a major area of study this became extremely useful.

11. Developmental Sequencing Emerge in Analysis

In my research questions I used the question area of personal development to explore how educators changed in relation to their study tour experience. I determined in the literature review that many authors discussed this as a developmental process, (e.g., Dewey, Maslow, Elkind, Piaget, Kohlberg). In global studies, Hanvey indicated a change in perspectives and an level of global awareness as progress toward global development. When I analyzed the impact of educators' use of slides in presentations as a category, I began to trace what appeared to be a difference between novice sojourners' and experienced sojourners' subject matter, classroom use and future plans. After reading M. Bennett's Education for the Intercultural Experience and comparing other works I found the emerging categories of personal development and professional growth fit the data sequences in study tours. Researcher's Reflection: This discovery needed to be explored and I was unable to do more than suggest changes in my American Forum presentation. However, this enabled me to see how I could incorporate this vital link in my research.

Committee Notation: In June, I was able to discuss this briefly with Gilliom. He commented that he would be interested in seeing how I would develop this area.
Merryfield was unavailable that day for comment and Miranda was out of town.

12. Peer Review or Debrief

Peer Reviewer: After leaving our session, Tish and I shared what we thought of each others' research. In the peer exchange, after an intensive research and presentation sequence, we were able to offer each other insights into each other's research.

For example, Tish readily identified three areas of knowledge in my data. I agreed with this, but had been working so closely with the information that I felt I had about ten. As we talked I narrowed the ten to five major areas of developing themes. One was whether the study tour experience appeared to be sustained. The second was the global and cross-cultural link. The third was the developmental sequence which was emerging. Fourth was the impact of the focus groups. Finally the demonstration of professional growth through the interaction with peers, in a focused environment new knowledge and understanding emerged.

Committee Notation: Gilliom provided support as the chairman of the presentation. Sharing some of my findings in a more relaxed environment with him after the session was a bonus.

Researcher Notation: Even though the expense of the trip, family complications, and pressure of presentation before completion of my analysis caused me concern, I was enriched by this experience. This experience provided the impetus for me to realize I had gained some distance in the research process and would in fact finish my dissertation. The experience also made me realize I had something to say.

Kasoff: After the presentation, I shared my experience with Kasoff. She had recently returned from gathering data in China for six months and was staying with me. As we talked, she added her comments concerning my research. I realized she was naturally emerging as a peer debriefer.
She aided the research process in many aspects including organization, methodology comparisons and reviewing my raw data for comparisons in analysis process. Specifically, she helped me determine that I would need a more isolated space for my research process. As I read her methodology chapter, I compared what I was going to do in my methodology with her process.

I realized that I increased my own organization by dating each research item I read, notes I used for reflections and notepads of lists. I repeatedly reviewed the tapes of the interviews as I continuously determined any further emerging trends. The richness of the research data meant that I could find more and more each time I went through it.

**Researcher Notation:**

Kasoff's recent travel experience increased my interest in China and made me anticipate my trip to China in August with my daughter, Amy Hutchins, on The Ohio State University Social Studies Education Study Tour. Kasoff acted as a consultant to the books I should read for the tour. We began to practice Tai Chi together.

This pre-trip sharing was part of the experience which M. Bennett described in his book. Her multiple trips to China by herself and her personal references to entering the culture made my cultural transition easier. She shared what to take, ideas about what to buy, see, do and how to act.

This concludes the illustrations of the reflexive journal. The next method to insure credibility of the data is the role of the peer debriefer.

**Peer Debriefer**

The peer debriefer, as described by Lincoln and Guba (1985) in their discussion about the trustworthiness of the data, discusses the research decisions, data collection, analysis and
tentative findings with the researcher. This is done in order to explore assumptions, biases, and interpretations in a "process of exposing oneself to a disinterested peer in a manner paralleling an analytic session" (Lincoln & Guba, 1985, p. 308). The examples illustrated in the study include in the researcher's journal, "Research Trail." My peer debriefer changed during the research process according to the accessibility of my colleagues. Two colleagues at The Ohio State University shared this role. Kasoff completed her Ph.D. in Education in 1996 and we share area studies in global education and knowledge of qualitative research. Ng, a doctoral candidate at The Ohio State University, shares professional expertise in international education, area studies in global education, and qualitative research.

The Inquiry Audit—an inquiry auditor is seen as acting on behalf of the general readership. The auditor examines the documentation of research—raw data, analysis, records of inquiry, document analysis—to certify the dependability of the inquiry and confirm the study's findings and recommendations. In this study, the inquiry audit provided part of the review by the dissertation committee as part of the partial requirement for the completion of doctoral studies.

My peer debriefer, Ng participated in an inquiry audit (July, 1996) to verify data coding and analysis of raw data into categories and themes. I shared records of inquiry during the entire research study as described in my journal and role of the
researcher. In a telephone conversation, Ng suggested increasing the identification of minority experience by minority identification in intercultural perspectives. Her work in cultural awareness at the Office of International Education provided practical experience in identifying this theme. She asked for clarification of the vocational coding to determine its relationship to professional development. I incorporated her suggestions into the research study. (A sample of her data review is included in Appendix K.)

Kasoff participated in the inquiry audit (8/2/1996) to verify data coding and analysis of the raw data into themes and categories. I selected the raw data as what I had shared with Ng. She identified the connections between the personal experience and the impact upon the feelings of awareness and understanding described by the participants. The second inquiry audit provided a different perspective in the research analysis. This second audit increased my awareness that the role of the researcher is important in the interpretation of the data. Kasoff and Ng both provided an increase in my confidence while interpreting the data.

**Prolonged Engagement**

My qualitative inquiry utilized prolonged engagement. The time necessary to achieve the purposes of learning the culture, testing for misinformation by myself and my participants, and
building trust, as advised by Lincoln and Guba (1985), spanned twelve months. The rapport and trust developed during the initial interviews increased during the focus group interviews and member checking. I learned that, with consideration to the participants' own schedules and flexibility in arrangements, trust developed which provided enriched data. Multiple influences affected participants sharing of information.

The Paradigms Debate and Credibility

The philosophical basis for this qualitative research study is grounded in an awareness of the phenomenological paradigm, inductive analysis and holistic thinking of the paradigms. The utilization of the evaluation research (Patton, 1986) provides a practical way to approach the data concerning issues of objectivity and truth. "Pragmatic validation" (Kvale cited in Patton, 1990, p. 484) means that the "perspective presented is judged by its relevance to and use by those to whom it is presented: their perspective and actions [are] joined to the evaluator's perspective and actions" (Patton, 1990, p. 485). The evaluator provides fair, balanced, and useful information that constitutes a perspective on the program that is being evaluated. The information provided must be, to the full extent of the evaluator's "capabilities, accurate, valid, reliable and truthful" (Patton, 1990, p. 485). I attempted, to the best of my abilities, to fulfill the above criteria for credibility, perspective and relevance in my study.
In conclusion, this chapter reviewed the ways in which qualitative research methods guided the research process from the selection of the research topic through the presentation of the data. The themes of qualitative inquiry provided a conceptual frame for the research process. Qualitative designs and data collection included a purposeful sample with a maximum variation sample for the interviews, focus groups and documents comprising the data sources. The qualitative analysis and interpretation of data followed the evaluation of the research design, program process and outcomes. The participants' experiences were presented in the terminology of international education programs and emergent participants' terms agreed upon in data checks to ensure the interpretation of the data derived from the research by the participants and program presenters. Qualitative methods, with the awareness of phenomenological perspectives, guided the research methods.

The next chapter presents the data gathered during the study using the participants' experiences to provide clarity, focus and understanding. A brief description of program design and history introduces the experiences to provide increased understanding for the reader.
CHAPTER 4

PARTICIPANTS' EXPERIENCES

INTRODUCTION

This chapter begins with a description of the Social Studies Education Program Abroad at The Ohio State University. The first section describes the requirements to receive academic credit. In part two, I present a brief history to identify the major changes in the program and delineate its geographic destinations. In part three, I identify the people involved in the program design and its goals. In part four, I describe the focus of the study tours and the corresponding vocational connections.

Construction of the participant experiences includes a biography of the participant. The inquiry focuses on the impact of the program on the personal development and professional growth of the participants. Each participant's experience is constructed by building on the four themes which emerged in the data. These themes include program design, international perspective, global perspective and intercultural perspective.
Within the major themes the sub-themes identified are immersion experience, focus of the study tour, implications of multiple study tours, implications of gender, implications of minority experience, academic requirements, duration of time since the study tour, geographic locations of the study tours, and vocational implications. As discussed in Chapter 3, each participant's experience is unique and each of the sub-themes may have more or less impact due to the idiosyncrasies of the individual participant and the program design. These will be noted and compared at the conclusion of the chapter.

Participant's experiences have been presented in a consistent structure to provide a pragmatic perspective for the reader and to demonstrate the greater or lesser influence of each theme or sub-theme.
Program Description

The Ohio State University Social Studies and Global Education Study Tours are sponsored by the Language, Literacy, and Culture Department of the School of Teaching and Learning, College of Education, The Ohio State University. The program accepts a limited number of applicants. The program is open to undergraduates and graduate students in good standing at Ohio State and other universities; elementary, secondary, and university educators; and qualified persons with an interest in the Social Studies and Global Education and (or) in the country to be visited. Fluency in a foreign language is not required (Gilliom, 1993, July 6-19).

**Academic Credit.** From three to six hours of credit at either the graduate or undergraduate levels are granted upon completion of the following requirements by The Ohio State University:

1. Active participation in all pre- and post-study tour briefings and seminar sessions. Excused absences [given by the director of the program] only. Allowances will be made for participants not living in the Columbus area.

2. Active participation in all phases of the program abroad, including local tours, lectures, briefings, seminar
meetings, and excursions [over night or over a period of days].

3. Completion of the minimum reading requirement in preparation for the study tour and submission of an annotated bibliography prior to departure from the United States. Each participant will read and review a minimum of two books for each hour of academic credit.

4. Submission of a special project proposal, to be approved prior to the group's departure from the United States.²

5. Completion of the special project based on the proposal referred to above. The project should be submitted for evaluation prior to the end of the quarter of the study tour.

6. Participation in the writing and compilation of a group diary. Each participant is assigned a day on which he or she is responsible for compiling a complete record of the group's activities. Entries are submitted no later than two weeks following the completion of the study tour. ³

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² Special project. Each participant works on an individual project during the quarter of the tour, focusing on a particular topic of interest to him/her. Some students carry out research dealing with selected aspects of life in the host country. Others develop instructional units to support their teaching when they return, for which they gather realia, newspapers, magazines, graffiti, recordings, etc. During the on-campus segment, participants describe their projects to the entire group and provide a rationale for their work. (Gilliom, 1992, p. 3)

³ Each participant is assigned a day on the trip during which he or she acts as the group recorder. The recorder is expected to write a full description of the day's activities, including the names and addresses of resource people met, details regarding sites visited, and unusual incidents.
7. All work submitted for graduate credit will be evaluated with graduate level standards in mind. (Gilliom, 1992, p. 3)

**People Involved in the Program Design.** The faculty of the university organizes the study tour. M. E. Gilliom developed, implemented, and directed study tours each year since the inception of the pilot program in 1969. While other faculty participated in the study tour direction at the inception of the program, M.E. Gilliom has provided continuous leadership and direction.

**Program History and Geographic Destinations.** The Social Studies and Global Education Study Tour Program developed as an outgrowth of a pilot study at The Ohio State University during Spring Quarter 1969. The pilot program integrated foreign experience and traditional education on campus. Students received fifteen hours of credit for completing the course. The majority of participants in the program's first years of the program were undergraduates. Since the 1980s, the majority have been graduate students. The academic credit earned for the full academic quarter was for five weeks of on-campus study tour preparation and five weeks of study and travel abroad. Gradually, the time periods changed, varying from two to five weeks of study tour abroad. According to Gilliom, "Largely in that occur. At the completion of the study tour the diary entries are submitted to [program director] for editing and final typing. The diary is printed and bound, and all participants are provided a copy of the document for their own use. (Gilliom, 1992, p. 3)
response to spiraling costs of travel and the increased participation of teachers in the field who often find it difficult to be away from responsibilities at home for long periods of time, the length of time was reduced" (1992).

Through the years, the overseas geographic locations comprised twenty-six different countries, including The Peoples' Republic of China, Ecuador, U.S.S.R., Greece, Turkey, Egypt, Morocco, Kenya, Australia, New Zealand, Korea, and Japan. The study tour leader determined destinations according to a number of different factors, including:

(1) the importance of the country in international affairs, (2) the degree to which the participants' experiences will complement and extend upon their teaching and their curriculum, (3) cost of the program, (4) the significance of the country historically, economically, politically, and culturally, (5) the degree to which the country can provide a stimulating cross-cultural experience, (6) safety of participants, (7) the existence of personal and professional contacts in the country who are willing to aid the study tour, (8) the quality and availability of supporting materials and expertise at Ohio State, and (9) the background and experience of the study tour leader. (Gilliom, 1992, p. 4)

Program Design and Goals. M. E. Gilliom (1995) has four basic objectives in the study tour program. The first objective is the expansion and enrichment of the more formal on-campus social studies education program. A second objective includes an

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4 Other geographic locations include: Great Britain, The Netherlands, Italy, France, Germany, Poland, Norway, Denmark, Sweden, Finland, Czechoslovakia, Hungary, Switzerland, Spain, Portugal, and Yugoslavia.
opportunity to experience other cultures, thus providing an alternative way to learn and grow. A third objective is to provide an opportunity to experience life abroad, different from one's own, thus expanding the global perspective for social studies preservice and inservice teachers. A fourth objective is to provide opportunities to enhance one's professional development and augment one's self image. Formally stated, the goal of the program is to "provide participants, through group study and travel abroad, opportunities to expand upon their academic studies, to experience other cultures close up, to broaden their grasp of world affairs, and to enrich their professional preparation" (Gilliom, 1992, p. 1).

The design of the program provides limited autonomy for the participants. The group travels together during the study tour. Housing is arranged by the program director at carefully selected hotels, in contrast to a home stay or campus sites5. Most meals are eaten with group members at local restaurants as arranged by the program director. A few predetermined meals are independently arranged by the participants. Lectures, discussions, and activities are arranged by the program director with the aid of the travel company.

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5 A travel agency is used to make reservations with the airlines, hotels and tour guides. Criteria for selection of an agency include: "price, service, contacts they have (in the host country), their flexibility, and effectiveness" (M.E. Gilliom, personal communication, March 6, 1995). Examples of frequently used agencies include Travel Learn and Academic Travel Abroad.
Focus of the Study Tour. The focus of the study tour program is to provide cultural enrichment opportunities. The director described this as

the opportunity provided for dipping into and dealing with other cultures. The experience should expand one's concept of what culture is. It should . . . make one more open-minded in dealing with not only a specific culture, but other cultures generally. (Gilliom, 1995)

The focus on global education and international experience during the study tour provides direct opportunities to connect cross-cultural and international events with the formal social studies and global education programs on campus. Opportunities to observe classroom sessions, visit schools and interview educators are often a part of the study tour design. University course credit is prearranged and directly registered to The Ohio State University. Due to the limited time frame, vocational or work experience opportunities are not available.
Participant Experience of Lad

Biography

Lad is a male graduate student at The Ohio State University. His multiple study tour experiences include China (1991), Ecuador and the Galapagos Islands (1992). At the time of the interview and focus group sessions, it had been one year since Lad had participated in a study tour. He expressed his desire to continue his participation in other O.S.U. study tours. Lad subsequently completed the Social Studies Education Program Abroad trip to Kenya after the conclusion of the data collection during the summer quarter, 1994.

Lad is a mature [defined in the literature as over twenty-five] student, in the age range of 41-50. His undergraduate degree is in history. He completed his master's degree in history and is pursuing further graduate studies in Global Education at The Ohio State University.

His professional experience includes teaching and coaching athletics. His current assignment is teaching ninth grade World Area Studies and American History. During the last twenty-five years, Lad has taught in the classroom at a suburban high school (with an urban student population) for an urban school system in the mid-west United States.
Personal Background of the Participant. Lad is Caucasian and from a middle-class background. He is married, and his wife is also a teacher. He and his wife participated in the international education programs together to gain global and international educational experiences. They travel extensively together in the United States. In the summer of 1993, they organized a trip to Alaska that replicated the Ohio State University study tour during the same time period. They carried out their own trip to reduce expenses and to gain an increased degree of immersion experiences. Lad also traveled internationally during his military service.

All of Lad's interviews were conducted in the high school's social studies resource room or an unoccupied classroom. The first session's question introduced the study: What was the greatest impact of your study tours abroad?

Impact of the Study Tour Abroad

Lad identified the student immersion as an important theme, even in his initial overseas experience. As indicated above, Lad is a mature student with previous experience abroad. He is well-educated and his personal goal is to continue to be "a life-long learner [who] actively experiences what life is all about" (Lad, interview, 11 12 93). As a history student and teacher, he brought background knowledge to the study tours abroad. He
studied a foreign language as an undergraduate, but did not speak the language of the countries he visited. According to Paige (1993), "Some cultural immersion definitely requires the sojourners to speak the language" (p. 8). Other considerations, for the degree of intensity in study abroad include the degree of cultural differences, the level of ethnocentrism of the sojourner, level of cultural immersion, degree of cultural isolation, and visibility or invisibility of the sojourner (Paige, 1993). These considerations will be addressed in each of the six participant experiences to indicate the intensity of the immersion experience.

**Immersion Experience.** One of Lad's key goals is achieving a level of immersion during the study tour. He describes being in Shanghai and wanting to experience what it is like to have that many people "jammed into such a small region" (Lad, interview, 9/16/93, =1). Lad tried to achieve an overall impression from walking around and chatting with the shopkeepers. The following is an example of Lad's perception of his level of immersion:

The feel of the people, smells and crowds when you are in an area, is what is important. I sense the experience with all of my senses. I want to smell the market and to see the food cooking in the open. Coming away from the beaten path and feeling the damp, tight crowd, that feeling is what I like to have. Now many people don't. It is easy to stay in
a nice clean hotel away from everything. I liked staying at the Swan Hotel in China and going to the market in Ecuador. It was more of the real world. (Lad, Interview, 9 16 1994)

He continues by adding that he does like the comfort of a nice hotel, but he also likes to experience how it feels to be in the country. Opper, Teichler, and Carlson (1990) identify the "great importance attached by students to integration into the life of the host country" (p. 206). Lad is over 6'2" tall and has a large athletic build. When compared to the native people of China and Ecuador, his large frame and height does not let him blend into the crowd; he was not invisible.

Lad's comments reflect two dimensions about the organization of the study tour. The transportation and accommodation arrangements are provided by the program design are quite structured. The market time and hotel time, by contrast, offer an unstructured situation. One feature identified by Opper et al. (1990) is that the "supervision and support" (p. 205) in a study abroad program is one of the distinguishing features. When students are on their own in autonomous situations, the level of interaction with natives is greater.

Lad describes another high "level of intensity" (Goodwin & Nacht, 1988) from one of his study abroad situations:
The experience started with the destination of the rain-forests of the Amazon. First, I remember taking a military cargo plane, a C-140, with soldiers as the only other passengers, who were armed, and also going to the interior of the country. Then, we rode in a crowded native bus for four hours through the back-roads, until the road came to an end. I had never been on a road that just came to an end. After that, we boarded a passenger canoe to ride another four hours down the river in the driving rain. We were finally transported by dug-out canoes, paddled by natives of the local village to the Flotel. It was an incredible experience. The cold, the discomfort, the isolation were a highlight of the trip for me. (Lad, Interview, 9 16 1993)

Lad experienced a high degree of cultural difference between his home culture and the target culture. He didn't know the native language. The military transportation for public use was an exceptional means of travel when compared to the United States. He traveled with members of the study tour group; however, the group itself was isolated from the common tourist locations. The fatigue caused by the travel and isolation of the location increased the intensity of this experience. Further adventures occurred during the other six days in the rain forest.
Focus of the Program. The focus of the study tour experience for Lad was to engage in cultural experiences. In his own words, he describes the general impression of the study tour:

All I can say is the tour leaves me with an impression. It has continued to foster that openness in me . . . to understand the commonality of man and the multicultural awareness of the similarities and differences. I try to share with my students that culture is mutual . . . [The growing awareness of culture is] increased the more that we (Lad & wife) travel. (Lad, Focus Group I)

Influence of Multiple Study Tours. The ease with which Lad compares his international experiences demonstrates the influence of multiple study tours. He connects travel and the international education process: "[It is me being a student. It is me being submerged in another culture. That whole bit . . . the sense of commonality and uniqueness]" (Lad, Focus Group 1).

The ability to move easily from one continent to another and compare experiences or perceptions is a facet of the multiple study tour experience. When looking for items identified in the pre-departure lectures and readings, Lad readily compares not seeing land tortoises in Ecuador with the presence of specific birds in the Amazon, or propaganda billboards in China.

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On a short study tour, Lad was frustrated when he could not find a local phenomenon. When answering the question, "Do you find that study tours are too limiting because they occur in a limited time frame and with a group?" Lad responded, "Sometimes we did. When we stayed two days at a site, and the driver of the bus said, he had never been out for two days and not seen any bears" (Lad, interview, 9 16 1993). If an extended time were possible, as in a semester immersion study abroad, an additional opportunity (to see the animal) might be possible.

Another illustration of Lad's frustration over the time involved his expectations from the pre-trip slide presentation relative to propaganda billboards.

When we were in China, I did not see that many billboards. I was looking for them; I did not see a lot. I saw some. It is like going to a game, you really have to look at what is going on and understand the game to know what is happening. In Alaska, we saw a whale come up in the water, it was luck, we just happened to be at that spot. We go with anticipations and sometimes they are not totally fulfilled. It is your own expectations of what it will be like. (Lad, interview 9 16 93, #4)

Implications of Gender. Lad connected the gender implications to an intercultural and global perspective. "This ties
in with the global perspective that people don't share your goals and your values” (Lad, Focus Group I.). When the focus group female participants described some of their observations about work and status of women, Lad connected it to his awareness following his study tours. “We learn to let it go, because we can't change it. We feel women should be treated better than that, but in their culture it may never change” (Lad, Focus Group I, role of women). The implications of gender were not found to be of major importance to Lad. His discussion of implication of gender occurred only in the focus group interviews with female participants.

**Academic Requirements.** When asked about the cognitive theme of a study tour, Lad concluded that you have more knowledge about what you are going to see than if you are traveling on your own. Lad's lasting impression of the tour is the academic work and preparation which forces him to do the reading and the projects. “We found the study tours were good because you were forced to do some preparation ahead of time. Whether it is learning about the history or whatever” (Lad, Interview, 9 16. 1993).

His study tour project, while completed to gain academic credit, was not utilized in the classroom. Even though he teaches World Studies, he does not actively use his slides or papers. Lad
does invite others into the classroom to share their international experiences.

The study tour program requires participation in all group activities. Autonomy from the group was limited, according to Lad, to short periods of free time due to the brevity of the study tour. Lad traced the reason for planning an independent study tour to his desire to increase his level of autonomy. In Alaska, Lad and his wife stayed for a longer period of time than a group schedule allowed. He also enjoyed making his own arrangements for accommodations and for eating. Lad described selecting bed and breakfast inns near Inuit villages when he prolonged his stay. These arrangements contrasted with the study tour to Alaska for the Ohio State University. The group accommodations were on a cruise ship and group eating arrangements were predominantly aboard the ship.

The group (interaction) does not make any difference to Lad:

Only one or two (of the participants) I see (after the study tour). I (Lad's wife) enjoys it so much going with a group of educators. Going with your wife makes a difference. I don't remember having a lot of full discussions at the time. The fun, the enjoyment, the ties at the time make the difference. You get feedback at the time (of the events). The people, enjoying the people (makes a
difference). I think I would probably be a carbuncle on the side of humanity without L. (Lad, Interview, 9, 16, 1993)

The program design also requires readings in proportion to the credits desired. Lad stated that his first study tour's reading requirement was not so bad; however, the second trip's readings were a burden.

Going into China, I was taking three credit hours, I had four of the six required readings done going into China. In Ecuador, I was also taking three credits, but I had done only [completed] two of the readings [prior to leaving]. I guess that was the lasting side [impact] of it, the academic [requirements]. It is more rigorous than the equivalent course load on campus. (Lad, Interview, 9 16 93)

**Duration of Time Since the Study Tour.** In the following passage, Lad describes the sustained impact of the study tours. He relates it to his personal commitments with his wife, his personal development and his professional growth.

I think I am out of the mainstream with many people here [at the focus group interview], because I share it with L (his wife). I see it more as a good wine, it gets better. I have someone to talk to about it more, maybe it keeps it alive
more. We have gone on more than one in rather rapid succession. I think that it does have a tendency (to be sustained) at least for a few years. It is tied in with what I am trying to do professionally, what I am trying to do myself as a teacher in dealing with strange situation(s) [with] a lot of young people and their relationship with school. With me, it becomes more significant over time. I am more intense with my ideas of multicultural and cross-cultural education. You accept people for who they are, and deal with them from there. I mean, that is what it is all about. I feel strongly about that. (Lad, Focus Group II)

The sustained impact, professional growth and personal development are all tied into interconnecting themes. Lad extended his own education to take multicultural education classes offered in collaboration between The Ohio State University and the Columbus Public Schools after his study tour to Ecuador.

Geographic Locations of the Study Tour. The geographic location is an important component in Lad's personal development and professional growth. He illustrates this impact when he describes venturing into tributaries of the Amazon. He found that two of the benefits of the study tour abroad program design include going to nontraditional places and using
alternative means of transportation. Often these group arrangements are not readily available to private citizens. A typical part of study abroad programs is the assistance in arrangements.

**Vocational Implications.** The vocational implications interconnected with the overall experience of the study tours for Lad. His experience is what makes the study tour so memorable. When asked about content knowledge, he replied, "I really don't talk about it that much. I don't necessarily use a lot of it in the classroom. I think it is more the perspective that I take with me. Maybe if it comes up and the kids are interested in it [I will discuss it]" (Lad, Focus Group, 2 7 1994).

Lad reflects on his professional plans. "[M]aybe it is a result of the study tours or maybe my age, but people have different value systems and you have to cope with that" (Lad, interview, 9 24 1993). He describes Gilliom's classes and tours as providing a global perspective. "Maybe because I am teaching in an environment where that is very much so. They come in with a completely different point of view. You accept that they have a right to value things which are different from what you value" (Lad, Interview, 2 24 93).

**Implications of a Minority Experience Connect with the Vocational Implication.** Going on a study tour helps one realize
that people have different cultures and different value and makes it easier to recognize differences in one's own country. Lad illustrated this experience with reference to China and culture.

In the last few years, as I have seen other cultures, it makes it [culture] more visible, (increased the)... awareness to me. I have always done a unit on China. Attitudes are left with me as a result of my visit to China. The global perspective connects to Middle East Crisis. My view is different from your view, my view is not necessarily wrong just different. (Lad, Interview, 1 24 1993)

Lad's perspective on professional growth and personal development incorporates dimensions of Hanvey's (1987) concept of global perspectives:

It all fits into education, but not necessarily the cognitive aspects. It is more a feeling, an attitude I take with me that is increased the more we travel. My knowledge base increases. Maybe, I feel more comfortable teaching about the rain forest. But, the thing I dwell on is the commonality between people, that we are interconnected somehow between the rain forest and the air. (Lad, Focus Group 1)
The interconnection is again recognizable between the professional growth and the personal development. Lad identifies his personal growth during the last four or five years and relates it to changes in life. He connects his traveling to parenting his own children and transferring those skills into professional and vocational skills. Lad integrates the two by saying, "As you deal with that, you seek better answers and skills. Human [personal development] skills and how to deal with people" Lad described his personal development.

I don't think you can get that unless it is through growing into that perspective. It is a growing process to realize that. I have been going to Gilliom's classes for twenty years. But, I think it is a learning and feeling process. It is an attitude, that you take into the classroom. Multicultural education is not about pictures and information in books; it is about an attitude that you take toward life. (Lad, Interview, 9 24 96)

Lad connects theme of intercultural education with international education:

Yes, there is a question in my mind with the connection. I felt by traveling, seeing, or studying wherever I
went, and whatever Gilliom made us read, it helped to understand the culture. It helped me to better understand what was going on in America. (Lad Focus Group II)

In linking the intercultural perspective with the global education, Lad connects it to his travel and transfers it into his vocation.

I don't know if multicultural education leads into global education, but the fact that I did more traveling, and then I became cognizant of the need of a multicultural perspective. I don't know which one was first. I don't know if that is even the question. I believe there is a link. . . it has helped me in my teaching situation deal [with] and understand the kids that I have. They aren't going to go away and the issues are not going to go away. I have to look at it from a different point of view and be more tolerant and more acceptable. I think that is what traveling and [gaining] a global perspective is. But, we have to share that commonality, if nothing else; we do share the air we breathe, the water we drink, the land we walk on we share. (Lad, Focus Group II)

In connecting the global and international with an intercultural perspective, Lad muses about the sustained impact of his experiences and life. He views it as the "only real security
of life" (Lad, Focus Group II, #4). Lad adds, "The money could be
gone, sometimes you can't control that if the banks lose their
value, but you can control your feelings, your thoughts and what
you do with the information and the experiences" (Lad, Focus
Group II). This comment inspired a chorus of agreement from the
other members of the focus group. In these words, Lad expresses
the value of the experience as one of the most important things.
He indicates that this reflects his current feelings and that he
expects it to be sustained. The reflective statement also indicates
interconnections of the knowledge, feelings and perspectives.
These comments led to an unexpected outcome which connects
the early interview statements with the above reflections.

Unintended Results. The study tour interviews revealed
Lad's global perspective:

As the world becomes smaller and smaller, I realize that
maybe I missed something: the market was not as crowded
as I wanted it to be or the location as exotic. I sense, if I
had been there before, it was less commercialized then.
(Lad, Interview, 9 16 93, #4)

Lad continues to seek other international and global experiences.
Participant Experience of Jena

Biography

Jena, the second participant to be presented, is a female graduate student at The Ohio State University. She completed her first study tour program, to Egypt (S1993, Summer Quarter), just three months prior to her first interview for this study. During the interviewing process, she expressed a desire to continue her travels in other study tours, yet had not determined exactly where else she wanted to travel except to return to Africa.

Jena is a mature student 31-35 years old. She completed her undergraduate degree in elementary education with a minor in special education. Her master's degree from The Ohio State University (1984) is in Education, Curriculum and Instruction. She enrolled in The Ohio State University's Global Education Program to extend her academic studies and to increase the financial benefits in her vocation.

Professionally, Jena is an elementary teacher for hearing impaired students. She has been teaching thirteen years in a suburban elementary school for an urban public school system in the mid-west. Her primary school classes include students from a racially and ethnically integrated student body.
Personal Background of the Participant. Jena, an African American, grew up in a middle class neighborhood surrounded "mostly by whites" (Jena, Interview, 9 30 1993). She is single and is "four-fifth's visually impaired" (Jena, Interview, 9 30 1993). Her recent study tour experience to Egypt was the first time she had been off the North American continent. She traveled previously to Canada and Mexico for brief visits. Her future travel plans include going to Germany or Luxembourg. She does not want to travel on a tourist package, but plans to stay in one location to learn more from a single site.

Impact of the Study Tour Abroad

When Jena attended the pre-departure orientation meeting, she felt that perhaps she was too young for the study tour program. She explains this feeling, "I was wondering at the pre-trip meeting if I was going too soon. Most of the participants were about to retire (twelve of the participants), but four of us were around the same age. It just seemed strange at first" (Jena, Interview, 11 1 1993).

Since Jena had just recently returned from her study tour to Egypt (one month previously), her experiences provide a good comparison with other sojourners who have not participated in a study tour for over five years.
I found Jena seemed more comfortable with telephone interviews than interviews in person. When I continued using telephone interviews for data collection, the level of sharing, confidence and interest increased dramatically. I agreed to lengthen the time between my contacts with her, due to the fact that she “really wasn’t doing anything about Egypt now” (Jena, Interview, 11 18 1993). I explained that the importance to the study was her perceptions of her previous study tour abroad and her current reflections (MH, Researcher's Journal, 10 2 93). In an effort to accommodate her in whatever way possible, and to maintain her participation in the study, I agreed to the reduced contact. The final results of this decision proved fruitful, especially with reference to the focus group discussions. In the second focus group interview, Jena’s participation and exchange of information with other participants increased even though previously she appeared less at ease with direct contact.

Immersion Experience. The Egyptian study tour was of short duration (two weeks). The limited time frame is reflected in the participant’s perspective concerning the immersion experience. Jena expressed surprise that the Egyptian people were so friendly. “Tourism is the number one industry, and we were really recognized as a part of it. Everyone was so nice. They also saw us as part of an American university on a summer school program” (Jena, interview, 9 30 1993). One of the
significant events during her study tour abroad occurred because she was ill for most of the two weeks. Being far from home and realizing this might be her only opportunity to see some of the sights, she kept going even when she was ill.

Jena described the intensity of the experience in a multitude of ways. She found the religion and the culture to be "so different." Just before leaving for the study tour, the tour director found it necessary to check with the United States State Department Egypt, for information concerning the safety of the participants. During the stay in Egypt, the presence of soldiers emphasized the hazards of traveling in a country where safety was in question. Soldiers searched the bus each time the group used it to check for the fundamentalists' bombs. Soldiers with guns strapped to their shoulders were not part of Jena's home country experience. The reason for their presence intensified the feeling of risk for the group: foreign tourists had been killed in Cairo shortly before the study tour's arrival (1993). Police also checked documents to determine that all the people on the bus were part of the study group and permitted to travel together.

Jena described Americans and the American way of life as "so ethnocentric, the ego involved in thinking our ways are best, and that the appearance of others [different from ourselves] is disgusting" (Jena, Interview, 9 30 1996). Paige (1993) hypothesizes that "the more ethnocentricity the host culture exhibits, the more psychologically intense the [travel abroad]
experience will be" (p. 6). In this case Jena recognized her own background in ethnocentric behavior, yet is critical toward her own people. (This will be discussed and exemplified further as the participant experience is presented.)

Jena found, to her surprise, she resembled many of the Egyptian people in appearance and stature. She was more readily accepted by them than were other members of the group. On occasion, as she was standing at the edge of the group in a restaurant or near shopping, native people assumed she was Egyptian. She described them asking her why she was with the Americans. As her travel experience progressed, she grew to realize that the "tourist smiles" for sales did not always represent the true feelings of the people.

Another example, of Jena's increasing level of immersion reached occurred when the group was invited to visit the home of the professor who acted as their guide. "Mohammed Shata is the best guide in Egypt. He described our group as so cohesive, that it was the best group he had had in five years. We were invited to his home, which he never does" (Jena, Interview, 9 30 1993).

Jena had no knowledge of Arabic the native language. She describes the guides as "sheltering" them from merchants and

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5 Mr. Mohammed A. Shata received his degree in archeology (Egyptian Section) from the University of Cairo. He served as Inspector of Antiquities in Giza and participated in the re-assembling of the Solar Boat discovered near the Great Pyramid. He is a licensed guide by the Egyptian Ministry of Tourism, and is recognized as a lecturer of Egyptian antiquities and culture.
peddlers. The group questioned the guide’s comments to “trust him” and wait to purchase later when they could interact with “the real people who made the item.” Jena explained, “It was funny, because on the first night, he was saying to ‘trust him,’ when we didn’t know him either. After a while, I did not buy anything without his advice” (Jena, Interview, 9 30 1993).

According to Paige (1993), the less language ability the sojourner possesses the greater the psychological intensity of the experience.

As part of the program’s design, Jena remained with the group throughout the study tour. The cultural isolation from one’s own group was lessened as a result. The transportation, accommodations and eating arrangements also complied with the program design of the study tour group. She did not have much contact with natives from the host country, apart from the tour guide and service people, except to buy their goods. In her own words she explains, “I didn’t mix with, or sit down, or talk with a common person, man or woman” (Jena, Focus Group I, 1994).

Jena realized that she was just getting a “glimpse of the country and then, I started saying to myself, ‘Well, you are going to be back’ ” (Jena, Focus Group I, 1994). The reflection during the study tour concerning future plans is connected to the next sub-theme, “Implications of Multiple Study Tours.”
Implications of Multiple Study Tours. The study tour was Jena's first time abroad: she explains, "I didn't know what to expect. I began to understand how people other than ourselves lived. The adjustment to another time zone was difficult" (Jena, Interview, 9 30 96). While she was traveling, she often felt that "this was a once in a lifetime experience" (Jena, Interview, 9 30 96).

One of Jena's insights to emerge during the interviewing process, was that the more experienced sojourners, who had participated in multiple study tours, were an asset to the others when sharing their experiences. "The others made it richer and introduced information into our tour, making it richer too" (Jena, Interview, 11 1 1993). She felt many of the others in her tour were well traveled. Thorpe (1992) states that previous tour participants provide a "second level of expertise that complemented the guidance provided by the regular leaders" (p. 12).

Focus of the Study Tour. Jena's focus for the study tour for Jena was to increase her knowledge of Africa. Her vocational intent was to increase her academic credit and thus increase the financial rewards from her school system. My initial probing about a focus investigated the comment: "I really haven't had a chance to think about that yet" (Jena, Interview, 9 30 1993). This changed during the interview process and Jena provided a
more detailed response in the second focus group. Jena's focus is clarified in the implications of minority experience sub-theme as it emerged in relation to the questions asked about related topics and will be presented in that section.

**Implications of Gender.** The religious separation of men and women was different for Jena. She identified with a variety of perspectives during the study tour, and the feminine role was only one of them. This role was interwoven with her view of herself as a member of a minority group, both racially and as physically impaired. She read the autobiography of Jehan Sadat, *A Woman of Egypt*, as partial fulfillment of the academic requirement. This book provided insight into women's role in Egypt. Upper and upper-middle class Egyptian women are more educated and politically powerful than are women from lower economic levels. When Jena talked about the history of women's roles in Egypt, she also described the lack of information concerning African-American women in American history. She shared that as she grew up in the United States there were no stories of African-Americans in her history books. "People think it was lack of information in just one book, but it was a lack in all books" (Jena, Interview, 1 27  1993). Comparisons both positive and negative between the host and home culture are often the result of study abroad experiences. (Carlson & Widaman, 1988).

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Jena identifies with the Egyptian women. She suggested that they are responsible for making their own changes and are in charge of their own destinies. "We women have to change it ourselves. We women allowed ourselves to be isolated in churches, it will only happen if we go first to change them" (Jena, Interview, 1 20 1994).

Implications of Minority Experience. This is a theme in Jena interviews, focus group interviews and in the selections of her study tour journal. "I strongly identified with the people" (Jena, interview, 9 30 1993). When she was with another African-American study tour participant, she compared Egyptian people's reactions to them. "Another black woman, African-American, and I often walked together. When we went out together, she felt that Africa was where she truly felt at home. I have lighter skin than she does. Sometimes I wanted to say, look at me I am African too" (Jena, Interview, 11 27 1993).

Jena's group diary confirmed her reactions to the Egyptian people at the time of her study tour. "The people are so warm and friendly. They are very hospitable. When you go into a store a person will wait on you individually and they will serve you drinks (Coke or 7-UP)” (Jena, Document, 7 16 93). These are almost the same words previously noted in her interview.

Some of the background information on her minority perspective came from previous academic courses. Jena
participated in a Multicultural Education Class for three quarters as a collaborative course between her urban public school system and The Ohio State University. Her knowledge of African-American history and the links provided to Africa stimulated her "deep curiosity" about her ethnic background. Thorpe (1992) found tracing one's ethnic background to be one of the motivating factors for the participants to travel in the Consortium for Teaching Asia and the Pacific in the Schools (CTAPS) program.

Jena experienced an increased self-esteem and sense of belonging following the study tour experience during by Jena in the focus group interview. "Personal growth is, again being in the minority, not seeing it being represented, and not being taught those kind[s] of things [in school]. [We were] only taught the part of being a slave. We did not have a positive experience you can be proud about to build self-esteem [and] to be able to pass it on to the boys and girls, all of them, especially African-American boys and girls" (Jena, Focus Group I). In the second focus group she reemphasized her perspective. After the study tour, she was able to describe positive details about African-American roots.

Just to have the teachers tell you something, besides slavery, that is African-American is [incredible]. For me to go to Egypt, and find out about the pharaohs. The African-Americans were only slaves. For me to find out about the pharaohs, and the civilizations that were far beyond any of
the civilizations at that time in the world. All of the mathematical things about the pyramids which we are just finding out about [now]. You can't even fathom it, that the African-American people are part of that culture and we are going to teach it. We are going to teach not only about Harriet Tubman, but also about the history of Africa. (Jena, Focus Group II)

Another example of the integration of intercultural experiences from a minority perspective occurred when Jena was in the touring van in Cairo. She asked the driver to stop and wait for a physically handicapped man to cross the street. "The traffic is so bad, they don't stop. There are no rules. It doesn't matter if the light is red or green, it would have taken him a half an hour to cross the street" (Jena Focus Group I). He stopped and shared with her that his wife also taught special education students. Later, she met his wife on one of the school visits and plans to correspond with her.

Academic Requirements. Jena found the academic program "fine" (Jena, Interview, 9 30 1993). For her project she gathered regalia to share with her students as well as taking slides of the sights. The artifacts include rocks of different kinds she found on the sites she visited, such as quartz, salt rock, and sandstone. She explained that students can hold and squeeze the stones and
touch that part of the place. Her project also included Egyptian
scarves used for head-dresses by the natives. When she
presented her study to members of her church, she demonstrated
the "wrapping of the scarf for both the women and the men"
(Jena, Interview, 9 30 1993).

She found the study tour experience strenuous, as she was
writing all the time— one day for the group diary and all the
time for her personal diary. She took notes on the tours and read
about what she had seen at night. She wrote her group diary
contribution from the perspective of writing to "someone [who]
had never been there" (Jena, Interview, 11 1 1993).

Duration of Time Since the Study Tour. Jena had returned
from the study tour just a few months before the interviewing
process started. However, as the six months passed, I noticed a
fuller description of the experiences she encountered. In contrast
with the two or three sentence answers she provided in the
September interviews, I found she shared comments requiring
one or two pages to transcribe during Focus Group session II. The
richness and diverse perspective she shared through the
additional interviews provided insights into the study tour.

Geographic Location. The geographic location incorporated
international, global and intercultural themes. She explains that
Africa is a place all African-Americans would like to go. In the
focus group, she asked the other participants if they were Russian or European.

For me, to be where my home might be, and... the place where the people I want to know would be too, that made it very, very interesting in that respect. I wanted to find out for my personal and my professional [growth] to share with my students. (Jena, Focus Group II)

She describes the pyramids in Giza as one of the things which had the most lasting impact upon her. Going to Egypt was a "big step for her" (Jena, Interview, 11/1/93). Additional comments about the impact of her experience relate to this sense of history.

The colors are still true, vivid and beautiful...I feel a great sense of history walking among those huge columns. We saw the Sound and Light Show at Karnak Temple the last night, but it is hard to get an idea of the grounds at night. It was fabulous, immense, the largest of all temples. It is sad that much of it is destroyed, but modern day people are putting rock walks that prohibit future digging. (Jena, Document, 7/16/1993)
The international perspective of the "world climate" became part of her experience abroad. The sense of risk was intensified during her travel by the precautions she encountered, as described previously. Jena reports an increased interest in international affairs and events upon her return to the United States. She describes going to lectures about Egypt and reading other books not a part of her academic program.

The impact of an increased international interest did not extend to learning the Arabic language or influencing the choice of academic courses so far. However, Jena noted an increase in her awareness of the lack in variety of international languages on U. S. airplanes upon returning to the United States.

We do not give safety instructions in every language for international flights. Another cultural transition in Egypt [was that] everyone clapped when the plane landed like it was a miracle that the plane landed, and a thank you to the pilot and crew for a safe trip. (Jena, Focus Group I)

In a later focus group, Jena found this feeling was sustained. "Now, I don't take this for granted. Think of flying for thirteen hours on a plane and just leaving, not saying thank you. Now I clap quietly myself even on an American flight" (Jena, Focus Group II).
**Vocational Implications.** Jena presented her travel experiences during International Week at her school. She made a display for the World Hall of all different people and places she saw. "I teach in an elementary school in [city name]. They [her students] do not have a big perspective of the world. I'm teaching them more [about the world]. In an assembly, I am going to have a slide presentation" (Jena, Focus Group I).

These activities demonstrate an increase in the impact on Jena's vocation. With a limited study tour experience, initially Jena hesitated to share her experiences. After discussing some possibilities with other focus group participants, she added her own ideas in the second focus group. Jena's contributions were content and object oriented. She did not compare items, experiences, or people of other cultures from multiple perspectives. Jena did not express profound changes in her professional growth. Her personal development, however, provided a new sense of who she was in relation to her own ethnic identity. She looked at her heritage with new awareness. The ties to previous cognitive knowledge were extended. Jena also expressed an increase in her global perspective related to tourism, travel and language.
Participant Experience of Dan

Biography

Dan is a male graduate student at The Ohio State University. He participated in a single study tour program in 1984 to the Soviet Union and Eastern Europe, including Leningrad, Moscow, Tashkent, Baku, and Budapest, Hungary. Since then, he has led his own study tours, taking high school students and adults to the Soviet Union in 1989 and to Russia in 1993. During the research study, Dan repeatedly expressed a desire to participate in other study tour programs, and planned to take his wife with him. The length of time since his last participation in The Ohio State University Social Studies and Global Education Study Tour Abroad is over nine years.

Dan is a mature student 41-50 years old. His academic background includes an undergraduate degree from a private college in history and English. He completed his master's degree from The Ohio State University in Social Studies Education. His continuing education includes graduate studies in Social Studies and Global Education at The Ohio State University.

Professionally, Dan has been a teacher for a suburban school system for twenty-five years. He was employed as a football and basketball coach for over fifteen years.
Personal Background of the Participant. Dan is Caucasian from a middle-class background. He is married and his wife is also a teacher. Dan's wife directed study tours to France as part of an international study abroad program for high school students with a focus on language ability. His wife had previous international experience when she studied in France during her junior year as a student in college. In 1982, Dan and his wife toured France and Spain together. Dan's father-in-law lived abroad for approximately three years and encouraged him to try the "wonderful experience of learning and living in another country" (Dan, Interview, 9 13 1996).

Impact of the Study Tour Abroad

The greatest impact of the study tour program was the timing in Dan's life. He says he was suffering from "burn-out" and decided to stop coaching. Dan had been questioning his career choice when a colleague suggested going on the study tour. His friend went to China on a Social Studies and Global Education Study Tour. "The study tour revitalized the teaching aspect of my career" (Dan, interview, 9 13 1993). The experience provided a boost to Dan's perception of himself as a professional and opened new career choices to him. As a result of his experience, he organized study tours to the Soviet Union so his students could also experience learning in an international setting.
Immerison Experience. The levels of cultural differences were intense in the Soviet Union during 1984. The mid-1980s was a period of conflict and suspicion between the two superpowers. In 1984, political power was held by "Soviet Communists... Not many people had an opportunity to travel to the Soviet Union, so there was curiosity and interest on many different levels [while he was there and upon his return]" (Dan, Interview 1 13 1993).

Language immersion was not a part of the international experience. Dan has not studied Russian and knows only few words of the language. Even though he returned to Russia three times, learning the language was not a part of his experience. On his study tour abroad, several participants spoke Russian and shared their expertise with the others.

Like the previous participants described in this study, Dan's study tour program did not provide opportunities for home-stay or extensive contacts with the native people. Dan traveled with the group, stayed in hotels selected by the tourist bureau in the Soviet Union, and ate in restaurants with the group.

In appearance Dan is medium height and medium build, with dark hair. His appearance is common to people of Eastern European descent and he did not feel much difference in facial features or physical build from them. In comparison with the native population, he felt visible because of his clothing. The
status of tourist in the Soviet Union was considered to be an advantage, as the access to food, clothing and consumer goods was much greater.

**Focus of the Study Tour.** Dan's focus for the study tour was history. He increased the academic credit for the study tour to ten credit hours for the quarter, which was greater than the average three to six credit hours awarded. Dan explains the additional work load as follows:

I had to read a lot more books than the other students on the tour. . . . I took the academic work more seriously, I know I did, than some of the others. The additional hours of credit were in an independent study. There were fourteen [participants] in the group, including two professors, three or four undergraduates, and the remaining were mostly teachers. My project was to design a Russian History class to teach the following year. (Dan, Interview, 9/13/1993)

**Implications of Multiple Study Tours.** Dan's continued travel with his own students demonstrates the influence of multiple study tours. "I was there for Soviet Communists (1984), for Gorbachev (1989) and in 1993 for Yeltsin. I have seen first hand the differences. I am not an expert. I could have read more, but I have read more than the average American about
Russia" (Dan, Interview, 9 13 1993). Dan describes the changes in the people during a later trip.

In the Soviet Union under a centralized government, we never forgot we were in an armed country. The sacrifices from World War II were very real. In the United States we did not have a place for the twenty million killed in WW II. At a cemetery, the newly married often went first to lay the flowers at the graves to pay respect to their relatives. By 1993, the new generation was more removed. The sacrifice of WW II was very seldom mentioned. They emphasized more than anything else Imperial Russia and the czar. (Dan, Interview, 1 11 1994)

**Academic Requirements.** Dan connected the academic content of his tours to his vocation. He increased his academic credits, as indicated above. He used slides to share his experiences with his students. The multiple study tour impacted the subject selection of his slides.

I had it built in my course. I teach Russian History. My slides that I took are very important. I learned one thing, after being there the first time: the second time I took slides of people and ordinary things rather than monuments, bridges and buildings. (Dan, Focus Group I)
Dan used the journal requirement for professional growth. He permitted his students to read it and make a report as one of the outside readings or for extra credit in his Russian History class.

The program also required group participation. He did not comment upon this aspect, only to say they stayed in a designated location and stayed in the group. His comments about the group related more to his current study tour group experiences.

Implications of Gender. Dan presents issues of gender to his students in an open-ended inquiry format. "You show pictures of ladies in Tashkent and they are all overweight. The students ask why? They ask why do they wear the babushkas and 'stupid dresses'? I show the changing styles, body shapes and activities of the women. (Dan, Focus Group I, #1). Occupations and perceptions of the women in the Soviet Union varied. "Once in the Soviet Union, it was all one country. Different cultures all had different attitudes toward women" (Dan, Focus Group II, #4). He felt there were some occupations with more women than traditionally seen in the United States, such as doctors and laborers.
In that regard you wouldn't say that the Soviet Union was really more liberal toward women. They do some of the jobs we traditionally associate with men, but that does not mean that they are liberated. It is almost like they are more enslaved really. I don't know. The issue is multicultural and [intercultural] and global. (Dan, Focus Group II)

Later, during the focus group discussion, Dan added the following comments: "It is almost like when you study world history you are studying differences. You talk about how all the cultures are different. In multicultural education, I think for me, one of the goals is to show how we are all alike. (Dan, Focus Group II)

Geographic Location. In a situation of political tension between host and home nations, the element of risk for sojourners increases the importance of the geographic location and makes a significant impact. Paige's (1993) level of intensity in an immersion experience also relates these differences to the degree of cultural difference.

Dan described two examples to illustrate this point. On one occasion he was taking a picture for his slide presentation of a billboard in Tashkent, Uzbekistan.

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One of the local people got all upset; she saw us get out our cameras... The billboard was a picture of all of the republics that came and helped rebuild the city, after the destruction of the earthquake in 1966, to become a modern city. Most of us did not know the language. What the person was yelling about was because behind the billboard were shacks. She said, 'Why don't you take a picture of this new department store, over there, instead of the shacks. You want to go home and show how bad it is, not how modern.' They were very sensitive about the location. (Dan, Focus Group II, 24)

Another geographic example, also involving a slide presentation, was the first time Dan showed his slides of the Caspian Sea and Baku. In the foreground of the picture was a couple kissing. He planned to share the scene to relate intercultural relations with the geographic setting. "The first comments on the slides were of the warship in the background, which was really an oil tanker" (Dan, Focus Group I). When he showed the same slide during other presentations to students in more recent times, the comments about the warship did not occur. Dan was dismayed to find he had tried to present a positive aspect of intercultural relations to find it viewed negatively. When the level of tension between the two nations eased, no one commented about the ships in the background of a
couple kissing. The focus group discussed the implications of changing perspectives in international and intercultural relations. "Now that the Cold War is over, you don’t nearly get the same questions as you did ten years ago" (Dan, Focus Group I).

**Vocational Implications.** Dan’s vocational goal for the study tour was to develop a new course for his suburban high school. The course was added to the curriculum the following year and class enrollment the first year was over 100 students. The course has continued for the last nine years. Dan describes the course as very similar to the design of the study tour in terms of format and assignments. "That was the inspiration. A lot of the design of the course was built around that. The textbook I use is so small, it is greatly supplemented based on my study tour, not just the text" (Dan, Focus Group I). The course design includes the study tour journal as one of the optional readings. Students are required to read and write editorial comments about current happenings in Russia. They are also required to make a project which relates to Russia. Finally, students selected participate in a study tour to Russia. Fundraising projects, Rotary donations and school benefits help to defray the cost for the students invited to participate.

In the focus group, Dan shared the implications for his personal development and professional growth as they resulted from the study tour experience.

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Mine is pretty easy, because I was going through a mid-life crisis. The study tour came about when I was making the decision whether to keep on coaching or not. I had coached for fifteen years in basketball. . . . I got excited about the trip to the Soviet Union. I had just given up coaching. It added to my self confidence" (Dan, Focus Group II).

He attributes to the study tour the development of further educational goals.

Bob (a colleague) and I went to Northwestern University for a conference in Eastern European Studies. We heard some excellent speakers and that really added [to my content knowledge]. It fitted [sic] in really well with what I had just experienced with the study tour. I have been asked to speak with different organizations about my trips to Russia. It has enhanced my professional career. (Dan, Focus Group II)

**Global and International Perspectives.** Dan stated that travel was the best way for him to learn about a global perspective. "I learned about global education from courses at Ohio State and traveling. You realize it is a big world and it keeps expanding, and for the most part learning is self learning . . . [It is]
one of the best ways to learn of your own country, for you to analyze and make comparisons. By making comparisons students learn how their own country fits in with other countries and how they are interconnected" (Dan, Interview, 1 11 1994). Dan suggests an awareness of global history by using Peter the Great's Palace as an example of what life had been like for the czar in comparison to that of a peasant. Another illustration also came from his travels when he described the Leningrad WW II War Memorial. The interview reference was reemphasized during the focus group interviews with increased elaboration. The final example Dan uses to describe the global implication of his study tour was the evidence of Russia's abuse of the natural environment at the Caspian Sea and the interior. On later study tours, a cleanup process was observed as the Russians tried not to lose money in the sturgeon fisheries. When the Soviets were in power, the group was asked two or three times not to ask about preservation of the environment.

In a focus group Dan again identified the importance of travel and intercultural perspectives.

I think I made the comment . . . before, that it is very interesting to see, bring back, and share with the kids how other cultures feel toward Americans. And that is something that I realize, I think I told you before, Marsha, that I learned more about America traveling to other countries than I would any place else. We take everything
for granted, what we see and hear is so common. It is interesting to see other people's perspectives. (Dan, Focus Group I)

These comments are similar to findings in Koester's research (1987) concerning an increase in understanding about the United States as reported by students.

Extending his perspective, Dan describes how he learned to be aware of multiple perspectives in global studies.

One thing I learned and heard was about multiple perspectives. That people start to look at things from someone else's perspective and to look at history, look at any situation and be able to hear from every speaker. [That] if people were involved in a situation, or an event in history, that they too have had their story. Too often what has happened is only one story has been heard. (Dan, Focus Group II)

Duration Since the Study Tour. Dan felt the study tour abroad changed his life and his interest in his career by making it more exciting.

I think that [there] is a lot more excitement immediately after [return from the study tour]. I think it is not as exciting anymore, but it is appreciation. I'll never forget it. It is still rewarding. It has been sustained in my actions
and things that I have done with my classes. [It has] certainly been sustained. I have had to work at keeping it alive to do things by constantly going back [to Russia]. (Dan, Focus Group II)

Implications of a Minority Experience. At the conclusion of the focus group session, Dan talked about intercultural perspectives and understanding as it related to an international event. His awareness of being in the minority in Russia increased his awareness of how other minorities experience life. He found that this awareness added to his understanding.

Yes, any experience that you have with other cultures is going to increase your tolerance. When you are in a position where you are the minority, that gives you an appreciation for our minorities in our culture. Of course my experience of being in the Soviet Union, had the stigma of being the enemy. I learned that the people are not the enemy, but the government's position [is]. I don't know how many times I heard [the Russian people say] that while I was in Russia.

... [T]he first time in 1984 was the time of the Soviet Union not coming to the Olympics. The official position was it was too dangerous, but it was really "tit for tat". You did not come to Moscow, and we are not going to your
Olympics. I think it [travel abroad] increases your
tolerance, understanding and appreciation. (Dan, Focus
Group II, n=2)

The interesting aspect of this case for me was the
unexpected personal development and professional growth by
Dan that was evident in the data. When I selected the participant
in the purposeful sample, I chose him because it had been almost
ten years since he had experienced a study tour as a student. I
thought the experience would be lost or dimmed by time.
However, as I went through the research process and analyzed
the data, this clearly was not the case. The fact that Dan had
initiated his own study tours was new information to me.
Participant Experience of Sara

Biography

Sara is a graduate student at The Ohio State University. She participated in four study tours with the Social Studies and Global Education Program. Her first tour was to Asia (1975) for five weeks, including The Peoples Republic of China, Hong Kong, Japan, and Korea. In 1978, she went to the Soviet Union, with five locations including Georgia, Armenia, Kiev, Ukraine, Leningrad, Moscow and Zhitomir. In 1981, Sara went to Australia, New Zealand, and Pago Pago. Returning to the Soviet Union in 1988, she toured the Baltic States, Moscow, Leningrad, Estonia, Latvia and Moldavia. After 1981, she participated in another study tour conducted by the National Education Association to the British Isles. The length of time since her last study tour is approximately four years.

Sara is a mature student over 50 years of age. She attended Bible Seminar after high school. Seven years later, she completed an undergraduate degree from The Ohio State University, majoring in Social Studies Education (1971). Her Master's of Arts degree is from The Ohio State University in Social Studies Education. Sara completed additional graduate
level courses in Social Studies and Global Education at the Ohio State University. Her university work includes collaboration in research projects between suburban public schools and The Ohio State University.

Professionally, Sara is a teacher and has taught in a mid-west suburban school system for twenty-three years. Her subject areas have varied during her vocational career; currently, she teaches Global History for ninth and tenth grade students. Previous courses at the high school level include American Studies, Sociology, Political Problems, and U.S. Government. After participating in a study tour, Sara became the district coordinator for social studies education.

Personal Background of the Participant. Sara is a female Caucasian who was raised in a lower economic environment and eventually moved into the middle class. As an Appalachian, she considers herself part of a minority group. Sara describes her own background as growing up in a multicultural environment. "I was raised among just as many African-Americans as whites, and a lot of different ethnic groups. My mother's acceptance of a lot of different groups of people was a positive influence" (Sara, Interview, 11 10 1993). She describes her mother's "fascination" with different people and places. An example of this is a friend from Syria with whom Sara's mother exchanged recipes with and shared life stories. "She was always excited
about tasting others' food, not saying ours was better than theirs, but just in trying different things" (Sara, Interview, 11 10 1993).

Sara's early school history reflects her poor economic background. Of the thirty students in her high school class, only two went on to study after high school. Most of the students were from families where the father and relatives mined coal; students often quit school at the age of sixteen to help support the family.

Prior to the study tour program, Sara's travel experiences were limited to the United States and Canada. She explains, "[B]efore China, I had never traveled out of the United States except to go to Canada. It was a whole new experience to be in another culture. . . . The study tour was a whole new experience for me, a life experience where I was never the same person again" (Sara, Interview, 11 10 1993).

Sara's interview sites varied. Locations, selected by Sara, were either at the participant's school or a convenient restaurant. The atmosphere and level of exchange was collegial and open due to our prior academic and professional acquaintance.

Impact of the Study Tour Abroad

The overall question, "What was the greatest impact of your study tours abroad?" again framed the interviews. When
asked this question Sara's responded immediately and emphatically:

[I]t changed my life! When I went to China, it was changing from Maoist doctrine to more open. As a result, after returning, I talked to twenty or more groups from the Lion's Clubs to the Rotary Association about the changes. One person came up to me and asked if I had been brainwashed. I was sharing current China, where I saw no violence. (Sara, Interview, 11 9 1993).

**Immersion Experience.** The most significant impression from her study tours was the "smiling faces of the children. The feeling of happy, friendly contented people was captured on slides" (Sara, Interview, 11 9 1993). The people in China were extremely nice to the group. When visiting the apartment, the people seemed to be thrilled to be living where they were. Sara realized that she had been "so ethnocentric" and "never anticipated the changes" (Sara, Interview, 11 9 93). After her return, Sara's husband and children said she had changed. Sara felt anything on China was seen with a new intensity, whether it was a program on television, something she read, or a conversation about her trip. The impact for her was that "learning experience became an ongoing life experience" (Sara, Interview, 11 9 93).
The degree of cultural difference between the home and host cultures provided one of Sara’s most lasting impressions. She described it as “stepping back into time,” where she saw water buffalo plowing the fields as they had been for thousands of years. The impact of the countryside impressed her. The changes in the political and economic conditions resulting from the Cultural Revolution were hidden from the tour group. (A fuller description will be presented concerning the economic and political aspects in the theme of international impact.) When she was in China Sara felt she was in “a totally different world, nothing looked familiar . . . You start to observe people more closely. The body language become a language of communication” (Sara, Interview, 12 1 1993).

Sara also identified the level of ethnocentrism and comparisons between how she felt and how others on the tours responded to the same situations. The anecdote of the apartment (Chapter 3) is one illustration. Another example occurred when the group was walking through the streets and people smiled at them. She felt the people were showing friendliness. Another group participant viewed it “quite cynically as part of the party line, not looking at the courtesies but as propaganda” (Sara Interview, 11 9 1993). The motivation to travel influenced the level of her immersion and acceptance. “I did not go on the trip to find fault, but to learn” (Sara, Interview, 11 9 1993).
Sara finds languages difficult. She has taken Spanish and speaks hesitantly with her sister-in-law, a native speaker. Sara did not speak the language of any of the host countries during the study tours except Australia and New Zealand. Sara revealed her reflection concerning the importance of language during the interviews. "If you live in a society, you learn to know their ways. You know their language and do not have to rely on an interpretation of the language" (Sara, Interview, 1 22 1994). In place of the language, Sara deciphered the meaning of the speakers through watching their nonverbal communication and the intensity of their speech. The guides during the study tour interpreted the language as part of the program design. In China "I didn't understand anything. I had to increase visual awareness. A heightened use of other senses, and so much concentration. It made me both tired and gave me energy" (Sara, Interview, 1 22 1994).

The cultural isolation of Sara's tour groups to Communist countries was in keeping with the previously identified program design relating to travel and accommodations. The groups remained within their own culture group and stayed at accommodations designated by the governments. The government prescribed and controlled all aspects of tourism. Where participants stay is not an option unless authorized through the national tourist bureau in both the People's Republic
of China and in the Soviet Union during the time frame of the study tour experiences.

The visibility of the participant, especially in China, separated her further from the native population. Sara is over five feet eight inches tall, has blue eyes and blond hair. Clothing and hair styles were distinguishing factors on her first trip to the USSR. The participant did not feel any distinguishing features on the New Zealand study tour.

In the level of immersion, the social status of the participant is considered. During in the first study abroad experience, Sara reported the need to "perform" for an audience after they had experienced a cultural exchange. This was facilitated by the guide who helped the group select a song to share. Sara was not at ease with the level of attention; however, it was not sufficiently intense to cause culture shock.

Focus of the Study Tour. Sara's focus for the study tour was the personal development and the sense of empowerment she derived from her experiences. The risk of going to a country outside of the United States that was a political "enemy" at the time caused her to return with the feeling that she was powerful.

The study tour impacted the feeling I have that I am more credible. I never felt that I was an assertive person. I came
back with an intense feeling and strong views which enabled me to shout someone down and actually argue for what I believed to be right. This was a new part of me. (Sara, Interview, 2-5 1994)

Prior to the study tour, Sara had not spent a night away from her family since she married.

[It was] breaking loose, for me to decide that something was that important to do. Even though I had gone back to school and gotten my degree I still was always there... It was an emotional shock to go. My perception of myself changed. I grew up in a multicultural environment. [The study tour] allowed me to see that I am a person. I can open my mind. (Sara, Focus Group I)

The study tour provided a means for personal growth, according to Sara, which she did not derive from her academic home campus courses or her earlier multicultural background.

Sara also focused on international experience and on learning. "My husband said I was not the same person; I learned so much" (Sara, Focus Group I). In the focus group Sara emphasized these points.
The study tour intensified my focus, it made me feel. I began to change at that time. . . all kinds of experiences came together. I think they all go back to the start of that first trip. I think it made a tremendous amount of difference in me and in my personality, my confidence, and it intensified my teaching. (Sara, Focus Group II, 3)

In interviews, Sara emphasizes the same point. "It changed my life. It did. I am not an expert, but I left one person and came back a different person" (Sara, Interview, 1 22 1994).

Implications of Multiple Study Tours. The data support Sara's ability to easily draw comparisons, and accurately make assessments of the problems in day-to-day life and provide some examples of the impact of the multiple study tour. To add an element of humor, Sara shared with the focus group the adventures across cultures of fixing toilets in her accommodations. In addition to illustrating "the fact that I have worked on a lot of toilets in my travels" (Sara, Focus Group I). . . the experience demonstrates how accommodations represent the culture of the host country. In the Soviet Union, Sara stayed at a brand new hotel. She could not get any service over the telephone. When she went to the desk to ask for service "they took me to a back room full of tools. They said here, here are the tools. So I picked out some things and went back up. I had to pry
the paneling off the wall to get to the tank. I fixed it with a rubber band. It was in Leningrad" (Sara, Focus Group 1). She then went on to draw comparisons to other unique situations in New Zealand, Korea, and China. Sara's ability to adapt to unusual situations and find the humor in them became evident to all.

Another example of the influence of multiple study tour experiences relates to the next sub-theme, "Implications of Gender" as well. In China, Sara went out at 3:00 A.M. and still felt safe.

It was the first time I felt free. I think men are always free and have felt more free [to do as they wished]. Not that [they] can't get murdered, killed or robbed. But, women have never had that kind of liberty to be out and around. They always have to be more reserved and we are not free. (Sara, Focus Group 1)

Sara contrasted this experience in China with one in the Soviet Union.

In the Soviet Union, the women do not feel free. They are to be off the streets in the early darkness, and have even less freedom in winter. Our guide, when I asked her about the freedom for women, couldn't even understand why women would want to be out with the men. (Sara, Interview, 11 9 1993)
Next, Sara described women in New Zealand. "The women in New Zealand seemed more confident and direct. It does not have a social structure to limit their position" (Sara, interview, 1 22 1994). Her spontaneous examples demonstrated the ability to integrate concepts from all over the world.

During reflection and analysis, the impact of multiple experiences on cognitive awareness was evident. "I am not an expert. Study tours do not make you an expert. It is a planned study to open up (a country) . . .sights are selected to be seen; however, you are not limited when you are walking on your own" (Sara, Interview, 1 22 1994, z2).

Implications of Gender. Sara described the implication of gender in several different ways. One, as just mentioned, is the sense of safety she experienced as a woman during her travels. Sara found the study tour provided the security to seek out places she would not have ventured if traveling on her own without previous international experience.

A second example of the implications of gender related to the perceptions of how a male and female described the very same experience on the study tour. Sara listened to an audio tape about China from a fellow sojourner. After the study tour, using her journal, she was able to pinpoint the same day and time and compare what he observed with her own perceptions. She describes the differences as follows: "The male point of view
was entirely different. What he saw from standing across the street and what I saw, were different. His comments were always more critical" (Sara, Interview, 1 22 1994).

The implications of gender also related to the intercultural interactions during the study tour. When in China, Sara asked the student-guide if she had any questions for Americans.

I remember the guide's reply. "No", she said. She said she "felt very sad for us" because we "live where there is so much crime and [we are] afraid all of the time." She said, "I feel pity. I am glad you can be here for awhile." (Sara, Focus Group I)

Sara identified with the guide's perceptions of the crime in the U.S. because she related to her feelings of safety in China. She compared how safe she felt when she took a taxi early in the morning in China, to how she would feel if she had been doing the same thing in New York or even in Columbus, Ohio.

Implications of Minority Experience. Sara combines her perceptions of a minority experience with her gender experiences. In her opinion, the young women in the tour group with Sara were very attractive. When the tour had been other places, these young women met with positive reactions. In China, however, the women felt that the Chinese were not responding to
them. Sara described this experience and the Chinese's comments.

Of course, they saw us, but they did seem to notice us as girls. We went to a factory right after that and I asked them. One guide said, "We think you are very large, very tall people and not very attractive." She then said she was sorry that it was "not a very nice thing to say." To understand how they look at us in a different way was helpful. (Sara, Focus Group 1)

Sara found it interesting that the American concept of a beautiful woman and the Chinese concept differed. Where in the U.S. shapely women with blond hair and blue eyes were considered attractive, the Chinese felt they were too large and had pale eyes. Sara reflected that it was interesting to find out that they did not admire the American women. Sara's intercultural comparisons relative to the implications of gender is another example of how the study tour opened her eyes to other ways of seeing the world and its people.

Sara also discussed her awareness of being a political minority in the Communist countries. She experienced the risk of going to a country that was a political enemy of the United States.

In another example, Sara compared her experience as a minority in the United States with Jena. She connected her local
and global experiences when talking about the commonalities of a group of people and stereotypes. In the focus group session, Sara explained that:

I'd say to myself, she [Jena] is a minority [in the U.S.].... I'm from West Virginia. Now you tell me that is not a minority in Columbus, Ohio.... Some people like to put you down simply because you come from there [Appalachia]. It is like the kids you tell them you are a coal miner's daughter.... the kids are fascinated with that.... but, some of the teachers.... they don't particularly like that.... particularly if you are in [a suburban area], Columbus, Ohio. (Sara Focus Group II)

Sara also described making local and global connections, when discussing the impact of academic requirements.

Academic Requirements. According to Sara, the academic requirements for the study tours provided a way for the trip to be taken seriously. "The study tour is not a vacation. What you look for and what you see changes. The project or mission of the study tour changes the more you travel" (Sara, Interview, 1 22 94).

Sara's academic project for one tour abroad was a concept paper on freedom in China. She related it to safety and security and drew comparisons with the United States. This exemplified the process of international education which enables participants
to make comparisons between the host and the home country. In another project, Sara took over 1800 slides to make presentations to share with her students and others. In this project, she focused on comparisons between China and the U. S.. Sara focused on the faces of China, especially the children and the older people. When comparing the subjects she chose for pictures to those the male participants on her study tour selected, Sara found many differences. The males chose to photograph service stations, construction, electric lines and electrical lights. Sara realized that gender may have influenced her perspective.

Another component of the academic requirement was recording. Sara found this to be a negative experience. "Some days you resent that you must write and miss seeing something. In the first trips we did not keep an overall journal. They both add to the experience, but also increase the demands on the participant" (Sara, Interview, 11 9 1993).

In comparison to Sara's reaction to the journal, her feelings about the "seminar type" meetings during the tour was very positive. She explained it was "an exciting experience to have other people from the school (The Ohio State University) to discuss the impressions fairly frequently. To talk over the day's happenings increased the value of my experience" (Sara, Interview, 11 9 1993).
**Duration of Time Since the Study Tour.** The study tours still impact Sara, influencing both her personal development and professional growth. Sara describes these changes:

I still try to be an advocate for [global education] even though I don't do that job [curriculum coordinator] any more. It intensifies my focus. It made me feel. I began to change at that time... it has been twenty years, but all kinds of experiences have come together. I think that they all go back to the start of the first trip. I think it made a tremendous amount of difference in me and my personality, my confidence, and it intensified my interest in teaching. Though I was very interested in teaching, [as] I went into it later [in life], it intensified my interest. I have never lost that intensity of always being interested in other countries, people and the similarities to us. (Sara, Focus Group II, &3)

The comments Sara shared with others during the focus group are rich data for the implications of a sustained impact of the study tour experience for her. Sara's words support the relevance of a study tour experience to her personal development, professional growth and intercultural awareness.
Geographic Location. The destinations for Sara's study tours relate to the geographic implications. These locations are non-traditional choices for a study abroad experience, as previously identified in *Open Doors 1994-1995* in Chapter 2 of this study. The political accessibility at the time of her tours limited individual travel. China and the Soviet Union are identified as politically sensitive geographic locations. New Zealand is perhaps one of the most remote destinations for students to study abroad. According to *Open Doors* 1993-1994, only 196 students studied in that country during that academic year, and 178 in 1991-1992 (p. 162).

Vocational Implications. The vocational implications are numerous for Sara. Sara stated that she became "more credible as a teacher" (Sara, Interview, 25 1994). Students' interest in what she had to say increased. In anecdotal form, she told of a student who was often in trouble and never studied, but who wrote a complete description of her slide presentation of the Tiananmen Square that went far beyond his usual academic work. Her experiences fostered discussions. "In the students' minds a Communist country is a negative place to visit. If you say things too positively, they want to challenge you" (Sara, Focus Group I). This led to increased inquiry into international perspectives and global education. "Students are much more
interested in the thing which you have had direct experience with [than in the book]" (Sara, Focus Group I).

Three years following her first study tour, Sara applied for the position of social studies curriculum coordinator. She made over forty presentations of her study tours in high school classrooms, staff presentations and community organizations. She moved from the middle school general curriculum to teaching specifically about the world. As a result of her interest in global education, she led the district in accepting Global Education as a required course rather than an optional selection for the school's approximately 2,000 students.

The impact of the study tours also affected the vocational intercultural relations in her classes. Sara continues to encourage students with international experiences to share in her classroom. She invites parents from other countries to speak about their native lands. Increased awareness concerning the ethnocentric perspectives of her students causes Sara to incorporate many intercultural activities into her curriculum.

In her curriculum, she endeavors to make comparisons between the local and the global connections in politics, economics, technology, and cultures as described by Algers (1993). To illustrate this Sara describes the homeless situation in the United States and asks students how other countries care for their homeless people. She then provides relevant information about China and the Soviet Union. Using local international
speakers to exchange their impressions provides another access
to the intercultural and global education program.

Sara provided a speech presented by Dr. Golenpolsky to the
study tour as part of her data. The document represents an
academic perspective involving history, politics and changing
Soviet perspectives. The speech includes questions by the study
tour members concerning these global and international topics.
Sara uses the interview in her work with her students.

Participant Experience of Kelly

Biography
Kelly is a female graduate student at The Ohio State
University. She completed a study tour abroad program to the
Soviet Union and Eastern Europe during the summer quarter of
1988. The study tour experience entailed stops in Leningrad,
Estonia, Latvia and Moldavia. The length of time since Kelly
participated in the Social Studies Education Program Abroad is
four years. During the data gathering process, Kelly expressed
interest in continuing to travel on study tours to Egypt, Kenya
and China.
Kelly is a mature student over 30 years of age. She completed her Bachelor of Arts degree in social studies education. Her Masters of Arts degree from The Ohio State University (1991) is in social studies and global education. Current studies at the university are to extend her knowledge in global education and to provide increased vocational benefits.

Kelly teaches for a mid-western suburban school system. At the time of the interviews, Kelly had completed ten years in education. Currently she teaches Advanced Placement European History, American Studies and Adjusted American Studies.

**Personal Background of the Participant.** Kelly is a single Caucasian from a middle-class background. She grew up in Ohio and still resides in the state. The study tour experience provided Kelly's first opportunity to visit a foreign country, other than Canada. Her previous international experience involved teaching Global History at the suburban high school for eight years. Before starting to teach Global History, she knew "bits and pieces of world history" but, she became "fascinated by Russian history with all the different czars, empresses and royal families" (Kelly, Interview, 11 12 1993).

I conducted the interviews in a variety of locations, including Kelly's classroom and the teachers' work area at her
Kelly cooperated and participated willingly in an effort to help another student with her research.

The initial question of our first interview framed the study: What was the greatest impact of your study tour abroad?

Impact of the Study Tour Abroad

Kelly identified the greatest impact of the study tour abroad experience as seeing and experiencing what she had read about and studied come to life. Kelly's description of seeing Peter the Great's palace epitomized her impressions. After a long flight, and being awake for over twenty-four hours, Kelly looked out the window of the airplane.

I could see Peter the Great's palace from the air. I knew right away what that was. I told the person sitting next to me, "That's it, that is his palace." I have seen it all the time in books. I always wanted to step inside it. I could see how it was laid out, like Versailles. I had told the kids [students in her classes] how the monarchs lived in the...
Baroque style with extravagance and elegance. It was so symmetrical... This is why I wanted to go in the first place. It was just, just great. (Kelly, Interview, 11 12 1993)

**Immersion Experience.** Kelly continued to describe her experience of initially stepping into the Palace and the extended impact of her experience. The level of interest, enthusiasm, and fascination she expressed was contagious, five years later. The planning, the saving, and the study before the trip increased the impact. "That is what I will always remember about that trip, seeing that palace for the first time" (Kelly, Interview, 11 12 1993). The document Kelly shared from the study tour journal was the description of Peter the Great's Petrodvorets. The narrative included the hydrofoil ride to the palace across the Baltic to demonstrate the improved transportation with the old world charm. "From the marble terrace at the front of the Great Palace, we had a fine view over the Great Cascade, made up of three waterfalls, sixty-four fountains, and thirty-seven statues" (Kelly, document 7 30 1988).

Kelly's study tour was a short term, three week trip, based on the program design. She traveled with the group, and transportation and accommodations were arranged for the entire group. Sara and Kelly participated on the same tour to the Soviet Union in 1988. They shared accommodations.
Kelly's national origin is English and Irish. In appearance, she is short, of medium-athletic build, and attractive. Her hair is burnished red and she has a light complexion. Kelly described differences between herself and the native people in appearance to be in hair color and clothing styles. She did not feel invisible.

Language ability also separated Kelly from the native population; although she speaks limited Spanish; she does not speak Russian at all. Language, however, provided the link to intercultural interactions. When in Estonia, she talked to a group of natives who were trying to improve their English language skills. The group met with English speaking foreign visitors from universities so they could test their English and try to communicate. Kelly and another woman shared valuable insights into international relations, history, and government during the language exchange.

I remember talking to one woman [in Estonia] about stories when she was little and the Germans had come during the Nazi occupation, and later the Russians came. She was telling us she preferred Nazi rule and so had her family because the Nazis had treated them so much better than the Russians ever did. (Kelly, Interview, 11 12 1993)

During her intercultural exchange, Kelly also shared with an Estonian woman that she loved to read.
I told her of course I loved to read too. A lot of the books I told her about she was really fascinated with . . . of course those books even in 1988 were not available. Something as simple as reading a book, going to a book store and buying a book we all take for granted [in the U.S.]. This woman would have given anything for a cart full of books and did not have them. (Kelly, Interview, 11 12 1993)

The sharing of language, in the limited immersion experience, provided Kelly with an increased international education perspective involving human rights. Kelly compared freedom to learn in a Communist-controlled country and the United States. The interaction enabled two women, who shared a love of learning, to cross cultural barriers and interact. Each gained increased intercultural perspective from the one-on-one contact. Kelly takes the episode one step further in the sub-theme of vocation when she said she then discusses this example in her American History classes with her students. Kelly mentioned this incident in other interviews and in the focus group. The emphasis of the event indicates its importance to her.

Focus of the Study Tour. Kelly's focus for the study tour program was Russian History. She read over twenty different
kinds of books on Russia history, wars, and literature. She related her study tour to her vocation.

I would not go to Ecuador, because I don't teach about it. I want to go to Egypt, China, the Middle East, England, and other places I talk about [in class]. There is more at stake than me having fun. It is more professional than personal enjoyment. How expensive it was makes me be very selective in where I go. (Kelly, Interview, 2 15 1994)

Implications of Multiple Study Tours. The trip to Russia was the only study tour Kelly participated in during her educational career. She found sharing her ideas with other more seasoned travelers of the group increased the quality of her experience.

From the single study tour experience, Kelly spoke of the multiple ways she used the content in her teaching. The tour also provided personal development opportunities. One of the other participants revealed this in the focus group. Sara described the tour as a real challenge for Kelly. "She hadn't traveled before, I knew how she felt... She was afraid of planes, I mean she put aside a lot of fears or dealt with them so she could be on this trip... She blossomed on the trip" (Sara, Focus Group II, #3). I asked Kelly to share her growth experience.
Well, I don't like airplanes. When we were in those small towns (Baltic States) flying, I don't remember the exact location. . . . They brought up this contraption to jump start the plane. I happened to have a window seat. I just about lost it. I did not want to go on the plane. It had bald tires. No tread that I could see. And for some reason, just before I left, I read about an airplane crash in the area earlier. You just get on the plane and you just sit somewhere. You do not have assigned seats. We took off and obviously got there. If I could fly on that plane, I could fly on any plane. It was that bad. (Kelly, Focus Group II, #3)

This travel episode illustrates Kelly's increased perspective concerning global linkages in technology. Many Americans take global interconnections and international safety standards for granted. She also described facing this intense immersion experience in a culture where uniformity in airplane safety and embarkation procedures are not the same as her home culture. In the end, the experience allowed her to feel she could travel more easily on airplanes, thus increasing her confidence. "Risk takers," according to Paige (1993), are sojourners who find risk as a natural part of cultural adaptation, who are tolerant of themselves, and their adaptation process. They will have an easier time and are more likely participate actively in the
Implications of Gender. Kelly identified several implications of gender related to the activities of the Soviet women. She found that the daily activities of the Soviet women did not indicate that they were highly regarded in the society. Soviet women needed to shop daily. Doing the laundry was a major accomplishment. Women were forced to stand in lines for shopping, Kelly said it was "a waste of time; they carried books with them as they stood in line" (Kelly, Interview, 2 15 1994). Kelly described the women's styles as a time warp of the 1960's. In the Ukraine, the women labored. For example, they cleaned up heavy trash, while the men stood on the sidelines and supervised. Kelly saw other women hanging out of high windows washing them and doing heavy lifting work. "I felt stunned. In the United States, our physical strength [work] is done by men. In the U.S.S.R. the men consider it beneath them" (Kelly, Interview, 2 15 1994).

Sara's document describes the lack of men in the Soviet Union after World War II. Kelly also referred to the speaker who discussed this with the study tour group in Leningrad. Sharing of information and reflecting on the results with others at the time of the experience increased her study tour experience. However, Kelly did not select this document as part of her data.
Kelly reported that the Soviet women were very serious. “When we were walking, I didn’t notice a lot of happy people. Particularly the women appeared to be sober (Kelly, Focus Group I).

In another gender-related issue Kelly identified the number of abortions in the Soviet Union. Many women use abortions as part of the birth control practices. When Kelly compared the status and practices of women in U.S.S.R. with those of the United States, she said:

I know that women in this country think that they have it bad. But, if they could just see some of the things that went on there. I think that they would really feel for a lot of the women there. I could not go there and put myself in that system, knowing what I have here now! No, I couldn’t.

(Kelly, Focus Group I)

Kelly identified another gender implication related to the study tour’s participants. She said, “Most of the group were women. Of the twenty participants only four or five were men, not including Dr. Gilliom. They were younger than I anticipated, with six of us in our twenties ” (Kelly, Interview, 2 15 1994). (At the time of the tour, Kelly was 26.) When asked to reflectively analyzed why this might be true, she concluded, “Maybe men have more control in our own country and outside it

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is difficult to ensure control" (Kelly, Interview, 2 15 1994). She felt women adapted more easily to the changes necessary in travel and were less threatened.

Implications of Minority Experience. The minority of Estonia was in an international conflict to gain independence. This was the most significant experience for Kelly.

When we were in Estonia, you know that is were the Baltic Republics are, and they were rebelling and wanting their independence. It was a very volatile [situation] while we were there. It [the independence movement] was very much in the works. I never felt threatened while we were there. You could just tell that these people had made up their minds that they were going to do anything they had to do to get their independence (Kelly, Interview, 11 12 1993).

Academic Requirement. Kelly enrolled in ten credit hours including four hours of independent study. In this effort, she read twenty books for Dr. Gilliom before she went. "I really think that it prepared me well" (Kelly, Interview, 2 15 1994).

As part of the program design, she also wrote in the group journal. The journal provided
a means to take turns with other group members. I really thought it was good, because for one day, you were really, really responsible for the group to get down a lot of the key things [during the day's travel]. I think everybody on their day was serious about highlighting the important events of the day and the episodes of the day. The journal was compiled. I used it when I showed my slides, or talked about something in Russian history. (Kelly, Interview, 11 12 1993)

She did not feel keeping individual journals as part of the academic requirement would be as helpful because "[you] would be so busy writing that you would miss seeing what you are there to see" (Kelly, Interview, 11 12 1993).

Kelly's did not consider her project a significant part of the requirement. "The fact that I cannot remember what I did for a project is probably an indication that was the least important thing to me. I probably did a lesson plan of some sort" (Kelly, Interview, 11 12 1993).

Kelly's reading was important to her, as it tied into her love of reading. When she returned to campus, she enrolled in an additional course in Global Literature and made recommendations to the professor for additional books to use in the course syllabus.
Duration of Time Since the Study Tour. When asked if she felt the impact of the study tour had been sustained, Kelly agreed that it had. However, sometimes she does not remember details about the trip until something triggers the memory. "All of a sudden you remember and add that to your work or image" (Kelly, Focus Group, II, z4).

Geographic Location. The geographic location of the study tour was very significant to Kelly. While in Estonia and Latvia, the group saw political protests against the Soviets, as noted in the above quotation. Kelly felt she had a more personal understanding of the fear and the desire for self-rule in the country than if she had read about it in a book or in the newspaper. This intense immersion in the field of international education provided Kelly with an intense experience. When the risk of violence increased, though she felt safe, the level of intensity of the experience also increased.

Kelly felt one of the outcomes of her study tour was an increase in knowledge about Russian geography. The students she teaches at the [suburban high school] are "well traveled and have been all over the place... a lot of them have been to Greece, Egypt, but very few have been to the Soviet Union" (Kelly, interview, 11 12 1993). She identifies that it is difficult to teach global studies if one has not been anywhere in the world except
one's own country. She also finds it "enhances my teaching of American history because my views of American history changed" (Kelly, Interview, 11 12 1993). International experience increases the confidence of teachers in their subject matter, according to Wilson (1993).

**Vocational Implications.** The vocational impact of Kelly's study tour related to an increase in her professional growth. Kelly succinctly explained this as: "Even though I think that it has helped me more with teaching global history, I can see how it helped me with American history too. I get [my students] to see that history is subjective and that other people have a different point of view" (Kelly, Interview, 11 12 1993). Kelly teaches students to look at history with a multiple perspective, and determine "why did so and so fight in this war" (Kelly, Interview, 11 12 1993).

Kelly reflected that her lack of interest in the study tour project in the methodology of her teaching. She does not require students complete a project due to "the time constraints" (Kelly, interview, 11 12 1993).

She explained the purpose of the study tour as that she went to the Soviet Union "to improve my teaching, but I also went for myself. I teach about those things" (Kelly, Interview, 12 28 1993). Kelly also described how the experience helped her to grow personally:
It was far from home. I did not know the people. I was not sure of the customs. I did not want to offend the people. I was sometimes afraid I would do or say something wrong. Now, I am more comfortable and confident to travel. I never give it a thought. If I want to go to China, I would go. (Kelly, Interview, 11 12 1993)

In Kelly's words the vocational intent helped her personal development and professional growth. When she lectured or showed her slides, she felt an increase in her expertise. By combining the academic study and the direct experience she enhanced her personal development and professional growth.

**Increase in the Global Perspective.** Kelly described an increased awareness of a global perspective:

If people knew the history of the whole people, they would know how much the geography influenced them and how much the religions influence them. Not that they consciously tried to be different, but because they were constantly adapting to the climate, the soil, their neighbors around them, it is only natural that they would develop differently. The Chinese people adapted differently than
did the people of Russia to Communism. The old systems were not working. The people adapted to them. I see the same thing happening in this country. There is a huge discrepancy between the rich and the poor. I think it is kind of funny that later their country is becoming more democratic and we are going in the opposite direction. (Kelly, Focus Group II)

Kelly completed her graduate studies in Social Studies and Global Education in 1991, following her study tour to the Soviet Union in 1988. The interest and enthusiasm for her experiences transfers into her teaching. She describes bringing everything to the classroom when she teaches about Russia. "They think that I know because I was there. You would be surprised what they learn from the slides" (Kelly, Focus Group I). She illustrated with an anecdote of two girls who spontaneously provided the dialogue for her slide presentation of Peter the Great's palace. The girls were in her Advanced European History class, and the previous year saw her slides in her Global History class. "They remembered almost everything I said. I was floored" (Kelly, Focus Group I).

Kelly's commitment to completing her master's degree in the global education directly related to her study tour experience by linking the discipline of study and the focus. The academic
credits applied to her continued studies on her home campus, including the additional independent study credits.

Kelly's future plans include additional study tours which relate to her teaching assignment. She repeatedly expressed interest in non-traditional locations, such as China, Egypt and Kenya. Kelly does not intend to plan and carry out the trips independently. She described going on the trips with students, who would add to her tour by providing collegiality. The arrangements in transportation, accommodations and lectures provided by the program design were an important part of her decision, due to her numerous professional commitments. Continued study tour participation seems likely as Kelly has now paid for her education and moved into her new home.
Participant Experience of Ali

Biography

Ali is a female graduate student at The Ohio State University in Global Education. At the time of her participation in the research study, she was a doctoral candidate in The College of Education. She completed two study tours with the Social Studies Education Program Abroad. The first tour was to Kenya in 1992 and the second was to Alaska in 1993. Her participation in the research project began four months following her Alaskan tour. She expressed a desire to continue with study tours; however, she plans to lead her own tours with her high school students.

Ali is a mature student, between 40-50 years old. Her Bachelor of Science degree is from Ohio University in history and political science. She completed her Master of Arts at Youngstown State University and a Doctor of Philosophy from the Ohio State University in 1994 (following the completion of the data collection for this research study).

Her professional experience is in education. She teaches secondary social studies for an urban public school system. Her teaching career spans ten years in a northern urban area of midwest United States, and eight years in a central urban area of
Personal Background of the Participant. Ali is a female African-American, from a middle-class economic background. Previous international experience for Ali included acting as program director for her own study tours with her students. In 1972, she took twenty-five middle school students to fourteen East African countries, Egypt and Italy. In subsequent years, she led fifteen students to China, fifteen students to Europe, twenty-two students to Mexico and twenty-five students to the Bahamas.

I interviewed Ali in her classroom late in the afternoon or early evening. Due to her heavy academic commitment and professional responsibilities, the factor of time prevented Ali from participating in the second focus group session. Ali choose not to submit a journal entry for the document analysis. The individual interview sessions and Focus Group I provided data for Ali's case.

Impact of the Study Tour Abroad

Focus of the Study Tour. Ali's focus of the study tour was to complete her academic requirement for her doctoral studies and to compare East and West Africa. She wanted to get a sense of the culture, to get in touch with her African heritage, and
mingle with the people. Her personal goals for the study tour were met and expanded due to the people she encountered.

**Immersion Experience.** Ali felt a strong sense of identity when she was in Africa. Although she did not speak the language, she describes many children in Africa who speak English. Her physical stature and skin color made her feel accepted.

When I was there, many of the natives and business people would tell me that I looked like a member of (an African tribe). Some of them said no, I probably came from another tribe. That made me feel good. . . .One girl I interviewed, because she looked very much like me. . . .we talked to a great extent. . . .she said, I should come back to Africa because I was educated. I should learn to help run Africa. That made me feel good. (Ali, Interview, 11 11 1993)

Ali felt accepted when she interacted with the indigenous people in Africa. People, especially children, were drawn to her during both her study tour experiences. "We were taught for many years that Africans did not accept us because we had come here. Our culture was destroyed. I did not find that true in 1972 nor did I find it true in 1992" (Ali, interview, 12 8 1993). Ali’s discussion with the young woman had a significant impact on her:
she referred to it in three interviews and in the focus group. At first, the two were drawn together because they looked so much alike. "It was great to know who I was and where I came from. Before this, I did not feel good about myself. Now I communicate with her each Christmas since 1992" (Ali, Interview, 11 11 1993).

Ali's multiple study tour experiences strongly influenced the interview sessions. Her first autonomous trip to Africa, in 1972, was both a global and multicultural experience. Ali describes when she first traveled to Africa, "Coming out of the civil rights movement, to go into Africa with twenty-five of my students was empowering. When we set out on that trip, the billboards were all black [people], and the president [of the country] was black, and the bank employees were black" (Ali, Focus Group I).

Ali shared her personal development following this experience in both interview and focus group sessions. Ali describes Africa as a place where, everywhere she went, she was empowered "just to be" (there) (Ali, Interview, 12 8 1993). On the study tour in 1992, the black professors at the universities gave her a different perspective on herself: "I did not ever have to be degraded or belittled, because I'm from a very rich culture" (Ali, Focus Group I).
Ali explains that she used to feel degraded because of the way society had perceived us [blacks] for years. Not knowing any positive things about my race of people. . . . Sometimes I think that had I known about an Ida B. Wales and Anna Julian Cooper, I could have had role models. So I went to seek what I had lost in my upbringing. (Ali, Interview, 12 8 1993)

Ali describes the experience as shining a whole new light on her life. Ali revealed personal development when she says, "[It gave me a better sense of who I was" (Ali, Interview, 12 8 1993). Her 1972 study tour motivated her to enroll in graduate school and complete her masters degree. After her return from the two study tours during her doctoral studies she felt revitalized to complete her Ph. D. degree. She describes this powerful influence: "That feeling for the last twenty years has transcended my life. Those twenty-five students [who were on the study tour], all but two of them are professionals now. It certainly gave me a better grip on life" (Ali, Focus Group I).

The design of the study tour led to cultural isolation from the native population in transportation and accommodations. However, Ali describes the group experience with an intercultural perspective. "The other people on the trip, it was like they were in the minority [whites] and we [blacks] were in
the majority" (Ali, Focus Group I). When asked by the focus group participants if she discussed this with the other participants on the study tour, she revealed that they had. "We talked about it extensively. I think that when you talk in a group you increase everyone's awareness. Jean [her white roommate] and I were up for hours at night talking about it" (Ali Focus Group I).

Ali provides an additional intercultural perspective.

I think it does make a difference. I wish every white person in America could go abroad [to Africa] and then come back to America. Then let's try again. Every black person, I think, needs to go to Europe and Africa and be there for a month. Then let's come back and make us a country. (Ali, Focus Group I)

The international educational experience in Ali's opinion could cause the two racial groups to view their own relations differently.

Ali does not express concern about the level of risk in the study tour program. "I feel there is very little risk-taking in a study tour at OSU. It was more of a risk when I had total responsibility for the kids on my own study tours. The agency was also responsible, but I felt responsible" (Ali, Interview, 4 4 1994). The intensity of the immersion on the study tour
during the OSU study tour did not create a high level of stress for Ali.

Influence of Multiple Study Tours. In the interview sessions and in the focus group, Ali interconnected her tours. She easily compares current issues in the newspaper or from movies to past experiences, during the study tours, with seemingly no effort. The study tour to West Africa and Alaska did not have the same intensity and level of impact as did the tours to East Africa and China. "It certainly did not have the same impact because it was self identification [in her personal development]. The one to Kenya probably had [an] equally [strong impression], but it was not the same. The first one, it changed my life" (Ali, Interview, 4-4-1994). Ali also relates her experiences in Africa to her vocational activities. She describes going on a field trip to the [name] Theater and viewing an African film. Seeing the film renewed her images of Africa.

Going to East Africa, with Gilliom, the impact was the people. The rapport, the mutual sense of being, belonging to and being a part of a people. I told you this before (in interview, 11-11-1993), that many of the tribal people said, "you look like a Kakua" or "you look like a Lulya." That identification gave me a sense of belonging; it was a part of me. (Ali, Interview, 4-4-1994)
The multiple study tour experiences helped Ali develop a global perspective.

In terms of going to other countries, that was more world minded. That wasn't a personal commitment. [It] was more of a universal acceptance. Just knowing that the world was interdependent, was human [person to person]. It was like growth and knowledge together. (Ali, Interview, 4 4 1994).

When she compares the two experiences of being in Africa, her recollections are intertwined. "When I was in Egypt, and talked to the people on the Nile River, I don't think that [it] impacted me as much as West Africa where I was close to my roots" (Ali, Interview 4 4 1994).

She later connects other study tour experiences with her global perspective.

I think I was more open to ideas. The interconnection between The Great Wall and the pyramids all became understandable. Seeing The Forbidden City, that it had to take ingenuity and know-how. I think I [gained] a deepening respect for the Chinese people. I don't think I could have looked or even cared about The Great Wall of
China [before the study tour]. I didn't even care about the Chinese people. In my world, it was either black or white. But, now there is a whole other dimension of human life. Going to Mexico and looking at the Aztec [monuments] and comparing the concepts there with ancient Egypt. Seeing those things in personal experience creates an analytical mind. Then you get that global connection of borrowing and sharing. (Ali, Interview, 4 22 1996)

These words reflect the interconnections Ali made through multiple study tour experiences. Ali's descriptions indicate an awakening in her ability to view the world from another perspective due to the direct experience of being there. As Ali explains, she had taught and read about the places she visited in history, but the impact changed her when she experienced them. The interconnections of the history, culture, and people are more apparent to Ali after the study tour.

Implications of Gender. Ali identifies strong connections between implications of gender and her racial identity. She describes this connection, "[i]n a world minded sense, being an African-American, a teacher, a person, and a woman, all of it together. I think that there has been this longing or emptiness inside me" (Ali, Interview, 4 4 1994).
Ali challenges a comment from another participant that men feel safe in the United States by asking, "What kind of men? Young black men and children living in crack houses do not feel safe" (Ali, Focus Group I). She illustrates her comments using the previous evenings news and an article in the local paper about arrests of African-American men and nineteen neglected children.

Ali identifies with her race before her gender. In the following example, she illustrates this point.

For me, my struggle is for my people, and I could never, never ever, identify when a white woman says I've been discriminated against. . . . So, that never equated to me as what discrimination means. When it takes away your self-esteem and your very soul [that is discrimination]. Material things could never equate to me [as much] as what happened to the Native Americans. (Ali, Focus Group I)

Ali does not describe any difference between the projects, slides, or feeling of safety in relation to gender.

Implications of Minority Experience. As previously described, the implications of minority has had a profound impact on Ali's study tour abroad experiences. Ali presents her perspective as follows:
Since I classify myself as a minority, the study tour certainly changed the way I perceived minorities or the needs of special populations, especially for my perception of myself and other people of color. . . . The study tour experience changed the way I perceived people from different cultures by getting more information and knowledge about people. Whereas, when you think about Chinese, you just think of a mass of people. The study tour enabled us to see real people. To see [that the] commonalities and their human values were the same as mine as well as different. (Ali, Focus Group I)

She continues with an international perspective of the American lifestyle.

Before I went, I had an American belief that (other) people have the same concern for their lifestyle that we do. It's like, America isn't the world [I realized]. It's like those people's cultures are just as great. I think the study tours gave me a different perception on how to place America in terms of our position. It gave me a better understanding of other people, coupled with [increased] tolerance and appreciation. (Ali, Interview, 5 + 1994)
Ali compares her experiences as a minority member in the United States with her international and global status when on a study tour.

I'm a minority in America. Being a minority in the U.S., not [being a minority] in the world's population as a person of color, I had an excellent rapport with the Chinese. One of the reasons I went over there was to try to understand how a people who were so oppressed, coming out of a third world, how it was they could dislike, disagree or hate [another] minority group.

I had never thought of China in terms of anything else except its culture. Now, I look at China in terms of its people, and its attitudes towards other people. So when I got to China, all that stuff got dispelled. We did not share a language, but we could smile and gesture. I felt very comfortable in China. (Ali, Interview, 5 4 1994)

Ali does not believe that her study tour experience changed the way she perceives the physically impaired minorities or other ethnic minorities in the United States. However, her tour to Alaska impacted her perspective of the Native Americans. After visiting the Inuit people, Ali researched other tribes and Native American history. She added the minority group into her unit on Western Studies of the United States. She spoke with native
people during her study tour in brief, one-on-one conversations. She asked about how they lived and gained an increased appreciation of their respect for natural resources. Her global awareness of the preservation of the environment in relation to the day to day life of the Inuit people has increased. Ali expresses it as follows:

I was very impressed and gained a new respect for indigenous people. I was thrilled by knowing their history from my readings and lectures when we visited places. We talked to the indigenous people about what we had read. It increased my knowledge and I felt renewed [in my learning]. (Ali, Interview, 5 4 1994)

Ali’s words lead naturally to her interpretation of the impact of the cognitive component of study tour programs and the academic credit.

**Academic Requirements.** Ali went on the Social Studies Education Program Abroad as partial fulfillment of her academic requirement to engage in an international experience. Her study tour did not interrupt or extend her studies, but was integrated into her course plans.

The content knowledge increased as a result of her study tour, as she illustrates in her comments concerning the Alaskan study tour:
The trip adds to the knowledge of my studies. I was deeply moved after studying about the Native American trials and tribulation. I compared it to my own people's struggles. I felt a kinship. Before going I did not know about the struggles of the Inuits [Eskimo people] or Kwakiutl of Alaska and [British Columbia]. (Ali, Interview, 12 8 1993)

She relates her studies to personal development, in relation to an increased intercultural perspective. Ali demonstrates an increased understanding when describing the feeling of kinship with Native Americans, after learning of their struggles with Europeans. When discussing her cognitive learning process, Ali describes reading the Tale of Crazy Horse and learning about his statesmanship. She feels this information has been lost in the Eurocentric perspective of American history. Ali expresses frustration with the American presentation of the leadership. "He was just as American as Teddy Roosevelt and led a nation, yet he is not recognized" (Ali, Interview, 12 8 1993).

Ali expresses an awareness of her lack of in-depth knowledge and difficulties in understanding other cultures' histories and points of view. She explains that the "best way to learn about them and to share" (Ali, Interview, 12 8 1993) is direct contact with the people and places where they live. According to Ali, having students learn of others' struggles and
their development, will help her students "validate their own culture, and learn to understand and respect it" (Ali, interview, 12 8 1993). The comparisons and contrasts Ali learned during her study tours transfer into her vocational goals for her students.

Her only criticism of the study tour is the perception that some participants might feel that by going on a two or three week study they learn enough to be knowledgeable about or understand the culture. "It is an excellent way for people to be exposed, but in terms of changing attitudes, I don't think it makes a difference. It may help in their teaching, however" (Ali, interview, 12 8 1993). Ali's study tour renewed rather than changing her attitudes. Ali did increase her intercultural perspective to include others' perspectives with her own racial identification. She recognizes other minority struggles that she's unaware of before her study tour as similar to the African-American struggles.

Ali’s project for Kenya and Alaska relates to her teaching units, including slide presentations. "It was no big thing" (Ali, Interview, 11 11 1993). Ali thinks of study tour in terms of completing her academic requirement rather than as a personal goal for increased international experiences. However, she is glad that she went on the study tour.
I was required to go to get graduate credit in global education. I am glad I was forced to go now. It helped me organize my slides and my readings. The time limit helped me have it done. When I went on my own tour I was not as organized. (Ali, Interview, 11 11 1993)

Ali considers the reading requirement (two books per academic credit) fair and equitable. Ali selected literature, history and natural resources as topic areas for her readings. She found her readings provided a background to seek further information during her study tours. She cites an example from West Africa. "When I was touring the Mau Mau Cultural Museum, I was able to ask intelligent questions and make connections with the movement and the Civil Rights movement in the United States" (Ali, Interview, 11 11 1993).

Ali used her journal as a means to remember other peoples' names on the tour. Ali explains that she shared the readings with her family as a way to include them in her travels.

The interaction with the group as a peer sharing process was, in her opinion, positive. On the Alaska study tour, the only participants were professors in the department, with only one other exception besides Ali. "During that tour, I was indifferent to the group. All of the group participants were in couples, making inclusion by a single participant awkward" (Ali, Interview, 5 11 1994).
Ali explains that the tours required a considerable financial commitment. Ali's participation as part of her professional vocation, and the tax-deduction benefit helped her defray the cost.

**Duration Since the Study Tour.** The impact of the study tour, Ali feels, is definitely sustained. In one interview, she describes a film she had seen on Africa which took her back twenty years to her own study tour, and then adds the perspective of her more recent study tour to Africa in 1992:

It made me go back twenty years to reflect on who I am, what kind of a teacher I am and why it is that I am the way I am. It made me reflect on my commitment to my children, be they black, or white, or Asian. I think that trip [to Africa] made me understand how important it is to center each kid [student] in their own culture. (Ali, Interview, 5-4-1994)

Ali's words connect her sustained impact with her intercultural perspective. Her comments also reflect the personal development she experienced by the direct contact with the people and places she discusses. Ali connects this sustained impact to her global perspective: "If you ask me what this global education means, I think it means self to other—it means
multicultural to global—I don't think one is independent of the other. That is what the tours did for me" (Ali, Interview, 5-4-1994).

**Geographic Location.** The destination of Ali's study tours was of major importance to her personally and professionally. In Africa, experienced part of her cultural heritage. In China, the impact of being a minority in another culture was all about both for Ali and for the participants of European descent. In Alaska, she found the intercultural connections with other minority group members based on their similar history of oppression. In her own words, Ali clarifies the importance of these experiences geographically, personally and interculturally.

Multicultural and global link the sense of self first in your own culture, know your history. I did not have that self-esteem or pride for me in college. I think people must feel good about themselves, before they can move into any other dimension. I think James Banks' book in 1981 on multi-ethnicity [Teaching of Ethnic Studies] says it; one cannot go outside of self, one must incorporate the self. That is the problem I see with global education. Very few professors have written about the impact of one's own culture. The interconnections between the Great Wall and
the pyramids all became understandable. (Ali, Interview, 5 4 1994)

**Vocational Implications.** Ali's professional growth included her continued her educational studies, the completing of her masters and doctorate degrees. Ali took her own students on study tours abroad and on the American continent. Currently, Ali provides contemporary international news through film, newspapers and television by which she connects the world with her classroom. She provides international and intercultural speakers for her students as a regular part of her curriculum. Students are asked to identify from whom and from where they need further information for their studies and Ali facilitates their connections to these people. She consciously tries to empower her students to find out about themselves (e.g., who they are, what their cultural history is), and then she asks them to look at it from a multiple perspective in relation to other groups.

Vocationally, Ali identifies that she started with herself first and then learned with her students to help them learn about themselves. When asked in the focus group if it makes a difference who is teaching, Ali responded:

I don't think it matters about the color of the teacher's skin. I really don't. As I have done my own research, I think I can attest to that. I think that it is only when the kids know
that they can relate [to others]. They made connections with the children they saw on the trips [in person and in slides]. The connections were made with my China tour which was only three days after the Tiananmen Square incident. It was as if they were there too. They saw the Chinese person on the street and could relate to it. They could relate to the hard work ethic of the people they directly saw or shared in the slides. It is a fluid awareness, a common bond for them. (Ali, Focus Group I)

The impact of the international education gained during a study tour is sustained for Ali. She transfers her personal development and professional growth into vocational programs for her students. As she continued to travel, the impact of multiple study tours created increased Ali's intercultural and global perspectives. The future personal development and professional growth options, as described by Ali, are yet to be determined. She plans to continue traveling and plans future study tours for herself and her students. She hopes to teach in higher education using her intercultural knowledge and experiences to teach global education studies.
Participant Experiences Comparisons

Comparisons between the participant experiences during the research process enabled clarity and focus to emerge in the research data. The participants' experiences contain idiosyncratic characteristics that distinguish one experience and from another. I note the comparisons to indicate areas for further research exploration. The themes and sub-themes of the study frame the participants' interviews, documents, and related literature to interpret the comparisons and contradictions of the participants' experiences. The format follows the previous organization in the participant experiences, with an over-all focus on personal development and professional growth of the participants. I integrate the major themes of program design, international perspective, global perspective and intercultural perspective within the sub-themes of immersion experience, focus of the program, influence of multiple study tours, implications of gender, implications of minority experience, academic requirements, duration of time since the study tour, geographic location of the study tour, and vocational implications.

Immersion Experience. The program design of a group study tour limits the impact of an immersion experience. The program director completes the arrangements for
accommodations, meals, transportation, and lectures. All of the participants shared this aspect. The participants shared the same immersion experience relative to language ability. Each had previous foreign language study; however, none of the participants spoke the native language of the countries toured. Dan expressed a desire to speak the Russian language, and he tried to teach a few words to his students. Kelly and Sara noted the benefits of others speaking the language of the country. As indicated in the program description, the criteria for study tour participation does not require language. The time frame and focus of the study tour limits the possibility of increased language proficiency.

All participants identified an increase in their international perspective in relation to their immersion experience. Participants perceived the similarities and differences between the home and host cultures as indicated in the literature (e.g., Carlson & Widaman, 1988; and Carlson, Burn, Useem, & Yachimowicz, 1990). Participants who toured Communist countries emphasized an increased awareness involving political and economic comparisons. Three participants indicated the importance of political implications for the Soviet Union. One participant noted the changing of statues in Moscow and connected it with the decline in respect for former leaders. Another participant who visited China shortly after Tiananmen Square student demonstrations, described her increase in
political awareness following her tour. Kelly, Dan, Sara made economic comparisons concerning availability of food, clothing and other consumer goods between the Soviet Union and the United States. They compared the necessity of standing in line and the black market economy in the Soviet Union with the ease of access to consumer goods in the United States.

All participants described an increased interest in reading about the country visited, as indicated by Wilson, 1993 and Cushner, 1992. All participants indicated an increase of interest in world events, especially in the area toured. Participants shared viewing television news, watching television specials and attending foreign films following their tours. All participant reported an increase in attending lectures and events relating to the nations toured, further evidence of an increase in their international perspectives.

The global perspective of the immersion experience relates more specifically to participants of multiple study tours. All of the participants but Jena attended classes at the home campus in global education prior to their study tours abroad. Kelly attributed the increase in a global perspective to her individual focus.

All participants identified an increased intercultural perspective following the immersion experience during the study tour. In other sub-themes relating to an increased intercultural perspective, all of the participants described the "feel" of the
country, the awareness of similarities and differences, and the
desire to learn more by "being" in the country in their interviews
and focus groups. Each participant identified that the study tour
did not give them in-depth intercultural knowledge. Ali and Sara
found it was an awakening experience. Lad identified that the
immersion gave him a taste of what the country was all about.

The design of the program created cultural isolation from
the indigenous population for the study tour groups. Participants
expressed a desire to increased their contact with the host
nationals. Limited autonomous interactions during non-
designated study tour activities provided the most opportunities
for overcoming the cultural isolation.

The impact of visibility or invisibility in the intercultural
immersion experience depended upon the participant. Size and
European identity impacted the visibility of Lad and Sara during
their study tours to China and Lad's study tour to Ecuador. Ali's
skin color increased her visibility in China. Jena found she was
almost invisible in Egypt. Dan, Kelly, and Sara found their
visibility related to western clothing rather than to identifying
physical characteristics. None of the participants expressed the
desire to fade into the population and become one with the
people as indicated by M. Bennett (1993), during longer sojourns,
with participants in a stage of denial.

Three of the participants considered the status or respect
given them by the indigenous population significant during their
intercultural immersion. Jena, Sara, and Ali perceived positive interactions, courtesy, and friendliness when they encountered the local people. The participants described these experiences by identifying the warm smiles, the prompt responses to questions, and the sensitivity to their needs when they encountered the native population.

**Focus of the Study Tour.** International experience, global education, and cross-cultural experiences provided the focus for the study tours. The participants identified an individual focus that often did not coincide with their study tour projects. The number of study tours experiences influenced the focus identified by the participants. Lad identified the cultural experience as his central focus. Jena's focus entailed learning about Africa and understanding the implications of being in a culture different from her own. Dan focused on Russian history in order to design a new curriculum for his school. Sara connected her focus with personal development in intercultural and global experience during her study tours. Kelly described her focus as the direct experiences with the history she loved. Ali's academic completion provided her focus in keeping with the international experience requirement in her global education program. Ali, as a more personal focus, compared her previous study tour experiences to Africa with the study tour from OSU. All of the individual focuses related to gaining increased personal
development and professional growth. As the above summary indicates, the focuses differed. I did not place a value or expectation on the identified focus. Each participant acknowledged that identifying the focus helped to increase the benefits of the study tour by adding clarity and boundaries.

Influence of Multiple Study Tours. The influence of multiple study tours impacted four of the six participants. One of the influences relates to an increased awareness of the design of the program and its impact of the experience. Lad expressed his desire to immerse himself in the culture and feel the impact of the country. Lad appreciated the comfort in his accommodations and food; yet, he also desired direct contact with the people and direct experience in the local environment. In Sara's experience, the foreign government's control influenced the design of the program. When the study tours visited China, the government of The People's Republic of China determined where foreign nationals visited. The government designated school visits, factory visits and tourist stores. Sara's awareness of the government's influence increased following her study tours. She increased her awareness of how the program design shaped the experience on subsequent study tours to the Soviet Union and New Zealand. Dan designed his own independent study tours to approximate the Social Studies Education Program Abroad of the program. He endeavored to increase the impact of the program.
by requiring that his students study Russian history for the year prior to their study tour experience. Ali viewed the level of intensity of the Ohio State programs, after experiencing her own study tours, as limited. However, she felt the structure, organization, and focus of the Ohio State programs helped her to create order and transfer the impact of the experience to her academic and vocational programs.

The international education-study tours abroad provided an increased international perspective when the participants compared the government, economy, geography, technology, and culture between countries. Each of the four multiple-tour participants compared the countries visited with the United States. Participants combined cognitive learning in the academic program with experiential learning in the direct experiences abroad. The reflective integration increased the number and intensity of the comments about international connections. Visiting another country, after a period of time, enabled the participants to look more closely and reflectively at what they were experiencing.

The four multiple study tour participants cited the global implications of an increased multiple perspective. They viewed the interconnections of the environment, governments, human rights, and intercultural struggles with increased awareness. For example, Dan continually asked students to look at the issues and events in the news from a multiple perspective. Sara
compared the government's limits on individual rights in the Baltic States with the government's restriction in the Soviet Union ten years previously. She used the changing climate in the two Communist countries she visited to draw comparisons between the interrelationships between technology and power in her teaching.

All four participants identified the impact of multiple study tours upon intercultural perspectives. Ali provided a clear illustration of increased intercultural perspective when she described her increasing awareness of Native-American culture and the interconnections between it and her African-American culture following her Alaskan tour. She identified the need for individuals to understand who they were first, understand their roots secondly, and then they could understand the interrelationships between groups. She felt she increased this perspective after revisiting Africa and connecting it to her Alaskan trip.

Sara endeavored to understand how other cultures viewed the American culture in relation to violence, physical appeal, and social interactions. Sara initiated the comparisons due to her surprise after hearing the native Chinese women's opinions of American culture. She compared the Chinese views to the interactions she experienced in the Baltic states with Estonian women. In New Zealand, Sara found the cultural issues intertwined with global and intercultural perspectives. Drawing
on the different experiences from all over the world enabled her to increase her cultural understanding and increase her cultural perspectives. Sara found views differed between people and indeed, differed from her own views, as Hanvey (1979) stated. Reflection helped Sara realize that she was previously unaware of these differences. An increased intercultural perspective facilitated her personal development by increasing her understanding of herself. She described the changes she experienced personally as a result of the multiple travel experiences by seeing that people were different. Sara indicated a desire to know more about these differences and the world's people. Her cultural understanding increased as she recognized that it was okay to be different and that these differences could enhance rather than disrupt the world.

Lad increased his awareness that the intercultural relationship between people of different groups could be bridged by increasing the caring and understanding when dealing interculturally. He observed some of the fifty-six different culture groups when in China. Lad then compared the interactions and history between Chinese groups to those of the United State and Ecuador. The impact of seeing multiple groups coming together and peacefully interact, and his desire to increase positive interactions between students, illustrates changes in Lad’s personal development and professional growth.
Liid's changes indicate an increased intercultural and multicultural perspective.

**Implications of Gender.** The cross interview analysis revealed gender impacted all of the participants, but to varying degrees. Statistics on gender identify most study abroad students as female, 63% and white, 84% (*Open Doors* 1994-1995, p. 158).

Participants viewed the implications of gender from several perspectives. The first view, in relation to the program, examined why did the participants choose a study tour abroad program. In three of the cases, all female, it was their first time abroad (Jena, Sara, and Kelly). An international perspective provided the second view of the gender implications. When compared to their home culture, all of the participants described differences in the way the host culture interpreted women's role in society. Each participant noted these differences, and described them during the interviews and the focus groups. Three documents revealed examples of comparisons in women's roles. All of the participant identified a global perspective of gender implications. Participants found women's rights interconnected globally. The ability to seek higher education was recognized by Kelly and Sara. Dan, Sara and Ali recognized the importance of women's status in their society. Lad inter-linked a global perspective with an intercultural perspective involving the
treatment of women in their own society. He recognized the treatment of women should be improved, yet that in the perspective of the home culture this may not be valued in the same way as he values it.

All of the participants identified the implications of gender in intercultural perspectives. Kelly described the subservient role women played in the Soviet Union even though they were a majority. Sara discussed the feeling of safety she personally experienced when she was in China, which was greater than she experiences in the United States. Jena identified that in Egypt women were valued as rulers. Monuments illustrated the value of women rulers, though they are not as large as those honoring males. Egypt had female rulers who were worshipped by later generations. Dan found changes in the roles of women during the multiple study tour experiences (two of his own study tours). He observed changes in occupations, dress and attitudes. Yet, he found similarities in women's activities such as waiting in lines for consumer products and services. Ali's minority perspective connected with her awareness of its implications to gender. Ali evaluated the women's roles as "women of color" in relation to a level of safety and the role of women in society (Ali, interview, 5 6 1994).

Implications of minority experience. The implications of a minority experience impacted all of the participants to a greater
or lesser degree. The impact of the minority experience appeared to be greatest using an intercultural perspective. Participants who identified themselves as a minority, as was the case with Jena and Ali, expressed a strong impact. Sara realized her minority status in the host country contrasted with her majority status in the home culture. Minority participants experienced the opposite encounter. In their host country, they identified with the "people of color" who were the majority; whereas at home, they were in the minority. One of the participants described the minority experience in terms of a religious group. Jena was a Christian in a Moslem country. Her awareness of the minority status in religion was a new experience. Jena's increased her awareness of the differences when she shared her experience with members of her own religious group soon traveling to Egypt. Jena also indicated an increased awareness of the minority experience for physical limitations.

Viewing with an international perspective for the minority experience, three of the participants encountered the minority experience as members of a capitalist democratic society while in a communist, socialist society. Kelly, Sara, and Dan described an increased awareness of what it was like to live in a closed and controlled society where government rather than individual rights dominated.
The global perspective of a minority experience impacted all of the participants in the increased awareness that the problems and issues of a minority in one culture have similarities and difference to minorities in all cultures. As Pusch, et al. (1981) identified, just being a minority and surviving in one culture is not enough to guarantee a multicultural view of all cultures. The participants expressed an increase in self-awareness. Pusch (1981) stressed the importance of this initial step of self-development to become a multicultural person as "cultivating self-awareness" (p. 35). Lad, Sara, Kelly, Dan and Jena agreed that examining the self and increasing one's awareness was "what the study tours were all about [for them] (Focus Group II). Ali indicated the same awareness and reflection in her interview as "the more that I learn and the more that I experience impacts my multiple perspective and causes me to change" (Ali, Interview, 5 4. 1993).

Academic Requirements. All participants enrolled at The Ohio State University before participating in the Social Studies and Global Education Program Abroad. All but one of the participants (Jena) completed courses in Global Education. The academic requirements of the program varied in the level of importance the participants placed on them. Kelly, Dan, and Lad considered the course readings as having a strong impact. Dan identified a major impact due to the journal. Kelly, and Sara
agreed to a strong impact from the journal. All participants considered participation in the pre-trip and post-trip seminars, tour lectures and study tour activities as having a major impact upon them. Lad, Kelly, and Jena identified the importance of participation in the group experience to facilitate their learning. Several participants identified the project as important when it related directly to their vocational goals as in Dan’s experience. Other participants did not find the project impacted them at all, and some could not even remember four years later what they had done as a project. Two of the participants identified the academic requirements as a necessary part of their academic program to complete their degrees.

The academic requirements in relation to international perspectives impacted the participants by providing the structure to organize, interpret, and share the changes in their personal development and professional growth during and following the study tour experience. The pre-trip and post-trip lectures and slide shows provided information, counseling and personal connections. The preliminary sharing of projects, readings and previous travel experiences within the group and with the program director enriched the experience and helped the participants focus on their own project. The group experience, enhanced by sharing resources, project focuses, and previous international experiences, resulted in a broader international perspective during and after the study tour.
program. The readings provided an increase in cognitive knowledge of international education. Each participant identified that they extended their learning process after the study tour by increasing their reading of international events in texts, news articles and literature. As the participants did not possess language ability in the country toured, the cognitive development did not extend to reading the information from original international sources.

During the study tour program, the group experience provided a means of personal development and professional growth for the individual participants. Sara indicated she helped to mentor Kelly during her study tour to the Soviet Union. Jena spoke of other group members who shared previous international experiences to help her gain a perspective on the sights and people of Egypt. Lad and Dan described events and activities with the group that linked them to previous international knowledge and experiences. The group enables increased international perspectives to be shared at the time of the event; thus, in some cases enhancing the learning process for participants personally and professionally.

The academic requirements impacted the global perspectives of the participants' personal development and professional growth. In the case of Dan, the study tour program provided a means for him to move through a life transition and emerge with a renewed global perspective. Sara used the
increased confidence and expertise in global education to chair
the social studies department. She professionally impacted the
curriculum of her school by advocating the change from an
elective requirement of Global Education to a general
requirement. Ali and Kelly's completion of the academic
requirements in their study tours enable them to complete their
academic degrees in Global Education. Lad integrated the global
perspectives he gained during his personal development with his
professional growth. He continued his travel tours and academic
work with the Social Studies and Global Education department.
Jena used the project she completed for the study tour program
as a mean to grow professionally. She helped the school's display
of Global Connections with examples from her tour.

The academic requirements also impacted intercultural
perspectives of the participants. The reading, lectures and
discussions increased the cognitive knowledge of the participants.
The participation in the activities during the study tours
provided direct contact with people who were different from
themselves.

The journals provided a mean to reflect on the events and
increase the personal development through the process of writing
and analyzing an event to share with others. The reading of
other participants' reflections in the group journal provided
insights into an event through a fellow sojourner's perspective.
These different perspectives facilitated and increased
intercultural awareness through the journal as each person provided unique insights into another point of view, be it minority, majority, ethnic, racial, or religious. Sara gained insight into the male perspective when she read the journal entry about buildings and traffic in China. Dan shared his journal with his students and asked them to identify the intercultural perspectives of others. The level of impact of the journals varied as previously identified.

**Duration of Time Since the Study Tour.** The design of the study for selection of participants provided a range in the length of time since the study tour programs. Over nine years elapsed since Dan participated in a study tour and only a few months elapsed since Ali and Jena's study tour experience. In as to the design of the program, participants expressed a positive impact relative to the length of time since participating on the study tour. Dan initiated his own study tours using a similar program design for his own students. The two recent returnees from a study tour expressed satisfaction with the design of the program. The first-time participant, Jena enjoyed the academic connection with the university as it helped her in her own personal growth and professional development. She compared going with the university program to going on a tour with her church group, identifying that she learned more because of the readings, lectures and activities. Ali, who was an experienced sojourner,
described the recent experience program design as helpful to get her organized professionally and to help her personal development through the doctoral candidate process. Lad, who participated in a study tour the year before, found the program design more difficult to follow as his outside professional commitments intensified the academic requirements. He identified that his personal development and professional growth was in a process of change as he continued his participation in study tours. He identified that he was going to Africa in 1994. Kelly and Sara participated in the same study tour in 1988. The program design provided a means to travel and complete the academic requirements for Kelly. Sara, after multiple study tours, did not comment on the program design.

All of the participants experienced a sustained impact upon their international perspectives. Each participant continued to study and travel, with one exception (due to the recent completion of her tour). The impact upon the international perspective extended both personally and professionally in the participant experiences. Participants responded positively in all cases to the question of whether they had sustained their international perspective.

The participants' responses varied in relation to the impact upon their global perspectives relative to the duration of time. Ali did not feel her overall global perspective changed, "it just enhanced" (Ali, Interview, 5/ 11 1994). She identified that her
own study tour (Africa in 1975) had the strongest and most sustained impact. Lad agreed that his global perspective was sustained since his tour. He connected this to his professional growth in global education studies. Kelly also expressed that her global perspective was sustained. Kelly connected her continued study at the university with her professional growth in global education. Sara definitely felt the global perspective was sustained. Working with the Global Education faculty, she identified, also reinforced the impact personally and professionally. Dan identified that the global impact was sustained; however, he expressed a desire to reconnect through another study tour or academic course in global education to intensify the impact.

All participants identified the sustained impact of increased intercultural perspectives. They attributed another reason for the sustained impact as the increase in the multicultural education in their professional lives. Sara and Kelly described an increase in their awareness of Asian students in their school. They identified trying to help them professionally and personally. Dan identified that his intercultural perspective was sustained through his repeated trips to the Soviet Union. He connected his intercultural experiences professionally by aiding the exchange students. He initiated contact between the foreign nationals and his students to increase the direct experience of both groups. Ali completed her doctoral studies in global education and sustained her
interest in other cultures professionally. She invited speakers into her classroom who were from a variety of intercultural backgrounds. She encouraged students to initiate their own intercultural interactions and then share them with the class.

**Geographic Locations of Study Tours.** The program design of the geographic location for the Social Studies Education Program Abroad impacted the participants. The non-traditional locations provided a positive impact. Lad described the impact as enabling access to an adventurous, out of the ordinary experience. He expressed interest in seeing a world which differed from his home culture. His study tour to Ecuador and the Galapagos Islands provided an international experience in a developing country. Lad and Sara went to China with the Ohio State program. China provides another example of a developing Communist nation with limited study abroad participation by American students. Dan, Kelly, and Sara's study tour to the Soviet Union and the Baltic States presented another example of a non-traditional location with a risk factor due to the Communist government. Ali and Jena's study tour to Kenya and Egypt respectively provided other experiences in non-traditional locations. As previously described, the program intended to enable participants to tour places considered internationally relevant, related to their classrooms, economically viable, and considered to contain an element of risk. Location selected
consider the expertise of the program director as well as the availability of local knowledgeable resources.

All of the participants identified the impact of the geographic location upon their international perspective. All participants desired to leave the continental United States and venture abroad, whether for the first time or because of previous international experiences. Participants stated that they held previous interest in international travel before venturing on the study tours. Learning more about the world and increasing their direct experience abroad motivated all of the participants, as indicated by the numerous examples in the cases.

The geographic locations interrelated with an increase in the participants global perspective. The interrelationship connected the environmental, political, economic, and technological concerns with the site selections of developing and changing nations. Lad toured a tributary of the Amazon River when in Ecuador and observed the removal of trees in the rain forest. Ali in Kenya saw the animals and the environmental concerns of the tribal people. Sara and Kelly found the global implications of the Baltic States' political concern to be free nations. Jena described the destructive environmental effect of technology in Egypt's pollution, which is causing the decay of the pyramids in Cairo. Increased awareness of the global interconnections impacted all of the participants in their direct experience while on the study tours abroad.
Increases in an intercultural perspective impacted all of the participants due to the geographic location. Ali and Jena experienced an increased sense of belonging, sharing and awareness in Africa. Sara and Lad experienced China and Hong Kong with the crowded conditions and the majority population of a different ethnic background. The Soviet Union impacted Dan and Kelly when they saw for themselves people who lived in an environment controlled by others and who were denied individual rights they took for granted. Participants’ experiences contained numerous examples integrated throughout the data presentations.

**Vocational Implications.** All six participants described the impact of the study tour program design on their vocation. The academic credit earned as a result of the completion of the study tour course placed five of the participants in a higher pay-scale. The program provides opportunities to collect realia and create relevant curriculum projects designed to relate to the participants’ vocations. The slides taken during the study tour and displayed in the post-study tour evaluation session provided further opportunities to share the tour with colleagues. After sharing as part of the program design, five of the participants described extending their slide presentations with a vocational audience. In one case, Sara shared it with the community in forty presentations. The program design impacted Dan
vocationally as a result of his study tour project. Dan used the journal in his classroom when students needed it as a resource for their studies in Russian history.

Participants described becoming a more credible source of information demonstrating the vocational impact upon participants' international and global perspectives. Direct experience caused students, staff, and others to listen with more care to the participants' words. Each participant identified that they were not experts in the field even after multiple tours to the same location. Participants described an increased sense of purpose. For example, Jena described that she felt what she was seeing and doing had a significance beyond the immediate study tour. Lad reflected that he was connecting and collecting the experiences to help make a difference in his students' lives. Ali stated that one of the vocational impacts of her study tours was to enable her students to participate in international experiences. Sara's vocational impact related to her confidence acting as the district supervisor in social studies and the department chairman for social studies at her high school. Ali and Sara presented at the National Council for the Social Studies Annual Conference in 1994 as a direct result of their participation in a study tour program.

All six of the participants identified the vocational impact upon their intercultural perspectives as a result of their study tour experience. Ali acknowledged that intercultural education
was a new area of research and study for her. She found that many of her ideas, experiences, and goals connected intercultural education with global studies. Lad identified that he was contacted to participate in a intercultural project with Polish nationals as a result of his participation in study tours. Jena participated in a lecture at the Mershon Center of International Studies in order to extend her contact with the Egyptian guide of her study tour. Kelly and Sara found increased awareness of the minority students in their school and focused their attention to improve the classroom and school experience for them.

Participants experienced the integration of the program design, international perspective, global perspective, and intercultural perspectives. Participants identified the complex and multifaceted aspects of the study tour experience. Each segment connected with others making the impact of the study tours difficult to separate into isolated units. Participants identified increases in personal development and professional growth through the changes they underwent as a result of their experiences. (The next chapter presents the summary, conclusions and suggestion for further areas of research.)
CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the research study, recognizes the major findings, draws conclusions, suggests implications for international education study tours abroad, global education, and intercultural education, and proposes recommendations for future research.

Summary of the Study

This study investigates and evaluates the experiences of graduate students in Social Studies and Global Education who went on The Ohio State University Social Studies and Global Education Study Tours Abroad. The study examines the connections between students' experiences abroad and their personal development and professional growth as interpreted by
the students themselves. The study benefits international and
global education researchers, educators and administrators in
examining the impact of study tours abroad upon students. The
graduate students selected for this study were six teachers
employed at secondary and elementary, urban and suburban
schools in a mid-west city. Participants' experiences provided
the focus to investigate the impact of educational overseas study
tours upon the personal development and professional growth of
the participants.

The research explored the effects of the study tours
overseas as a potentially powerful introductory educational
technique. The findings explore the way the design of the
program influenced the impact of the experience by the
participants. The findings connect the study abroad literature and
the participants' reflections on the changes in their professional
growth and personal development. The findings explore how
participants recognized the self-identified changes in their
global, international, and intercultural perspectives and in what
ways they resulted in changes in their behaviors.

The inquiry process utilized a phenomenological awareness
with pragmatism and paradigm of choices. The themes of
qualitative inquiry guided the study. The study progressed with
a cross-question analysis with reflective evaluation. Participants'
interviews, focus group interviews, and participants' study tour
group diary documents provided the data. I conducted interviews
during a nine-month research timetable. The research process included access, participant selection, data collection, and data verification.

The Ohio State University Social Studies Education Program's program design provided a background for the cross-interview comparison. The emergent themes in the qualitative inquiry included the program design, international perspectives, global perspectives, and intercultural perspectives. I analyzed the themes in the cross-interview comparisons with the conceptual sub-themes of immersion experience, focus of the program, influence of multiple study tours, implications of gender, implications of minority experience, academic requirements, duration since the study tour, geographic locations of the study tour, and vocational implications. The frame of participant experiences provided the identification and description of the impact upon the individual's professional growth and personal development. A cross-interview comparison identifies and describes the implications of the program upon the professional growth and personal development of the participants. Presentation of the research inquiry enables readers to increase their perspectives concerning educational overseas study tours.
Major Findings

The inquiry sought to answer the following research questions:

1. Assuming study tour abroad participants experienced changes in their professional growth, what were the changes in relation to the individual? What changes were identified by the participants in relation to the design of the program?

2. Assuming some changes in personal development, what changes did individual participants report in relation to their experiences in the study tour abroad program? What were these changes in relation to the design of the program?

The findings of the research study indicate that study tour abroad participants did experience changes in their professional growth in relation to the individual. Individual participants identified changes in the themes of international perspectives, global perspectives, and intercultural perspectives. The findings of the research study indicate that the participants did experience changes in their professional growth in relation to program design involving changes in their international perspective, global perspectives, and intercultural perspectives.
The findings also indicated the participants did experience changes in relation to their individual personal development involving changes in their international perspectives, global perspectives, and intercultural perspectives. The findings additionally indicate that the participants did experience changes in relation to the program design impacting their personal development involving changes in their international perspective, global perspectives, and intercultural perspectives.

The integration of relevant literature as it correlates to the findings provides useful comparisons in the presentation of the impacts of the study tours abroad upon the participants.

Increasing clarity and focus, the organizational structure of the findings utilizes the sub-themes that emerged in the cross-interview analysis.

**Immersion Experience.** Individual participants experienced cultural differences in their study tours. When individuals participated in study tours to places which they identified as significantly different from their home culture, they experienced a degree of psychological intensity. According to Paige's (1993) hypothesis, the "greater those differences in value orientations, beliefs, attitudes, behaviors, patterns of thinking, and communication styles, the more challenging and stressful the intercultural immersion" (p. 5). When the individual's international perspectives had not been previously exposed to a
direct international experience the intensity of the experience increased. When the political, economic, cultural, and national aspects of the target culture differed significantly, the impact upon the participants increased. The participants drew additional comparisons between the host and their home cultures and began to adjust to the impact of the host culture by visiting several locations during one study tour.

All of the participants considered intercultural interactions important. Participants identified the level of cultural immersion in the study tour program as limited. Each participant endeavored to experience increased contact with host nationals. The limits of language, due to the individual participant's lack of native language ability, prevented cross-cultural interactions without an interpreter. However, participants experienced direct contact. One participant described a program providing access by contact with a group of natives practicing English in an E.S.L. program in the Baltic States. This direct contact, then, increased the level of intensity of the immersion experience. Participants increased the level of immersion by sharing common interests outside of the immediate study tour (e.g., reading, special needs, shopping) with natives. Participants identified the greatest access to increased immersion in the culture occurred during their un-designated or free time from the program activities.

As Grove and Torbiorn (1993) described, the cultural adjustment into a host culture takes time. For the individual
participants of a short term study tour, the presence of knowledgeable professors, lecturers, guides and other experienced sojourners provided assistance and helped to bridge cultural differences. The availability of support increased the level of the cultural immersion and aided the participants in feeling confident that their understanding of the way the world works is accurate, complete, clearly perceived and positive.

The visibility or invisibility of the participants increased the impact upon the individuals' level of immersion. The study's findings indicated that shared physical traits increased the feeling of acceptance of the individual participants during the study tour abroad. The identification with a racial or ethnic background provided an increased sense of belonging with the host culture. In contrast, individual participants who did not experience this identification of invisibility viewed the culture from a comparative frame of reference. They tried to understand how it related to their own home culture. The personal development of the individual participants moved from increased awareness, to identification, and then into increased intercultural interactions. Participants identified that intercultural interactions provided a strong impact.

The program design provided limited immersion experiences. However, access to professional expertise was part of the study tour program design. The pre-trip and post-trip lectures, the seminars during the study tours abroad, and the
participation of the program director in all tour activities increased the ability of the participants to gain accurate, complete, clearly perceived, and positively useful information to guide them. The participants indicated the increase in their professional growth. The participants identified that with the limited time, the program design provided greater access to expertise in international, global, and intercultural education on the tour than if they had tried to individually organize the experience under the same constraints.

The program design of arranged accommodations, travel and board, while convenient for the participants, limited the immersion experience. Direct intercultural experiences did not include home-stay experiences or eating with host nationals as part of the program design unless they were guides or lecturers.

Focus of the Study Tour. The level of maturity of the individual participants affected their ability to focus, clarify and gain knowledge about their study tour experience. Kauffmann, Martin and Weaver (1992), in their research, found level of maturity impacts the ability to focus and clarify academic goals. The applicability to their professional growth often determined the individual focus of the participants. Several of the participants indicated they selected study tours directly relating to their professional growth.
The focus of the study tour, as individually determined by the participants, impacted the personal development of the participants. The focus upon gaining increased understanding of history, culture, and intercultural relations provided growth in the international, global, and intercultural perspectives of the participants. The personal goals of directly experiencing where the events in history took place and seeing the location where prominent historical figures lived enabled an increase in confidence, and a feeling of credibility for some of the participants. The individual focus of understanding how natives of one country lived together, what they valued, when compared to other countries, and how this compared to the home culture increased the global perspective of individual participants. Participants indicated increased intercultural awareness and understanding when an individual participant focused on how natives of the host culture related to minorities of another culture.

The program design of a study tour abroad provided opportunities to expand upon the professional growth and personal development of the participants. The pre-trip identification of the focus for the participants' study tour projects impacted the direct experience in other cultures and the studying of world affairs by increasing the awareness of designated topics. The group experience of assisting other participants provided the increased perspective of looking at the study tour events from
other participants' focus during the study tour. The post-trip review and presentation of the projects enabled increased awareness by sharing insights and reflections.

The focus of the study tour program as indicated in the data increased the participants' ability to gain clarity, organization and understanding upon completion and presentation of their projects.

**Influence of Multiple Study Tours.** The influence of the multiple study tour experience impacted participants' professional growth by increasing their confidence, credibility, and knowledge. Participants with multiple study tour experience described an increased ability to make comparison between local and global places, events, and resources. Participants with multiple study tour experience described an increase in international understanding how the host and home nations compared to each other in government, economy, cultures, and human rights. Participants described their professional growth as completing academic studies, initiating new curriculum, and connecting with the outside community. Multiple study tour participants integrated their increased international, global, and intercultural perspectives into a cohesive world view.

Multiple study tour participants identified an increase in their personal development. The participant's described the changes in terms similar to the ethnorelatve stages of
intercultural sensitivity described by M. Bennett (1993). They assumed that cultures could only be understood relative to one another. Participants identified culture differences not to be good or bad, just different. The development of increased awareness, understanding, acknowledging, and respecting of others described by the participants represents a deeper level of cultural relativity by the multiple study tour participants. The phrase, "it changed my life" (Participant Experiences in Chapter 4), found in the data of multiple study tour participants documents the overall impact upon their personal development.

Multiple study tour participants described their personal development as an enhanced awareness of a global perspective. All of the multiple study tour participants had completed courses in global education on the home campus prior to their study tours abroad. All participants reported an increase in making connections, understanding, and involvement in relation to their changing global perspectives. Each of the multiple study tour participants expressed plans of continuing their international education, overseas study tours. They encouraged other students to participate in the study tour program. They became ambassadors for overseas study tours. In two of the cases, the increase in the level of confidence influenced them to develop their own study tour programs for their students.

The program design does not provide multiple study tour participants with increased international, global, or intercultural
opportunities not available to single study tour participants. The design of the program provided few opportunities for participants to share their multiple study tour expertise; the pre-trip lecture represents one example.

The academic requirement of an international experience for Global Education majors connected with the professional growth of the participants. The requirement of direct international experiences for students promotes their enhanced understanding through international and global opportunities upon completion of the course.

**Implications of Gender.** Female participants found greater individual impact in relation to the implications of gender. Completion of the readings promoted an increase in knowledge and understanding for the female participants and increased their professional growth. The readings connected the participants' experiences during study tour and promoted sharing in the direct contact between women in their host environments. An increase awareness of the international connections involving women's rights in birth control, employment, education, and freedom increased the participants' global perspectives. Women who shared professional vocational interests found intercultural connections as revealed in the data.

Female participants identified an increased sense of safety while on the study tour abroad and found an increase in personal
development. By facing fears and continuing with the study tour activities female participants achieved a sense of empowerment. An increase in the awareness of the extent of female participation in study abroad brought about reflections and introspection by all of the participants.

The design of the program does not provide for differences between genders. The program director expressed concern for all students equally. The number of female participants in study abroad and in the study tours abroad program in the Social Studies and Global Education Department is and has traditionally been greater than the number of men. The impact of gender in relation to numbers did not influence the design of the study tour abroad program.

Implication of Minority Experience. All of the participants reported increased professional growth in relation to the individual impact of their minority experiences. When the participants identified themselves as members of a minority the impact was intensified. Each of the participants described professional growth in awareness, understanding, and knowledge following their minority experiences. Two of the participants completed courses in Multicultural Education in collaboration with The Ohio State University and the [Local] School System prior to their study tours. The study overseas linked on-campus cognitive learning with off-campus experiences. Participants'
international and intercultural perspectives increased after the direct experience of being in the majority or minority in the host culture and being the opposite in the home culture. An increased awareness of American ethnocentric perspectives challenged participants following reflections about host cultures. The international and intercultural literature supports these findings (Abrams, 1979).

The individual participants who self-identified as a minority significantly increased their intercultural perspective by gaining increased intercultural identification with other members of their racial or ethnic group. Each of the minority participants strongly identified the motivation to increase their knowledge, interconnections, and understanding of their own heritage during their study tour abroad.

As indicated in the literature (Open Doors, 1994-1995), most study abroad participants are white (83.8 percent), and only 2.8 percent of the participants are African-American (p. 177). The personal development experienced by both minority participants in the present cases enabled them to increase their own self-esteem. The discovery of a rich cultural heritage increased their knowledge, awareness, and sense of identity for the African-American participants. It empowered the multiple study tour participant professionally to complete her studies, and to provide similar opportunities for her students. Opportunity to develop professionally limited the single study tour African-
American participant, due to the short duration of time since her study tour.

The program design did not provide distinctions in relation to minorities. The survey information compiled did not include minority identification of the participants (Annink and Gilliom, 1993).

Academic Requirements. The impact of the academic requirements upon the individual participants varied. The individual participant's experiences (in Chapter 4) provided a detailed analysis of the professional growth and personal development for each participant utilizing the sub-themes. The discussion here focuses on the overall impact of completion of the study tour in an academic program.

Completion of an academic degree by three of the participants following their study tour experiences impacted their professional growth. Participants reported the availability of opportunities to share their experiences with their students, staff, and community after their study tours. The number of requests for presentations often corresponded to the unusual geographic locations of the study tours, especially during politically intense international events.

Participants described the impact of the academic requirements upon the individual's professional development as an increase in knowledge, international experiences, direct
intercultural experiences, and global perspectives. The ability to participate in out-of-classroom events linked theory to practice in international education, global education, and intercultural education. The reflection required in the group diary and in participation during group seminar sessions enhanced the learning in these areas.

The impact of the academic requirements in relation to the individual's personal development changed the way a participant viewed the world. An increase in knowledge, reflection and action created the opportunity for the participants to increase their international perspectives, global perspectives and intercultural perspectives. The literature (Cooper & Grant, 1995; Wilson, 1993; Cushner, 1992) supports the identification of this impact and growth.

The objective of the program design intents to increase the international and global perspectives and intercultural connections of the participants. As described above, this study finds this objective fulfilled.

**Duration of Time Since the Study Tour.** All of the participants found the impact upon their personal development and professional growth sustained. The individual participants increased their overseas study tour experiences to continue the connections.
All participants indicated growth and development over time relating both to their personal development and professional growth.

The program design does not provide extended educational opportunities after the study tour experience. The director maintains contact by mailers identifying future study tour experiences to the former participants.

Geographic Location. The geographic location increased the impact of an individual participant’s personal development and professional growth. Participants selected the locations to connect their own vocational and or academic needs.

The location increases the professional expertise of the participant when it coincides with the academic discipline taught by the teacher. The unusual and non-traditional locations of the study tours increase the credibility of the participant, as many of the students and staff have not toured or stayed there. The literature identifies the importance of increasing the awareness of developing nations in the changing world today (Racine, 1996). The participants toured China, Ecuador, and several countries in Africa. The location is significant, as it permits the participant to travel with a group in the study tour program with a feeling of confidence.

When participants face “experiences of risk” in non-traditional locations the impact of the geographic location
increase. The personal development described by all the participants indicated increased self-reliance, independence, self-confidence, and self-esteem. The multiple study tour experiences increased the impact of the geographic locations upon the participants' development.

The program design provides opportunities to access the world and impacts the participants in the choice of the geographic locations. The identified needs to increase international understanding, global awareness, and intercultural relations provide the focus to select study tour programs of sufficient short duration to attract participants to these non-traditional locations. The program achieves its intent as the participants continue to plan to participate in the study tour abroad programs.

Vocational Implications. Participants found they did not immediately experience increased professional growth. The participants identified a period of time, which varied from six months to over several years, necessary to increase their professional growth. The growth included areas of academic achievement which impacted the participant's vocation. The growth included professional promotion in the participant's vocation. The growth extended the international perspective of two of the participants to connect vocationally with the
university. The two participants also experienced multiple study tours.

The personal impact of the vocational implications was to increase a sense of self-esteem and confidence in international and global education. The confidence to initiate intercultural connections was also part of increased impact due to the study tour experience. The participants uniformly recognized that they were not experts in the field of international or global education. Participants grounded the personal impact with a realistic view of their international experiences. They identified their vocational implication as an introductory or limited experience.

The program design provides the opportunity to participate in the study tour programs, thus increasing the vocational implications by professional growth and personal development. No vocational connections such as work study, internships or domestic connections were part of the design of the program to link the students internationally, globally or interculturally.

Implications

Implications of the findings from this research study concerning the impact of study tours abroad upon the professional growth and personal development of the
participants in relation to international perspectives, global perspectives, and intercultural perspectives include the following.

**Immersion Experience.** The limited length of time of a study tour abroad program limits the level of immersion possible for the participants. Opper et al. (1990) identified the great importance placed by the participants upon "an integration of life into the host country" (p. 206). The limits of language ability of the participants influence the extent of the immersion experiences. Study tours abroad positively impacted the personal development and professional growth of the non-traditional students (as defined by age (over 25 years), ethnic identification, and special needs due to the higher level of maturity as indicated by educational level, sustained employment, and continuing education). The identification of the importance of a high level of immersion by the students helped them connect prior learning on-campus in global and multicultural education with overseas experiences to increase their intercultural perspectives, global perspectives, and international perspectives. The desire to gain direct contacts with host nationals provided participants with the impetus to risk previously feared obstacles, resulting in an increase in personal development of the participants. The maturity of the participants enabled them to connect previous life experiences and interests with the host nationals, increasing intercultural understanding and global perspectives.
Focus of the Study Tour. The individual focus of a study tour impacted the participants' professional development and personal growth. The program design provided an organizational structure to increase the impact of the focus for the participants. The focus enabled the participants to impact their professional development by directly experiencing what they had been teaching, as suggested in the literature (Wright & Van Dear, 1990). The identification of a focus provided clarity, intensity and insight into educational opportunities. Participants with multiple study tour experiences found this impact increased.

Influence of Multiple Study Tours. Multiple study tours significantly increased awareness, understanding, and connections relating to international, global, and intercultural perspectives. In personal growth, the participants increased in confidence, credibility, and knowledge. The ability to draw interconnections between local and global events, resources, and people increased the professional growth of the participants. The impact of the personal development and professional growth of the participants increased the ability of the participants to develop a world view and to become more culturally sensitive. The combination of on-campus learning with the multiple study tour experiences enabled participants to increase their knowledge and understanding globally and interculturally.
Impact of the Minority Experience. The minority participants increased their personal development and professional growth as a result of their overseas study and minority experiences. All of participants increased their intercultural perspectives after experiencing the opposite culture (minority-majority) in the host country from their home culture.

African-American participants in this study identified strong significance in the impact of experiencing their African history, heritage, and ethnic identity.

Duration Since the Study Tour. Participants sustained the impact of their personal development and professional growth for a period of years following the study tour abroad. The immediate effect may not be evident until six months or longer.

Geographic Locations of the Study Tours. The geographic locations of the study tour impacts the personal development and the professional growth of the participants by the selection of non-traditional locations, developing countries, or internationally important, yet politically tense locations. The personal development of taking risks to learn empowered the participants to increased confidence. The direct experiences, even introductory experiences, provided direct contact to increase
Recommendations

Recommendations for international education overseas study tours include the following to increase the impact upon the participants personal development and professional growth.

The impact of geographic locations needs further research in relation to study tours abroad. The literature identifies the need to have students in international and global education who have had direct experiences beyond a Eurocentric location in the world today. Further research into how the study tour influences the international perspectives, intercultural understanding, and global awareness of the participants needs to be completed. The influences of overseas study tours upon mature students needs further research.

The impact of the study tour abroad on minority participants' personal development and professional growth demonstrates the need for further research. Following the recommended research, I recommended providing programs which increase the availability, focus, and impact for minority participants.
I recommend further research into the program design of study tours abroad to increase the impact upon female participants as they are the majority participants.

I also recommend research into the vocational connections for study tour participants linking them to work-study opportunities, internships, and other professional introductory options overseas.

I recommend research into providing increased intercultural contacts with host nationals in structured and unstructured contacts. If participants and the host nationals do not share language ability, I recommend research into how to surmount this obstacle to increase direct contact.

The decades of the eighties and nineties are a time of change and opportunity for increased international, global and intercultural relations. Overseas study tours provide one option for introductory international experience which opens the doors for further growth and development by participants, both personally and professionally.

Goodwin and Nacht (1988) provide categories for assessing the variety of international experiences. I suggest these categories be presented to students in a scale of immersion and impact relative to duration of time required to participate, extent of prior experience, level of maturity of the participant, whereby, students clearly understand the options available for international education. Students, prior to their international
program, determine what the focus of their individual study will be. They could then be matched with the program design by experienced international education study abroad advisors. The image of a "high ropes course" in overseas travel comes to mind, whereby, some travelers extend themselves into the upper part of the course, with increased intensity of experiences relative to: duration of time to complete the course, extent of language ability ("knowing the ropes"), level of support services, contact with the host nationals versus the study group, etc. In the lower reaches of this ropes course, to continue the analogy, participants experience the study tour overseas for shorter periods of time with clearer focus, designed contact with natives, specific geographic destinations based on an understanding of the risks and experiences involved, and an awareness that it is an introductory experience. Participants need to continue their training by other overseas study tours.

Key recommendations on how to provide increasingly significant experiences based on the designated needs of the students are the challenges for the international education program directors and faculty in international, global, and intercultural education.
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APPENDIX A

Consent for Participation in Social and Behavioral Research
CONSENT FOR PARTICIPATION IN
SOCIAL AND BEHAVIORAL RESEARCH

I consent to participating in (or my child's participation in) research entitled:

Cross Cultural Study tour Qualitative Research

Marsha M. Hutchins or his/her authorized representative has

(Principal Investigator)

explained the purpose of the study, the procedures to be followed, and the
expected duration of my (my child's) participation. Possible benefits of the
study have been described as have alternative procedures, if such procedures are
applicable and available.

I acknowledge that I have had the opportunity to obtain additional information
regarding the study and that any questions I have raised have been answered to
my full satisfaction. Further, I understand that I am (my child is) free to
withdraw consent at any time and to discontinue participation in the study
without prejudice to me (my child).

Finally, I acknowledge that I have read and fully understand the consent form.
I sign it freely and voluntarily. A copy has been given to me.

Date: __________________________ Signed: __________________________

Signed: __________________________

(Principal Investigator or his/her Authorized Representative)

Signed: __________________________

(Person Authorized to Consent for Participant - If required)

Witness: __________________________
APPENDIX B

Predispositions of Quantitative and Qualitative Modes of Inquiry
## Predispositions of Quantitative and Qualitative Modes of Inquiry

<table>
<thead>
<tr>
<th>Quantitative Mode</th>
<th>Qualitative Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumptions</strong></td>
<td></td>
</tr>
<tr>
<td>Social facts have an objective reality</td>
<td>Reality is socially constructed</td>
</tr>
<tr>
<td>Primacy of method</td>
<td>Primacy of subject matter</td>
</tr>
<tr>
<td>Variables can be identified and relationships measured</td>
<td>Variables are complex, interwoven, and difficult to measure</td>
</tr>
<tr>
<td>Etic (outsider's point of view)</td>
<td>Emic (insider's point of view)</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>Generalizability</td>
<td>Contextualization</td>
</tr>
<tr>
<td>Prediction</td>
<td>Interpretation</td>
</tr>
<tr>
<td>Causal explanations</td>
<td>Understanding actors' perspectives</td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td></td>
</tr>
<tr>
<td>Begins with hypotheses and theories</td>
<td>Ends with hypotheses and grounded theory</td>
</tr>
<tr>
<td>Manipulation and control</td>
<td>Emergence and portrayal</td>
</tr>
<tr>
<td>Uses formal instruments</td>
<td>Researcher as instrument</td>
</tr>
<tr>
<td>Experimentation</td>
<td>Naturalistic</td>
</tr>
<tr>
<td>Deductive</td>
<td>Inductive</td>
</tr>
<tr>
<td>Component analysis</td>
<td>Searches for patterns</td>
</tr>
<tr>
<td>Seeks consensus, the norm</td>
<td>Seeks pluralism, complexity</td>
</tr>
<tr>
<td>Reduces data to numerical indices</td>
<td>Makes minor use of numerical indices</td>
</tr>
<tr>
<td>Abstract language in write-up</td>
<td>Descriptive write-up</td>
</tr>
<tr>
<td><strong>Researcher Role</strong></td>
<td></td>
</tr>
<tr>
<td>Detachment and impartiality</td>
<td>Personal involvement and partiality</td>
</tr>
<tr>
<td>Objective portrayal</td>
<td>Empathic understanding</td>
</tr>
</tbody>
</table>

January 12, 1995

Longman Publishing Group  
95 Church Street  
White Plains, N.Y. 10601

Dear Ms. Sliverman:

I would like permission to include table: "Table 1.1 Predispositions of Quantitative and Qualitative Modes of Inquiry" (p. 7) in Becoming Qualitative Researchers, An Introduction by Corrine Glesne and Alan Peshkin, (1992) in my dissertation.

The table is a clear presentation of the information relevant to my study on the methods and modes of inquiry for qualitative research. I will include other brief citations of the text, as they relate specifically to the background and research methods of my study. These will be cited appropriately in the text using APA style directives.

My research topic is a qualitative study on the impact of cross-cultural study tours on educators' personal and professional development in relation to multicultural and global education.

Thank you for your consideration.

Sincerely,

Marsha M. Hutchins,  
Doctoral Candidate,  
The Ohio State University

Permission is granted to your request as outlined above.

Laura McCormick  
Rights & Contracts Manager

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APPENDIX C

Study Timeline
Study Timeline

Winter, 1993
- Pilot study, preservice teacher
- Research study, Global Educators

June-July, 1993
- Begin literature review
- Establish dissertation cohort pair
- Review previous study data

August, 1993
- Submission for approval of study proposal
- Committee meeting
- Identify and gain access for study participants - 3 of 7 - 10

September, 1993
- Submit Study for Human Subjects Review Program clearance
- Consent protocol, identify and gain access for remaining study participants
- Collect data, begin interviews LS, DH (in person)
- Begin data analysis
- Meet with peer debriefer
- Start Chapter 2

October, 1993
- Continue data collection, interviews LS, JD, DH
- Begin member check of completed interviews
- Continue data analysis
- Begin draft of Chapter 1 and 3, continue Chapter 2

November, 1993
- Begin phase II data collection, continue phase I, interviews DH, LS, JD
- Member check of completed interviews
- Continue data analysis
- Continue Chapter 2
- Meet with peer debriefer
December, 1993
-continue data collection by interview JD (telephone) & DH, LS
-start data collection by interview, phase 2, SH, CH, & AR
-continue data analysis
-continue Chapter 1

January, 1994
-continue data collection interview all participants (6)
-continue data analysis
-meet with peer debriefer
-edit Chapters 1

February, 1994
-continue data collection interview phase 2, SH, CH, & AR
-continue data collection focus groups, 3 th & 17 th
-continue editing
-meet with peer debriefer-NG
-Name Conference

June - July, 1994
-draft submitted
-committee meeting Chapter 1
-study tour China

August-September, 1994
-continue data analysis
-return study tour China

October, November 1994
-literature review
-NCSS presentation
-continue data analysis

December, 1994 - June, 1995
-literature review
-continue data analysis
-draft Chapter 1
July, 1995
-meet with peer debriefer

August, 1995
-interview Grace Johnson (8/1)
-interview Kevin Hart (8/8)
-continue literature review
-continue data analysis

September, 1995
-interview Charles Vedder (9/12)
-interview Blake Michael (9/13)
-interview George Hertrich (9/19)
-interview John Greisberger (9/22)
-interview Carolyn Abels (9/19)

October, 1995
-meet with peer debriefer
-continue review of literature

December, 1995
-Carina Hansen (12/19)

January, 1996
-interview Sherif Barsoum (1/28)
-interview Carlo Coleccia (1/28)
-continue literature review
-continue data analysis

February, 1996
-interview Cres Ricca (2/19)
-submit chapter 1
-continue data analysis

**March, 1996**
-interview Paula Spier
-interview Melissa Rychener

**April, -August 1996**
-submit chapters 2, 3, 4, & 5

**September, 1996**
-oral defense
APPENDIX D

The Impact of an International Experience

Angene H. Wilson

1993
The Impact of an International Experience

Reprinted from Angene H. Wilson's The Meaning of International Experience for Schools (p. 16) with permission of the author.
November 2, 1994

Marsha M. Hutchins
1461 Langston Drive
Columbus, OH 43220

Dear Marsha:

I'd be flattered to let you include the figure and the Appendix 2 in your dissertation. As you know, I'm glad to see others looking at the impact of international experience. I hope I'll get an opportunity to read it sometime. You must be glad to getting to the end. When do you defend?

Perhaps we'll see each other in Phoenix.

Sincerely,

Angene H. Wilson
APPENDIX E

Utilization of Internationally Experienced Persons

Angene H. Wilson

1993
### Utilization of Internationally Experienced Persons

<table>
<thead>
<tr>
<th>Area of Impact of International Experience</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substantive Knowledge</strong></td>
<td>Adopt a Student — elementary class adopts IE student</td>
<td>IE teacher develops culture kit</td>
</tr>
<tr>
<td><strong>Perceptual Understanding</strong></td>
<td>World Issues Forum for IE and non-IE students on human rights</td>
<td>Teacher organizes panel of IE students to talk about environmental issues</td>
</tr>
<tr>
<td><strong>Personal Growth</strong></td>
<td>IE and non-IE students participate in prejudice reduction workshop</td>
<td>IE teacher talks about confronting own prejudice</td>
</tr>
<tr>
<td><strong>Interpersonal Connections</strong></td>
<td>Class does pen pal exchange with school IE student attended in another country</td>
<td>Teacher organizes conversation partners for ESL students</td>
</tr>
<tr>
<td><strong>Cultural Mediation</strong></td>
<td>IE students act as buddies for new exchange students</td>
<td>IE teacher encourages IE student participation in class</td>
</tr>
</tbody>
</table>

APPENDIX F

Analysis Codes
Analysis codes

3 15 1996

- Citation reference --#
- Important point--*
- Very important point--**
- This is it, what I'm looking for-- ***
- Brackets not included in data or content--[]
- Qualitative research reflection method tie-- &
- Autonomy --A
- Sustained impact --SI
- Immersion experience --I EX
- Global perspective--GP
- International perspective--IP
- Cross cultural or intercultural--XC
- Program design--PD
- Personal development-- PG
- Gender perspective--GN
- Minority perspective--MP
- Academic requirements--C
- Geographic location--Geo
- Vocational professional--V
- Focus of the program--F

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Analysis Codes
July 1996

-Professional growth--PG
-Personal development--PD
-Program design--P Design
-Global perspective--Glo P
-International perspective--IP
-Intercultural perspective--XC
-Immersion experience--I Ex
-Focus of the program--F
-Influence of multiple study tours--M ST
-Implications of gender--GN
-Implications of minority experience--M Ex
-Academic requirements--C
-Duration of study tour--Sust. or D
-Geographic location and implications--Geo
-Vocational professional--V
-Focus group--FG
-Very important--**
-On target--***
APPENDIX G

Approval Document of Human Subjects Research
APPLICATION FOR EXEMPTION

RETURN TWO (2) COPIES OF THE TYPED VERSION OF THIS APPLICATION (including original signatures)

TO: Office of Research Risks, Room 300, Research Foundation Building, 1960 Kenny Road,
Campus. (ATTACH A BRIEF ABSTRACT DESCRIBING THE RESEARCH ACTIVITY IN NON-TECHNICAL LANGUAGE, ANY QUESTIONNAIRES OR SURVEY INSTRUMENTS.)

Principal Investigator: M. Eugene Gilliom
(Must be OSU Faculty) (Typed Name) (Signature)

Academic Title: Professor, Social Studies Education
Phone No. (614) 292-2575

Department: Educational Studies: Humanities, Science, Technological, and Vocational College
Campus Address: 243 Arms Hall
1345 North High Street
Room Number - Building

Co-Investigator(s): Marsha M. Hutchins
(Typed Name) (Signature)

Protocol Title: Cross-cultural Study Tours: An inquiry into the sustained impact upon educators' personal and professional development in relation to Global and Multicultural Education

Yes No

A. The ONLY involvement of human subjects in the proposed research activity will be in one or more of the exemption categories as described in the appendix of "Human Subjects Program Guidelines."

* Category(ies) # I 2 3 4 5

B. The proposed research activity will involve minors (under the age of 18).

C. The proposed research activity will involve pregnant women, mentally retarded, mentally disabled, and/or prisoners.

D. The proposed research activity will involve human in vitro fertilization.

E. The proposed research activity will involve an element of deception.

F. The proposed research activity will expose subjects to discomfort or harassment beyond levels encountered in daily life.

Source of Funding for Proposed Research: (Check A or B.)

A. OSORP: Sponsor N/A

B. Other (Identify) ____________________________

______________________________

EXEMPTION STATUS:  \_ APPROVED   \_ DISAPPROVED**

11-17-93

Date

Chairperson

** Principal Investigator must submit Protocol to the appropriate Human Subjects Review Committee
APPENDIX H

Interview Questions for Participants of Study Tours
Initial Questions for Participants of Study Tour Interviews

1. Identification information:
   Name, home address, telephone (home, best time to call)
   Work, school address, telephone (best time to call)

2. General background
   age, 20-25, 26-30, 31-35, 36-40, 41-50, 51 and over
   sex, female, male

3. Study tours in which you participated.
   _________________________ year ____________
   _________________________ year ____________
   _________________________ year ____________

4. Education:
   undergraduate major (college)
   graduate major (college) MA, Ph.D. majors
   highest degree earned

5. Currently teaching: years experience (end of this year), subjects, locations, levels...

Study tour information

1. Tell me about your study tour experiences. What are some of the most lasting images that come to mind? (If multiple trips, of each trip, highlight.)

2. What was your most significant experience on the study tour?

3. What are your most important outcomes of the study tour?

4. What unintended or anticipated outcomes resulted from your study tour experience:

5. The academic requirement, credits, readings, project, group journal were... how did you benefit or feel these influenced your tour?

6. How did you become interested in participating in a study tour?

7. How were your personal goals in your participation reached or expanded?

8. Did you have prior experience with travel abroad? How long was your trip? What preparations did you make? Follow-up? Use of your experience?

Outcomes of the experience:

1. Knowledge ... in history?, culture?, geography?, economic?, educational, political, international relations with the U.S.?, Values in global relations? arts. and literature?
Attitudes and Preceptions

1. How did your study tour experience influence your tolerance of people of other cultures? Can you give me an example?

Probe with questions concerning...

- stereotypes of other people?
- prejudices of others?
- sensitivity of the problems facing developing countries?
- empathy with people throughout the world
- international events
- current events followed related to area of the world
- human rights of the indigenous people
- appreciation for others ways of life
- life style of U.S. people in relation to others
- flexibility of dealing with others
- intellectually curious
- aware of the culture in general (positive and negative)
APPENDIX I

Agenda Focus Group
Focus Group Interview Questions
Agenda
focus group meeting
February 3, 1994
Fawcett Center
4:00-6:00 p.m.

I. Introductions: Marsha
Participants: Share
Name, School, years of experience, subjects taught,
Travel experience in study tour (s) [where and when]
Most essential thing to take with you on a study tour
The first thing you pitched out... [things, ideas or whatever]

2. Purpose of session: Marsha
Summary of research process: individual interviews
focus group (2)
journal entries: one day positive
and negative aspect of tour
[self recorder day]

Guidelines of focus group participation
confidentiality
all participate equally (even if it is only I agree...)
Reflection and honest opinions will bring out the best
research. We can disagree in our personal findings
without stopping our participation. The purpose of
the research is to learn peoples' perspectives.

Prompt ending of session-

3. Group Sharing

1. Substantive Knowledge
A. Do study tours impact your understanding of international/global
linkages? (language, cultural understanding historical perspective,
economic interrelationships) Please choose an example to illustrate
from your tour.
B. Did you transfer your knowledge in educational opportunities? What was your favorite project? What worked, what didn't?

C. Does experiential learning [learning by doing] help you to integrate the disciplines? Please share an example.

2. Perceptual Understanding
Can you explain how the study tour experience changed the way you perceived "foreigners", minorities, or the needs of special populations? (Value clarification, tolerance and appreciation)

3. Personal Growth
Will you share a short story of how the study tour influenced your: self confidence, independence, sense of credibility? How did it change your life or professional direction?

4. Interpersonal Connections
Do study tours influence continued travel, international connections, community connections, world mindedness?

How did the study tour experience build new links between global and multicultural education?

How does a multiple perspective reflect upon your study tour experience during, immediately after and a few years later.

Is this experience sustained over time?
APPENDIX J

Agenda Focus Group II

Focus Group Interview Questions
Agenda
focus group.
February 17, 1994
Fawcett Center
4:00-6:00 p.m.

I. Introductions: Marsha

2. Purpose of session: Marsha
   Summary of research process: individual interviews
   * focus group (2)
     journal entries: one day positive
     and negative aspect of tour
     [self recorder day]

*Guidelines of focus group participation
  confidentiality
  all participate equally (even if it is only I agree...)
  Reflection and honest opinions will bring out the best
  research. We can disagree in our personal findings
  without stopping our participation. The purpose of
  the research is to learn peoples' perspectives.

Prompt ending of session-

3. Group Sharing

1. Substantive Knowledge
A. Do study tours impact your understanding of international/global
linkages? (language, cultural understanding historical perspective,
economic interrelationships) Please choose an example to illustrate
from your tour.

B. Did you transfer your knowledge in educational opportunities?
What was your favorite project? What worked/what didn't?

C. Does experiential learning [learning by doing] help you to integrate
the disciplines? Please share an example.
2. **Perceptual Understanding**
Can you explain how the study tour experience changed the way you perceived "foreigners", minorities, or the needs of special populations? (Value clarification, tolerance and appreciation)

3. **Personal Growth**
Will you share a short story of how the study tour influenced your: self confidence, independence, sense of credibility? How did it change your life or professional direction?

4. **Interpersonal Connections**
Do study tours influence the continued travel, international connections, community connections, world mindedness?

How did the study tour experience build new links between global and multicultural education?

How does a multiple perspective reflect upon your study tour experience during, immediately after and a few years later.

Is this experience sustained over time?

4. Participants questions or idea to share:
If you were to plan your ideal study tour for yourself:
What would you include?
Where would you go?
Who would you plan to have as participants?
How would this enrich the educators in your building?
APPENDIX K

Peer Debriefers' Proofs

Ng
Julie: What do you think about that?

Well, I am a minority so, I know how I feel. Being a minority within in minority [eye sight] Being that I may not look like an African American, but I am, some of looks a little different. The other African American in our group obviously looks African American and she felt very much at home over there. I always wanted to say I am too. Yea, right. But that has been that way all my life, so it is no big deal. It was me trying to find out about the history of my people too. Even though I was born here, they are my people. But, I also work at J.C. Penny Portrait studio when foreign people come there now I am very receptive to them. I also teach special ed., so I’m enlightened. (laughter between J and M.)

But, I think I am more than I was before ( the S.T.) When it comes to immigration pictures, they don’t know how to read the forms. They are really complicated. I try to make it easier, because I know. I understand that you have to make your right ear needs to show. I’ll do it just the way you need it. I think I am enlightened because I have to live like that.

You are more perceptive because you understand what it feels like to be a foreigner trying to adjust to being in a different culture? I am the only black person here, and I am usually the only black person where I go most of the time. so it is something which is kind of normal to me.

I understand what you are saying. Most people don’t even know it until I tell them so, so there we go.

When you and I talked before, you didn’t really talk in that way. I guess I’m hearing you say [* this is a case of active listening trying to clarify exactly what Julie is saying in relation to her AA background, the cross-cultural experience and current situations] ... you had a little bit more understanding (from your trip) but in fact you have always had this understanding.

I’m not trying to pretend that I went over there and felt at home because I know those people. No, I don’t know them. You know what I am saying. Of course it is a different culture, but AA history, I don’t know what your backgrounds are ... They might be Russian or whatever. For me, to be where my home might be, and that would be the people that I want to know. That made it very, very interesting in that respect and I wanted to find out about that for my personal and my (professional) share with my students. Because when I was growing up none of this was in my books. And it still isn’t in our social studies books. I still have to fight with the teacher who teaches social studies because I don’t about putting more this is black.
history month, you should not have to proclaim a month to teach about a people in the mainstream. To get her to include the things, she says well that is not in the book. She says, "when it comes up in the book, I will cover it." I try to tell her that it is OK, it is not in the book. It was not in the book when I was growing up. The teacher would always say, well you know Harriet Tubman, don't you? No, (laughing) just because you are of a certain culture, don't assume you know the history. Even though it is not any part of what you teach. Of course your parents teach you about your culture but, they don't know everything either. Just having the teachers try to incorporate things which are not in the book, "oh, wow." less we stray.

I gave an assignment this week, that was not in the book, it was not based on the book. It was about African Americans. And so (the students asked) "How are we supposed to do this?" The one class almost refused to do the assignment. I said, you have a problem and you are going to have to solve it. So they eventually did the assignment.

Or just to have teachers tell about something besides slavery that is African American. For me to go to Egypt, and find out about the pharaohs. The African Americans were only slaves. For me to find out about the Egyptian pharaohs, and the civilizations that were far beyond any of the civilizations at that time in the world. All of the mathematical things about the pyramids which we are just finding out. You can't even fathom it that the African people are part of the that culture and we are going to teach it. You know not only to teach about Harriet Tubman but to teach the history of the African American. W. B. Dubois is not in the book but we can talk about him. Just to have people open up a little bit more, and a little bit more to be investigated. Because I have all this stuff and you can use it too.

[*sharing of information in a classroom setting with others]*

Some of them are afraid to use anything that is not in the textbook.

Some of the teachers ask where I am going in the textbook. I answer, well I am not really following this book.

Newer textbooks are better than they used to be. But still it is always like a few words or an addition.

It is always one of those highlighted pages.

It is always the part added, oh yea, and... Did you ever read Dave Barry's book about George Washington? It was something about Dave Barry slept here... it is a new version of American history. It is hard to make it inclusive in the text book. The text books are not inclusive...or separate.

And when you do not know it yourself.

That is being debated.
You can't cover everything you have to pick and choose. Anyway and so ... I think is you have Afro-centric schools . I don't know if you have that if that is the proper direction for you to go either. You have to ask the question if you really want it to be inclusive or do you want it to be separate? I don't know.

One of the things I realized as I was transcribing was that I talked a lot. So this time I want to talk less, and if I don't respond as often that is why... to get your responses more fully.

The next thing I would like your to talk about is your personal growth, not just your understanding about minorities and special populations but your own personal growth. [here I read the exact quote in the agenda p. 2 #3] Maybe you could give a synopsis, Shirley and Chris of what we were talking about on the tape.

Mine is pretty easy because I was going through a mid-life crisis, the study tour came about when I was making the decision whether to keep on coaching or not. I had coached for 15 years in basketball, so this sort of filled that void. I got excited about the trip to the Soviet Union, I had just give up coaching. I don't know how I ever taught with coached on top of everything I did. When I coached, it was difficult to get everything done, even not that I am not coaching. It added to my self confidence and all those things (ref. #3) in a sense when I was looking. I missed coaching for the first year or two. The problem was the first year I did not get completely away from it because I was volunteering which was stupid. I should have said just forget it.

That is hind sight when you say that.

But then, so I would say this really helped me get through that transition period and had a significant impact on my teaching.

Did it help make changes in your professional growth too... like committees, organizations, conferences, teaching professional development.

Yes, the second, no, maybe the first year after I came back, Dave Gifford and I went to Northwestern University for a conference. Eastern European studies, we got heard some really excellent speakers and that really added. It fitted in really well with what I had just experienced with the study tour. I have been asked to speak with different organizations about my trips to Russia. It has enhanced my professional career. Is that the sort of thing that your are asking about?

Is there anything else you want to add?

No, I don't want to talk all the time.

(laughing) Denny that was for me! I'm the one who is interviewing.
Personal growth, again being in the minority, not seeing it being represented and not being taught those kind of things. Only being taught the part of being a slave and to have a positive experience you can be proud about to build a positive self esteem. To be able to pass it on to the boys and girls, all of them, especially the African American boys and girls that I have contact with at my school. Personal growth, I just found out that my church is going to Egypt and doing the same tour that I did. I was excited when they told me they were going and my girlfriend is going. I missed their first meeting. My friend took my pictures and they asked her to identify what these picture were, and she said, "I had no idea. So, OK, I would know that." (joking) I wouldn't mind sharing that, I don't think I am going to go again but I would love to (go again). It would have more of a spiritual feel to it. Though there were some temples where we went together and pray on our study tour which were very special. I go to Community Church of Christianity. One of the symbols are the wings of Isis which are outstretched. The story of this is that of people who are supposed to go there but just didn't know it. So I got a book out of the book store which is called Serpent in the Sky which kind of ties in with the religious beliefs of ancient Egyptian pharaohs and beliefs. I haven't started to read it yet, but I have it and I am supposed to report on it for our church newspaper. It is kind of exciting and nice that all of this is tying together. To share with people that are going on the same trip that I went on, and to share with people who are getting ready to go. Because I really want to go.

Yeah, I felt the same way. It is almost like I was meant to be doing this. I felt the first time I went to Russia, I felt this is really meant to be. I felt really good about it.

[*synergy and higher feeling of purpose experienced, reflection by the participants]*

Maybe I didn't understand it at the time but now, it has becoming clear to me that this is what I am supposed to be doing. *

Murmur of agreement. Denny agree, Shirley nods.

Julie do you think that you went on the trip has impacted the church to go ahead and do.

No, I think they influenced me. I don't think that I had that much influence, I don't. I asked the church for a prayer, that summer was a bad time for Egypt, so I asked for a prayer. That blessing for me to have a safe journey. That is the only thing that I shared. Now that they are going it is very exciting. So I am overjoyed to share my vacation. The first to be going and asking how I went. Everything is
so wonderful. You just have to find out about it and for the people to go to be realistic.

I feel like I am repeating myself.

When I came back from China I spoke 

some times because it was unusual to have gone there at that time, particularly to all kinds of groups, civic groups, school groups and some university groups, some women's groups just a number of different kinds of groups. It put you in a whole different kind of arena. I mentioned previously, I felt I gained a lot of confidence through that experience. I was really a new teacher, because I had gone into teaching a little later. I did not start back to college until he was in first grade. The district coordinator job came open when I applied and had only been teaching for three years. I applied for that. I had greater interest in everything concerning curriculum. What kind of things were being taught, what kinds of material we had, the fact that the social studies never seemed to get any money. We still don't get any money. I still am interested in that am I not Chris.

(murmur of agreement) We still don't.

cont. I still try to be an advocate for it even though I don't do that job any more. But it intensified my focus. Made me feel, I began to change at that time...it has been twenty years but, all kinds of experiences have come together. I think that they all go back to the start of that first trip. I think it made a tremendous amount of difference in me and my personality, my confidence, and it intensified my interest in teaching. Though I was very interested in teaching though I went into it a little later. *** It intensified my interest. [Life changing event]

*** I have never lost that, that intensity [*sustained impact] of always being interested in other countries, peoples and the similarities to us.

How many study tours have you been on?

Is it 4 or 5? Four with Gene and one with NEA. It kind of like a hook.

Part of the study I am looking at is, one, Does it have a sustained impact? and the other is the developmental influence on the educators. For Chris and Julie's trip will it have an increasing direction? It sounds like for you, looking back it has (an impact).

Murmur of agreement.

Chris and Julie only have one study tour experience. Do you see that this is happening? What do you think?
APPENDIX L

Research Proposal
The Dissertation Committee for Marsha M. Hutchins met in formal session on August 25, 1993 and approved the attached dissertation prospectus.

Approved by:

[Signatures]

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