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Students' Perceived Cultural Intelligence Outcomes based on their Participation in Undergraduate Courses that Embed Short-term International Travel: A Case Study

Dissertation in Doctoral in Educational Leadership Program

Arcadia University School of Education

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Arcadia University – Ed.D. in Educational Leadership Program

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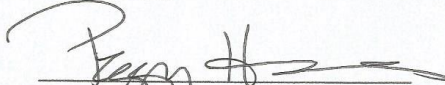
January 17, 2020

**Students' Perceived Outcomes of Cultural Intelligence based on Participation in Undergraduate**

**Courses that Embed Short-term International Travel: A Case Study**

Approved and recommended for acceptance as a dissertation in partial fulfillment of the

requirements of Doctor of Educational Leadership, Arcadia University.

January 17, 2020

Special committee directing the doctoral work of

Margaret Nolan

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Dr. Peggy Hickman, Chair

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Dr. Raghu Kurthakoti

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Thank you to my mother for your encouragement through long phone calls. You were my first teacher! Thank you to all my wonderful in-laws, father, and siblings for your support. We now have another doctor in the family.

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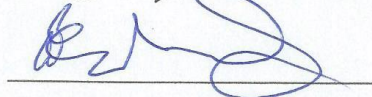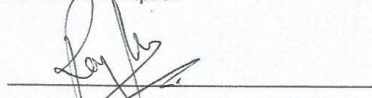Thank you to my Dissertation Committee Chair, Dr. Peggy Hickman, and Committee Members, Dr. Raghu Kurthakoti and Dr. Bruce Campbell, who helped me pull different ideas into a focused topic. I value your expertise and commitment to research.

Thank you to my research assistant, Andreanna Mond, for spending countless hours transcribing the interviews.

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Dedication

This dissertation is dedicated to my daughters Erika and Michelle. You inspired me to do something I always wanted to do, made me smile when I felt like crying, and continuously reminded me that this journey was worth the effort. You are amazing young women.

This dissertation is also dedicated to my brother, Dr. Jim Arrison, Ph. D. You will always be remembered as a great teacher, and I know you would be proud of me.

Abstract

Cultural intelligence (CQ) refers to an individual's capability to successfully adapt to new or unfamiliar cultural settings (Earley & Ang, 2003). The purpose of this study was to gain a holistic and comprehensive understanding of the phenomenon of CQ within the context of higher education pedagogy. This study explored undergraduate students' perceived outcomes of CQ based on their participation in full semester courses that embedded short-term international travel (SIT). The researcher conducted a qualitative, phenomenological case study that explored, in depth, the nuances of students' shared lived experiences in SIT, and how these experiences intersected with students' perceived CQ outcomes utilizing the conceptual framework of Deardorff's (2006) Intercultural Competence Model and the theoretical framework of Kolb's (1984) experiential learning theory. This study also explored students' perceptions about the role that varied pedagogical elements of SIT played in their attainment of CQ.

Nine (9) phenomenological themes emerged that reinforced and expanded prior research on CQ (Deardorff, 2006; Earley & Ang, 2003; Nolan & Kurthakoti, 2017). Findings from this study filled a gap in literature about CQ by utilizing qualitative research methodology to incorporate students' perspectives and insights using their own words, feelings, and oral stories about their SIT experiences. Results illuminated the value of integrating CQ into higher education curricula to prepare students for the demands of the 21st century global environment (Williams, Green, & Diel, 2017). Recommendations for practice included the importance of incorporating varied pedagogical elements into SIT to successfully develop students' CQ.

Keywords: cultural intelligence; intercultural competence; experiential learning; higher education; pedagogy; short-term international travel; study abroad; Deardorff; CQ; ELT.

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Chapter 1

The growing globalization of business, education, and other sectors has led to increased intercultural contact among individuals (Brislin & Yoshida, 1994). According to Arnett (2002), "the degree and intensity of the connections among different cultures and different world regions have accelerated dramatically because of advances in telecommunications and a rapid increase in economic and financial interdependence worldwide" (p. 774). Rapid globalization has created a world in which individuals must collaborate and work interdependently across national borders (Arnett, 2002; Friedman, 2005). As workplaces are becoming more global and culturally diverse (Clawson, 2014), the ability for employees, at all levels, to adapt to different people and environments is increasingly critical. The Cultural Intelligence Center notes that individuals need competencies and attributes to relate and work effectively within and across culturally diverse situations (www.culturalq.com). Past research has indicated that individuals who have had global experiences are more adaptable to change, and understand the complexities associated with working in a global work environment (Clawson, 2014). There is an expectation today for institutions of higher education to provide undergraduate students with learning opportunities that will develop the skills needed to interact effectively with those from different cultural orientations, in situations where cultural diversity exists, and recognize "other cultures' languages, behaviors, values, policies, and adapt to these variations" (Aleksandrova, 2016, p. 9). Consequently, there is a growing interest in research that explores the ways in which students, in preparation for careers in global and/or culturally diverse workplaces, develop cultural intelligence (CQ) through college-level pedagogy (Engle & Crowne, 2014).

Cultural Intelligence (CQ)

CQ refers to "a person's capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context" (Earley & Ang, 2003, p. 9). CQ is a phenomenon that goes beyond cultural knowledge by encompassing the attitudes, knowledge, skills, and adaptive behaviors needed to operate, interact, and/or perform successfully within and across intercultural or pluralistic settings (Earley & Ang, 2003; Earley & Mosakowski, 2004; Mikhaylov, 2014; Putranto, Gustomo, & Ghazali, 2015). CQ helps individuals comprehend what and why something is happening in the context of a different cultural setting and enables them to make appropriate adjustments to the way in which they relate and behave (Van Dyne, Ang, & Koh, 2008). Past scholars have attempted to identify the elements of CQ in an effort to better understand of 'if and how' CQ may be developed through education, professional training, and other learning systems (Ang & Van Dyne, 2008; Deardorff, 2006; Earley & Mosakowski, 2004; MacNab et al., 2012; Matsumoto & Hwang, 2013; Nolan & Kurthakoti, 2017). Deardorff (2006) developed the Intercultural Competence Model to illustrate the process of intercultural competence (Appendix A). According to Deardorff's Model, individuals must first acquire the requisite attitudes of respect toward other cultures, curiosity/openness toward intercultural learning, knowledge of cultural differences, and skills related to listening and observing in intercultural settings. These elements create a foundation for individual development of internal outcomes of adaptability, flexibility, empathy, and ethnorelativism, which in turn can lead to intercultural competence demonstrated through external outcomes of adaptive behaviors and communication (Deardorff, 2006). Deardorff's Model served as the conceptual framework for this study, as the process of intercultural competence undergirds the phenomenon of CQ.

While the development of CQ is valuable in any setting, this study focused on CQ within the context of the undergraduate higher education system. A common goal of higher education is to prepare students with the knowledge, skills, and behaviors needed to successfully navigate the demands of the future. Career readiness and the ability to assimilate into the professional world create value for undergraduate students (Williams et al., 2017). Considering the dynamic nature of the global environment, there is increasing pressure for institutions of higher education to prepare students, through the development of CQ, to improve their marketability to potential employers (Kurpis & Hunter, 2016) through the development of CQ. Integrating multicultural experiences into curricula increases students' creativity (Leung et al., 2008) and other transferable skills needed for solving future complex organizational problems (Dessler, 2013; Kemp & Seagraves, 2006. To this end, Experiential Learning Theory (ELT) provided the theoretical framework for this study.

Experiential Learning Theory

Experiential Learning Theory (ELT) promotes learning through a four-stage cycle of concrete experiences, reflection, abstract conceptualization, and active experimentation (Kolb & Kolb, 2017). According to Kolb and Kolb (2017), authentic learning occurs when students become active participants in their learning space through experiences, reflection, thinking, and action. This study utilized ELT as a theoretical framework for exploring students' perceived CQ outcomes based on their participation in undergraduate full semester courses that embedded short-term (7-15 days) international travel (SIT). SIT allowed students to rotate through the learning cycle of ELT.

The Association for Experiential Education (2004) defined experiential education as "a philosophy and methodology in which educators purposefully engage with learners in direct

experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (as in Bruenig, 2005, p. 108). Concepts from ELT have been used across disciplines in higher education to engage students in learning through transactions between students and the social environment (Kolb & Kolb, 2017). As students engage in learning through reflection, they develop "strategies for action that can be applied in their ongoing learning process" (Kolb & Kolb, 2017, p. 27). ELT empowers students to question, collaborate, and adapt in a way that leads to self-motivation and inspiration (Lash, 2016). ELT embodies active rather than passive learning, where the students interact with the environment through real world contact (Gentry, 1990).

Prior studies have explored the impact of ELT on students' CQ using quantitative research methodology. For example, Nolan & Kurthakoti (2017) found that pedagogy that incorporated international ELT techniques had a positive impact on students' overall CQ compared to lecture-only methods. Eisenberg et al. (2013) found that cross-cultural management courses with lecture-only delivery had an impact on knowledge, but only a limited impact on the attitude and skills components of CQ (Eisenberg et al., 2013). However, there is a lack of qualitative research that incorporates students' words and perceptions about the role that pedagogy played in realizing CQ outcomes. As institutions of higher education consider offering SIT courses, there is a need for qualitative research that specifically focuses on students' perceptions of 'if and how' pedagogical elements used in SIT influenced their CQ outcomes.

SIT: Undergraduate Courses that Embed Short-term International Travel

A pedagogical application of ELT that is gaining attention in higher education is SIT – a full semester credit-bearing course that embeds short-term (7-15 days) international travel in another country (Donelly-Smith, 2009; Mapp, 2012). Engaging students in active learning

experiences through real-world engagement in another country integrates a learner-centered approach toward education that creates opportunities for frequent feedback from local residents, other travelers, peers, and instructors within a culturally different environment (Frye, 2003). SIT as a pedagogical approach allows students to actively experiment, through trial and error, with their behaviors and reactions in culturally unique settings (Olokundun et al., 2008).

SIT reaches beyond superficial exposure to cultural differences that may be limited by the confines of a traditional classroom environment (Lee & Sukoco, 2010). SIT creates learning spaces for students to interact with individuals in another country in a variety of settings. Students learn how to interpret non-verbal cues to develop strategies for adaptive behaviors (Lewin, 1951). These experiences can be transformational for students as they learn how to adapt, cope, and communicate effectively in intercultural or diverse environments (Ang et al., 2007; Deardorff, 2006). Pedagogy that allows students to learn about the context and roles in which values form often leads to a deeper understanding of a culture (Venaik & Midgley, 2015). SIT enriches student learning by uncovering their own beliefs and stereotypes, and developing a repertoire of understanding, motivation, skills, and strategies for successful navigation through different or unfamiliar cultural contexts (Ang & Van Dyne, 2008). Observing cultural norms, behaviors, and communication while in a foreign country may help students develop respect for different beliefs that are instrumental in interpreting and exhibiting appropriate behaviors and communication (Deardorff, 2006; Van Dyne, Ang, & Koh, 2008). SIT provides students with unique opportunities to construct new knowledge and understanding based on experiences (Kolb & Kolb, 2005), while they engage in meaningful interactions with those living and working in other parts of the world (Anderson, 2001; Bloom et al., 1956; Deardorff, 2006). This pedagogical approach sets the stage for student development of CQ and empowers them to face potential

challenges of operating in a global environment (Clawson, 2014; Mapp, 2012; Redden, 2018; Williams, Green, & Diel, 2017).

SIT is gaining popularity as an alternative to full semester study abroad programs because this pedagogical model often fits better with students' schedules, financial constraints, and/or interests (Mapp, 2012; Sjoberg & Shabalina, 2010). Furthermore, institutions are realizing that integrating SIT into university curricula creates a competitive advantage in areas of student recruitment and retention, as students with CQ are often more marketable to future employers (Daft & Murcic, 2015). Opportunities that increase students' motivation and comfort in adjusting to international work (Chen et al., 2010) may produce long-term benefits for those who will work in culturally diverse or multi-national environments after graduation (Rose, Ramalu, Uli, & Kumar, 2010).

There is a gap in literature that provides support for and understanding of SIT pedagogy and its influence on students' CQ, using students' own words and oral stories. In relation to this study, the researcher utilized qualitative research methodology to explore participants' perceived CQ outcomes as they shared examples of CQ phenomenon across their SIT experiences and the pedagogical elements used throughout these SIT. This phenomenological case study explored the 'if and how' of CQ phenomenon through students' own words, feelings, and shared lived experiences.

Phenomenological Case Study Qualitative Research

This study utilized a qualitative, phenomenological case study approach that included three methods of data collection: individual in-depth student interviews, student focus group, and review of course documents (Marshall & Rossman, 2016). Phenomenological research methods allowed the researcher to "explore and examine perceptions that individuals assign to their

experiences" (Thompson, 2018, p. 1230). Specific to this study, the researcher explored

phenomena that emerged from students' participation in SIT, with a focus on their adaptive

behaviors, flexibility, and empathy (CQ outcomes), and their perceptions of the role that

pedagogical elements of SIT played in that process. The researcher captured the essence of the

phenomena that emerged across students' oral responses to interview questions and their telling

of stories about their shared lived experiences (Creswell, 2011). The researcher followed a case

study approach by gathering in-depth oral descriptions and breadth of perspectives from

participants who shared in a similar experience at a specific university (Marshall & Rossman,

2016). Participants included full-time undergraduate students who participated in two different

SIT courses while enrolled at X University (XU). Purposeful sampling techniques ensured that

the sample represented a variety of academic majors, international destinations, course topics,

and instructors, to support credibility and transferability of findings (Creswell, 2011). A review

of course documents identified consistencies or deviances across the pedagogical elements

implored in the SITs. Course documents included course syllabi and course descriptions.

The researcher's intention in using qualitative methods was to gather thick, rich data

using participants' own words and oral stories about their perceived CQ outcomes, and the role

that pedagogy played in the process (McMillan & Schumacher, 2011). The researcher guided the

individual interviews and focus group discussion using Deardorff's Model (Appendix A).

Participants were encouraged to openly share stories of their flexibility, empathy, and adaptive

behaviors (CQ outcomes) during their SIT, and their opinions of 'if and how' pedagogical

elements influenced their attitudes, knowledge, and skills required to actualize CQ outcomes

(Deardorff, 2006). Data included students' oral responses to interview questions and their telling

of stories about their SIT experiences. The researcher began by inviting all undergraduate

students who recently completed a SIT at XU (n=87) to participate in this study using XU email system. Of the 87 potential participants, (n=12) undergraduate students were invited to participate in individual semi-structured interviews and/or a focus group, based on the inclusion/exclusion criteria outlined in Chapter 3 of this document. Purposeful sampling helped the researcher ensure that the sample represented a variety of academic majors, international course destinations, course content, and different instructors in order to support maximum variation, as well as triangulation of data and credibility of findings (Creswell, 2011). A total of (n=10) undergraduate students agreed to participate in this study based on their interest and availability. The individual interview method allowed the researcher to "investigate what was experienced, how it was experienced, and finally, the meanings that the interviewees assign to the experience" (McMillan & Schumacher, 2010, p. 356). The researcher then invited the same original group of students (n=10) who met the inclusion criteria to participate in a focus group to dig deeper into phenomena that emerged in the individual interviews through in-depth analysis and exploration of the 'if and how' behind participants' statements (Demir & Pismek, 2018; Kitzenger, 1995). Of those invited, (n=8) students were available and interested in participating in a focus group. The researcher's intention of using the focus group method was to spark conversations and group interactions among the participants, where they could openly exchange ideas and feelings, while sharing their experiences and thoughts in relation to the research questions (Kitzenger, 1995; McMillan & Schumacher, 2010).

The researcher collected oral data communicated through participants' own words, as they openly shared stories, views, feelings, and perceptions (Marshall & Rossman, 2016). The researcher uncovered several common themes across students' experiences by obtaining several perspectives about the research topic (Gibbs, 1997; McMillan & Schumacher, 2010). Review of

course documents (course syllabi and course descriptions) helped the researcher draw connections between pedagogical elements and CQ, create follow-up questions to clarify students' responses, and triangulate the data, as common themes and variances across the SIT course goals, activities and pedagogical methods emerged (Campbell, 2018; Creswell, 2011; Marshall & Rossman, 2016; Shenton, 2004; Stake, 2010).

Need for this Study

SIT offerings have been increasing within the higher education sector (Mapp, 2012). This has created a need for exploration into students' perceptions around phenomenological connections across SIT experiences, the pedagogical elements surrounding their SIT, and students' perceived attainment of CQ outcomes. While there has been interest by scholars and practitioners to understand and/or measure CQ using quantitative methods (Ang & Van Dyne, 2015: Deardorff, 2006; Earley & Mosakowski, 2004: Matasumoto & Hwang, 2013; Nolan & Kurthakoti, 2017; Şahin, Gurbuz, & Koksal, 2013; Thomas, Liao, Aycan, Ceerdin, Pekerti, Ravlin, Moller et al., 2015), there is a gap in the literature using qualitative research methodology. The researcher of this study utilized qualitative research methodology to gain a deeper understanding of 'if and how' being immersed in a different country (even for a short period) and the pedagogical methods used throughout SIT influenced students' perceived CQ outcomes. The researcher recognized the need for CQ research that incorporated students' own words, oral stories, feelings, and perceptions, as key stakeholders of a university (Daft and Murcic, 2015). This study extended current ELT research by illuminating the importance of students being in the actual physical space of another country for active experimentation (Kolb & Kolb, 2005), as being critical for CQ outcomes. Findings from this study can be used in

developing, implementing, and enhancing SIT that meet students' needs for CQ development within the context of higher education.

The aim of the researcher of this study was to present a holistic and comprehensive understanding of students' perceived CQ outcomes through the reporting and analysis of participants' views using their own words to describe their shared experiences (Creswell, 2011; Marshall & Rossman, 2016). Students provided a rich array of insight into the CQ phenomenon surrounding SIT and contributed to the literature by providing deeper meaning to students' lived experiences. SIT served as the conduit for this study because it integrates the four components of the learning cycle of ELT -- concrete experience, reflection, conceptualization, and active experimentation (Kolb and Kolb, 2017) in a different cultural setting, to meet learning outcomes. The researcher further explored the significance of students being physically present in the 'learning space' of culturally different environments during SIT (Lewin, 1951). In relation to this study, qualitative research methodology illuminated new insights and ideas gained through students' experiences, using their own words, that will be of interest to educators who are currently teaching SIT and want to enhance their pedagogy, and/or institutions of higher education that are interested in designing courses that incorporate SIT and/or CQ into their curricula. The findings may further be extended for use by non-education organizations for employee development programs, as CQ has gained recognition as critical to success when operating in global, intercultural work environments (Clawson, 2014).

Conclusion

This chapter serves as an introduction to this qualitative phenomenological case study. The researcher addressed the need for qualitative research methodology to explore students' perceived CQ outcomes in relation to their participation in SIT at a specific university (XU). The

researcher utilized Deardorff's Model (Appendix A) as a conceptual framework for this study, in collaboration with Kolb and Kolb's (2017) extended theory of experiential learning. A prior quantitative study found that undergraduate courses that embedded short-term international travel resulted in significantly higher overall CQ among students, compared to lecture-only approaches (Nolan & Kurthakoti, 2017). The goal of the researcher of this study was to expand these findings in relation to the SIT pedagogical approach, and add to the literature, using qualitative research methods to explore, identify, and describe in-depth student perspectives, experiences, and attitudes (Alase, 2017; Marshall & Rossman, 2016; Polkinghorn, 1989). The researcher explored students' perceived CQ outcomes, based on their participation in SIT courses and their perceptions of the role that pedagogy played in that process, through their own words and feelings. Deardorff's Model (Appendix A) provided the conceptual framework for this study. The researcher explored students' perceived internal and external outcomes of CQ by initially focusing on the top two levels of Deardorff's Model – adaptability, flexibility, empathy, adaptive behavior, and communication (Deardorff, 2006). The researcher probed deeper into students' perceptions of 'if and how' pedagogical elements used throughout SIT influenced their perceived CQ outcomes by focusing on the bottom two levels of Deardorff's Model – requisite attitudes, knowledge, and skills (Deardorff, 2006). Figure 1.1 depicts the research process followed throughout this study.

Research Questions

The following chapter will synthesize the literature surrounding the components and importance of CQ, the value of developing CQ in higher education contexts, ELT (Kolb, 1984; Kolb and Kolb, 2017), learning space (Lewin, 1951), and Deardorff's Model (Appendix A), as the researcher explored the following research questions:

#1: What are students' perceived outcomes of cultural intelligence (CQ) based on their participation in undergraduate courses that embed short-term international travel (SIT) as a pedagogical application of experiential learning theory (ELT)?

#2: What are students' perceptions about the role that varied pedagogical elements of SIT played in their attainment of CQ?

Research Process

Figure 1.1: The Research Process
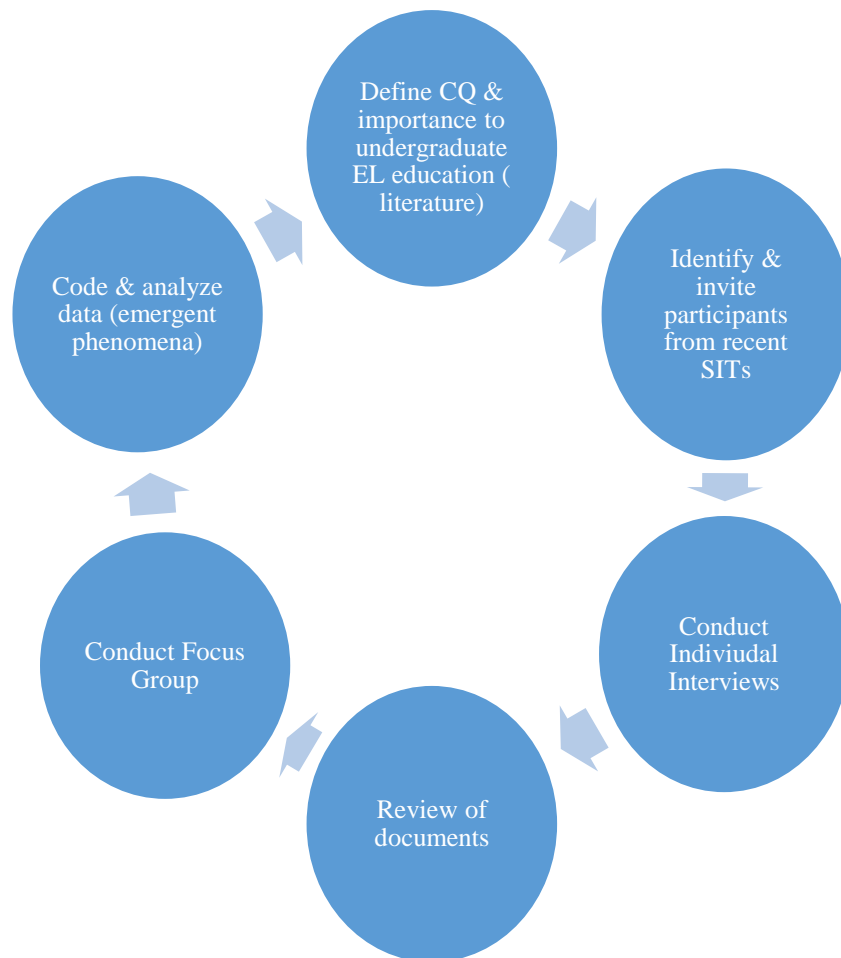
Chapter 2: Literature Review

The ability to collaborate and work interdependently across borders has become the norm for many organizations (Friedman, 2005). Individuals, teams, and organizations who desire to operate effectively in a global environment must overcome barriers grounded in national borders by developing their cultural intelligence (Erez, 2011; Gehmawat, 2009). "In recent decades, the degree and intensity of the connections among different cultures and different world regions have accelerated dramatically because of advances in telecommunications and a rapid increase in economic and financial interdependence worldwide" (Arnett, 2002, p 774). Cultural intelligence (CQ) refers to "a person's capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context" (Earley & Ang, 2003, p. 9). CQ enables an individual to adapt successfully in intercultural or culturally diverse settings (Earley and Ang, 2003). Institutions of higher education are responding to workforce demands of flexibility and adaptability through the design of pedagogy that enables undergraduate students to acquire the attitudes, skills, and behaviors needed to work successfully within and across culturally diverse environments (Kemp & Seagraves, 2006; Silberman, 2007). Trends in higher education emphasize innovative pedagogy that assists in the development of students' competencies and attributes which prepare them to meet the challenges of the 21st century global environment (Deardorff, 2004; Williams et al., 2017). Research in higher education, business, and other fields has followed these trends through the examination of the way in which individuals develop CQ (Earley & Ang, 2003, Deardorff, 2006; Earley & Mosakowski, 2004; Nolan & Kurthakoti, 2017; Ng, Van Dyne, & Ang, 2017; Thomas et al., 2015). Prior studies utilized quantitative research methodology to identify the components of CQ (Deardorff, 2006; Earley & Mosakowski, 2004; Matsumoto & Hwang, 2013) in an effort to understand why some people thrive in intercultural

settings and others struggle (Ang, Van Dyne, Koh, Ng, Templer, Tay, & Chandrasekar, 2007; Ang & Van Dyne, 2015; Crowne, 2008). Much of the literature involves quantitative research methodology. This gap in literature created a need for qualitative research to explore in depth, the nuances of how individual students' attitudes, skills, and experiences, within the context of higher education pedagogy, may intersect in the development of CQ.

The purpose of this study was to address the gap in literature by utilizing qualitative research methodology to explore undergraduate students' perceived outcomes of CQ based on their participation in full semester undergraduate courses that embedded short- term international travel (SIT) as an application of experiential learning theory (ELT). This qualitative, phenomenological case study delved into students' perceptions of the connection between pedagogical elements utilized before and during the international travel component of the course, and students' perceived CQ outcomes. This review of literature considers the theoretical and practical implication of ELT principles and techniques to support students' attainment of CQ outcomes. This review begins with an examination of the concept of CQ and its value within the context of higher education. This review then explores the components of ELT (Kolb, 1984; Kolb and Kolb, 2017), with an emphasis on learning space (Lewin, 1951), using SIT as a pedagogical application of ELT. This review of literature concludes with an overview of Deardorrf's Model of Intercultural Competence, which served as the conceptual framework for exploring students' perceived CQ outcomes (Deardorff, 2006). The two research questions that guided this qualitative phenomenological case study were as follows:

#1: What are students' perceived outcomes of cultural intelligence (CQ) based on their participation in undergraduate courses that embed short-term international travel (SIT) as a pedagogical application of experiential learning theory (ELT)?

#2: What are students' perceptions about the role that varied pedagogical elements of SIT played in their attainment of CQ?

Defining Cultural Intelligence (CQ)

Culture has been defined as "the shared values, beliefs, motives, identities, and interpretations that result from common experiences of members of a society, and are transmitted across generations" (Colquitt et al., 2013, p. 286). Culture shapes the core values, norms, beliefs, assumptions, and behaviors of its members (Erez & Gati, 2004, p. 583), and distinguishes one collective group from another (Colquitt, LePine, & Wesson, 2013; McKee, 2014). Cultural competence is the term used to describe an individual's awareness of one's own cultural identity and views about cultural differences (www.nea.org). CQ is a phenomenon that goes beyond cultural competence by identifying the process through which internal forces of adaptability and flexibility are developed, and in turn, lead to appropriate behaviors and communication in intercultural contexts or culturally diverse environments (Ang et al., 2007; Deardorff, 2006; Deardorff, 2017).

CQ differs from emotional intelligence. Scholars have attempted to distinguish CQ from emotional intelligence (EQ) in understanding individual behavior in organizations (Crowne, 2013; Earley & Mosakowski, 2004; Triandis, 2006). Both CQ and EQ involve the examination of complex invisible forces that influence individual behavior (Wegenke, 2005). These forces may include emotions, attitudes, perceptions, and experiences (Salovey & Mayer, 1990). CQ differs from EQ by focusing on dimensions of adaptability, flexibility, empathy, and ethnorelativism as influencers on behavior and communication, specifically within and across the domain of intercultural or cross-cultural environments (Ang et al., 2007; Crowne, 2013; Deardorff, 2006; Earley & Mosakowski, 2004). CQ extends beyond enculturation -- "the process

by which a person learns the requirements of the culture in which he or she is surrounded"
(Grusec & Hastings, 2007, p. 547), by encompassing the motivational forces that lead to the
behaviors needed to adapt in intercultural environments (Deardorff, 2006; Ng et al., 2017; Van
Dyne, et al., 2008). According to Earley and Mosakowski (2004), "occasionally an outsider has a
natural ability to interpret someone's unfamiliar and ambiguous gestures in just the way the
person's compatriots and colleagues would, even to mirror them" (p. 1). This is referred to as CQ
(Earley & Mosakowski, 2004). CQ enables variability in coping with diversity and functioning
effectively in new cultural settings (Ang & Van Dyne, 2015). For example, an individual with
CQ may choose behaviors that are appropriate for a social interaction in a different country
stemming from their motivation to understand and mirror the norms of that culture. This study
integrated students' own words and stories to demonstrate how SIT enabled the students to create
strategies for effective interactions and flexibility within different cultural settings.

The Value of Developing CQ in Higher Education

A common goal of many higher education programs is to prepare students professionally
and personally to navigate the challenges of the 21st century global environment (Williams et al.,
2017). The Cultural Intelligence Center notes that individuals need the competencies and
attributes to relate and work effectively within and across culturally diverse situations
(www.culturalq.com). As workplaces are becoming more global and culturally diverse, the
ability to adapt to different types of cultures and people is critical (Clawson, 2014). Hart
Research Associates (2013) recently conducted a survey of potential employers for the
Association of American Colleges and Universities; results indicated that nearly 95% of
respondents acknowledged that intercultural skills play an important role in hiring decisions
(Hart Research Associates, 2013).

This has created a need for institutions of higher education to consider pedagogy that will develop students' CQ. College graduates need CQ to adapt, interact, and perform effectively with people from different cultures and/or within new cultural environments (Putranto, Gustomo, & Ghazali, 2015). In response, the use of ELT pedagogy directed at building CQ has been gaining interest in universities across the country. Prior quantitative exploratory research found that students' overall CQ increased after participating in internationally-oriented experiential pedagogy (Nolan & Kurthakoti, 2017). The researcher of this study wanted to expand such findings by exploring students' perspectives using qualitative methods for a deeper understanding of the influence of SIT, as a form of internationally-orientated experiential pedagogy, on their perceived CQ outcomes. To this end, the researcher considered the importance of developing CQ as a means to impact students' career readiness, university professional commitment to student stakeholders, and competition in the higher education market.

Career readiness for undergraduate students. Students' career readiness is an important goal of higher education systems (Williams et al., 2017). Preparing students to meet the demands of the future through structured pedagogy is a way in which educational institutions help students become more attractive to potential employers (Ramen, 2016). The growing internationalization of business, education, and other industries has led to increased intercultural contact among individuals (Brislin & Yoshida, 1994). Building multicultural experiences into curricula increases creativity (Leung et al., 2008), providing students with a layer of transferrable skills desired by employers for solving complex organizational problems (Dessler, 2013; Kemp & Seagraves, 2006). Individuals who have received intercultural competence training tend to have more expertise and confidence when dealing with cultural issues (Gopal, 2011; Paige &

Goode, 2009). Past research has shown that individuals who have had global experience are more adaptable to change and understand the complexities associated with working in a global work environment (Clawson, 2014). Many employers, regardless of industry, have facilitated training programs that develop employees' cultural awareness, values, and behaviors critical for operating successfully in multinational environments (Brislin & Yoshida, 1994; Earley & Peterson, 2004). In response, higher education curricula are integrating pedagogy that prepares students for future careers in culturally diverse work environments. For example, the Association to Advance Collegiate Schools of Business (AACSB) requires business schools to prepare students for the challenges faced by global economies as part of the accreditation process (AACSB, 2016).

Cultural competence is considered a transferable skill by many organizations and industries (Dessler, 2013). CQ extends cultural competence by encompassing flexibility and adaptability in culturally diverse environments (Earley & Ang, 2003). Scholars have explored organizational effectiveness through its leaders' ability to understand and adapt in culturally diverse settings (Ng, Van Dyne & Ang, 2012; Van Dyne, Ang & Koh, 2008). Adaptability in diverse settings has been shown to be an indicator of leadership potential and management ability (Ahn & Ettner, 2013). Li, Mobley, and Kelly (2013) explored the sociocultural dimension of leadership and found that cultural exposure in international experiences led to improved communication and relationship building within a global context. "Organizations routinely ask managers to work in multinational environments and move from country to country" (Earley & Peterson, 2004, p. 100). The practice of global organizations to send employees abroad to manage their operations ensures consistency in the implementation of policies and practices in foreign locations (Laird, 2015).

CQ education develops the competences and capacities that are required for effective cultural interaction within business environments (MacNab, 2012). The development of CQ should be integrated into undergraduate curricula to prepare students for future careers. Structured pedagogy that increases students' motivation and comfort in adjusting to international and/or culturally diverse environments may produce long-term benefits for those who will work in multinational corporations and/or culturally diverse settings in the future (Chen, et al., 2010; Rose, et al., 2010). Thus, institutions of higher education create value for their students by increasing their career readiness through pedagogy that develops students' CQ outcomes.

Professional commitment: Students as stakeholders. The cost of higher education places a financial strain on many college students and their families. Students today are graduating with significant debt, making their success in entering the workforce very important (Ulbrich & Kirk, 2017). "With the rising cost of higher education, it is critical that students and parents feel that they are getting value from their education and are employable after graduation" (Williams, Green, & Diel, 2017, p. 40). Consequently, there is increasing pressure for institutions of higher education to demonstrate their value by helping students become more desirable to potential employers (Kurpis & Hunter, 2016). Students' success in assimilating into the professional world is an indicator of the value created by their college/university (Williams, Green, & Diel, 2017). Many of today's organizations operate within the global market and employees need to adapt in culturally diverse settings (Elmuti, Minnis, & Abebe, 2005). Thus, college students as key stakeholders (Daft & Murcic, 2015) are expecting their universities to provide enriching learning opportunities at different stages throughout their undergraduate program that sufficiently develop their CQ (Clawson, 2014).

The promise of providing educational learning experiences that prepare students for global, culturally diverse professional environments demonstrates a commitment to students that stems from a university's mission. A mission guides an organization by giving it purpose and direction (Daft & Murcic, 2015; Dessler, 2013; Harzinger & Pinnington, 2014; Khan & Khalique, 2014). The mission of XU - the site of this study – includes "to provide a distinctively global, integrative, and personal learning experience" (www.XU.org). Students often consider a college/university based on a match between their own values and the institution's mission. The integration of knowledge through structured SIT is one way to fulfill this promise to its students (Newell, 2013).

Competition in the higher education industry. Higher education is a competitive industry. Universities must adapt to fluctuations in their external environment in order to survive (Morgan, 2006). A challenge for any organization, including those in the higher education industry, is to differentiate itself competitively from others in the market by considering its strength in relation to the competition (Daft & Murcic, 2015; Dessler, 2013; Kokemuller, 2016). College graduates will be expected to interact effectively in situations where sociocultural diversity exists, and "recognize other cultures' languages, behaviors, values, policies, and adapt to these variations" (Aleksandrova, 2016, p. 9). Competition in the higher education market requires universities to provide opportunities, beyond traditional curricula, that allow students to develop CQ (Kurpis & Hunter, 2016). Students who have participated in SIT have been shown to have increased CQ compared to lecture-based pedagogy (Nolan & Kurthakoti, 2017). Therefore, a university can create a competitive advantage and fulfill its professional commitment to its students as stakeholders by offering unique experiential learning opportunities that develop CQ,

such as SIT, that prepare students to meet the changing needs of future employers (Daft & Murcic, 2015; Dessler, 2013).

SIT provides unique and meaningful experiences that are desirable to potential and current students by creating authentic learning spaces in which students engage with others in a culturally different environment. As SIT is increasing around the globe to develop students' intercultural knowledge and adaptability (Mapp, 2012), there is a need to understand the ways in which ELT techniques intersect with CQ, through the lens of students' perspectives. This review of the literature demonstrates the value of developing students' CQ through SIT pedagogy, and the need for qualitative research to fill the gap in literature around this topic. Career readiness, professional commitment to students as stakeholders, and creating a competitive advantage for a higher education institution undergird the increasing interest in utilizing SIT to develop CQ in accordance with a university's mission.

Theoretical Framework: Experiential Learning Theory (ELT)

ELT provided the theoretical framework for this study. The Association for Experiential Education (2004) defined experiential education as "a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (as in Bruenig, 2005, p. 108). ELT has been applied across disciplines in higher education to engage students in learning (Kolb & Kolb, 2017, p. 40). Earlier scholars explored the importance of experience to the process of student learning. John Dewey (1938) first introduced the concept of learning from experience and action through his "belief that subject matter should not be learned in isolation and that education should begin with student experience and should be contextual" (Bruenig, 2005, p. 108). ELT is characterized by learning situations that allow "students to process knowledge, skills, and/or attitudes" (Gentry, 1990, p. 9) through high levels of active involvement. Kolb and Kolb (2017)

reinforced these ideas by describing ELT as a "dynamic, holistic theory of the process of learning from experience...based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction" (p. 11). Kolb (1976) identified four modes of EL: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Manolis, Burns, Assudani, & Chinta, 2013).

Particularly relevant to this study, Kolb and Kolb (2017) emphasize that "learning is a holistic process of adaptation to the world… resulting from synergetic transactions between the person and the environment" (Kolb & Kolb, 2005, p. 194). Learning must be "a continuous process grounded in experience" where ideas are "formed and reformed through experience" (Kolb, 1984, p.26-29). ELT leads to a deeper building of knowledge and an enriched understanding of concepts (Kolb & Kolb, 2017) through an integrative learning approach that combines "experience, perception, cognition, and behavior" (Kolb, 1984, p. 21). The creation of knowledge and authentic learning occurs through the transformation of experiences (Kolb, 1984). ELT empowers students to question, collaborate, and adapt in a way that leads to self-motivation and inspiration throughout the learning process (Lash, 2016). Students build rich and meaningful understandings of course content through active engagement with their environment and guided reflection on these experiences (Slavich & Zimbardo, 2012).

ELT undergirds SIT pedagogy. SIT provides unique opportunities for students to develop CQ outcomes of flexibility and adaptive behaviors within the context of culturally different settings. The success in actualizing CQ outcomes often depends on the proper foundations of attitudes, knowledge, and skills for intercultural competence (Deardorff, 2006). In exploring CQ phenomenon stemming from SIT, one must explore the space, reflection, and experimentation elements of ELT (Kolb & Kolb, 2017).

The space component of ELT. The creation and integration of learning space is a core component of ELT. Lewin's (1951) notion of learning space is fundamental to ELT by recognizing that "the person and the environment are interdependent variables" (Kolb & Kolb, 2017, p. 32). ELT reinforces the need for students to become fully engaged in the learning cycle through interaction in spaces that allow them to "feel, reflect, think, and act" (Kolb & Kolb, 2017, p. 33). Such spaces must include a level of uncertainty, and allow for student reflection and feedback (Gentry, 1990) to set the stage for learning. SIT pedagogy is grounded in ELT by providing authentic experiences in culturally different environments where students become active learners through observation, reflection, conceptualization, and active experimentation (Kolb & Kolb, 2017). ELT promotes circular learning, as students become active participants in the physical learning spaces (Kolb & Kolb, 2017). Bransford, Brown, and Cocking (2000) reinforced the need for learning spaces to be curricular in nature for students to develop expertise related to their life purpose. Students' learning-related attitudes, values, beliefs, and skills can be transformed through activities that take place (Slavich & Zimbardo, 2012) in intercultural spaces.

Immersion of students into global communities within the context of a structured course, regardless of length of time, may provide a plethora of real-life experiences (Mapp, 2012). SIT incorporates multiple and lengthy opportunities for students to immerse fully in a new cultural environment and with different people while abroad (www.XU.edu), thus enabling students to interact with the environment through real world contact (Gentry, 1990). This ELT approach differs from traditional lecture-based classroom linear learning, where instructors lecture on content and students remain passively engaged. SIT engages students in active learning experiences in other countries through real-world applications and integrates a learner-centered approach that provides frequent feedback as students try different behaviors and notice the

reactions of others in culturally unique settings (Frye, 2003). Students gain a deeper understanding of cultural values and beliefs by observing first-hand what is unique to a culture and then adjust their behaviors accordingly. For example, participating in religious or familial celebrations allows students to witness certain nuances for a richer understanding of cultural traditions. The uncertainty that is inherent in foreign country immersion allows for immediate reflection and feedback (Gentry, 1990), as students begin to assimilate into the learning space. Although students may have these experiences when traveling abroad on their own, incorporating international travel within the context of a credit-bearing full semester course provides a pedagogical model that allows students to explore and reflect while making connections to course content in a supportive educational environment. Experiential educators must integrate opportunities for student reflection within a space, rather than just focusing on creating experiences connected to the location (Breunig, 2005). SIT creates unique spaces that enable students to recognize the connection between internal forces (such as flexibility) and external actions (such as choice of behaviors) while engaging in authentic interactions with others through trial and error (Olokundun et al., 2018).

　　　　The reflective component of ELT. Another critical component of ELT is the use of reflections throughout the learning experience. ELT is rooted in the concept of learning through experience and reflection (Kolb & Kolb, 2017). Students construct their understanding of concepts by reflecting on their experiences. Learning "involves a taking in and processing experience and a putting out or expression of what is learned" (Kolb & Kolb, 2005, p. 208). Authentic learning takes places through inquiry and reflection within the context of the experience. "Experiential education is a complex relational process that involves balancing attention to the learning and to the subject matter while also balancing reflection on the deep

meaning of ideas with the skill of applying them" (Kolb & Kolb, 2017, p. 31). Reflection

"fosters deep learning motivation and strategy usage leading to great perceived learning"

(Young, 2018). Reflective activity may take a variety of forms, including journaling, instructor-

led group discussions, ethnographic sketches, break-out sessions, and other similar techniques.

As students engage in learning through reflection, they develop "strategies for action that can be

applied in their ongoing learning process" (Kolb & Kolb, 2017, p. 27). These strategies come to

life through adaptive behaviors and communication in intercultural settings (Deardorff, 2006).

Thus, this qualitative study explored students' perceptions of 'if and how' pedagogical methods

used during SIT created transformational experiences that went beyond basic exposure to

different cultures (Lee & Sukoco, 2010), as they realized CQ outcomes.

The practice component of ELT. SIT served as the conduit for this study because it

integrates the core components of ELT - concrete experiences, reflections, and active

experimentation – within a culturally different environment (Kolb & Kolb, 2017). Intercultural

influences are component of many study abroad programs (Clarke et al., 2009; Tarrant, Rubin, &

Stoner, 2014). Studies have shown that students who participated in various types of short-term

study abroad programs increased in areas of intercultural awareness, personal growth,

knowledge, community, cross-cultural sensitivity, and other dimensions of CQ (Mapp, 2012).

Therefore, it is not surprising that SIT has gained popularity in higher education as an alternative

to full semester study abroad programs (Mapp, 2012). The shorter travel period often fits better

with students' financial resources, schedules, and/or interests (Mapp, 2012; Sjoberg & Shabalina,

2010). SIT must be more than just a 'sight-seeing' experience and allow for active participation

and reflection within an international location to be effective in supportive development of CQ

(Sjoberg & Shabalina, 2010).

The integration of specific pedagogical elements before and during students' time abroad helps create strategies for appropriate behaviors through authentic interpretation of what is happening around them (Van Dyne et al., 2008). Using pedagogical methods that embed ELT activities around SIT within the context of a structured course has the potential to promote authentic learning through interactions and reflections that can happen outside of the classroom. There is a need for qualitative research to explore if the SIT pedagogical model helps students develop an internal frame of reference that positively influences their attainment of CQ (Ang et al., 2007; Deardorff, 2006; Harzinger & Pinnington, 2014).

Conceptual Framework: Intercultural Competence Model (Deardorff, 2006)

This review of literature included research on the concept of CQ, the value of developing CQ in higher education, the importance of integrating ELT components of space and reflection in an intentional way, and SIT as a practical application of ELT, to enrich students' development of CQ. The researcher utilized the Intercultural Competence Model (Figure 2.1), developed by Deardorff (2006), as a conceptual framework for this qualitative study because this reflects the elements of CQ phenomenon (Earley & Ang, 2003; Earley & Mosakowski, 2004; Mikhaylov, 2014; Putranto, Gustomo, & Ghazalil, 2015). Deardorff's Model provided a framework that enabled the researcher to probe students in an intentional way about their perceived CQ outcomes through their sharing of feelings and insights surrounding their own lived SIT experiences.

According to Deardorff's Model, the process of intercultural competence begins with students developing of an attitude that sets the tone for thinking deeply about their own and others' cultures (Deardorff, 2006). Pedagogy centered around cultural knowledge prepares students for their international travel component and is further enhanced during their immersion

as they observe and analyze what they experience in relationship to course content and authentic learning (Anderson, 2001). An internal frame of reference is created in which students are motivated to adapt and build strategies for behaviors and communication within a culturally different environment (Deardorff, 2006). Deardorff's Model (Figure 2.1) depicts the stages of intercultural competence, which mirrors the process of CQ, as actualized through adaptive behaviors and communication within culturally different environments (Earley & Ang, 2003).

The following section provides a brief overview of each stage of Deardorff's Model.

Figure 2.1: INTERCULTURAL COMPETENCE MODEL (Deardorff, 2006)

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Informed frame of reference/filter shift:
Adaptability (to different communication styles & behaviors; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);
Ethnorelative view;
Empathy

Knowledge & Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgment)
Curiosity and discovery (tolerating ambiguity and uncertainty)

From: "Intercultural Competence Model. From "The Identification and Assessment of Intercultural Competence as a Student Outcomes of Internationalization at Institutions of Higher Education in the United States." by Dr. Darla K. Deardorff in Journal of Studies in International Education*, Fall, 2006, 10, p. 241-266 and in* The SAGE Handbook of Intercultural Competence*, 2009 (Thousand Oaks: Sage).*

Requisite attitudes. The first level of Deardorff's Model depicts the core foundations for CQ development. Requisite attitudes include respect by valuing other cultures and cultural diversity, openness to intercultural learning and people while withholding judgement, and curiosity and discovery through tolerating ambiguity and uncertainty (Deardorff, 2006). Opportunities for students to interact with others in different cultural settings can "lead to active thinking about people and situations when cultural backgrounds differ" (Ang et al., 2007, p. 236). Such interactions trigger students to think critically about their own assumptions, habits, beliefs, and culturally-bound thinking (Ang et al., 2007, p 236), leading to more empathetic understanding of others. Past scholars have established the importance of valuing other cultures and viewing others in a positive way within intercultural or diverse settings (Gopal, 2011; Hiller & Wozniak, 2009; Peterson, Abrams, Peterson, & Stricker, 2006).

An attitude of openness toward intercultural learning and people from other cultures requires an individual to suspend judgement (Deardorff, 2006; Dunn & Wallace, 2006; Gopal, 2011). Individuals are better able to cope in unfamiliar or foreign contexts when they are open to feelings of unease and ambiguity in cross-cultural situations (Hiller & Wozniak, 2009). Withholding judgement before taking action is particularly critical in intercultural situations (Colquitt et al., 2013; Deardorff, 2006; Earley & Mosakowski, 2004; Li et al., 2013; Şahin et al., 2013). Developing an attitude that embraces curiosity and discovery provides personal growth and engagement. Gopal (2011) defines curiosity as being "open and having a sense of wonder beyond limits of what is accepted understanding, even if it causes feeling of being overwhelmed" (p. 375), by allowing individuals to be enthusiastic and curious about other cultures (p. 375). An attitude of openness helps people manage tensions within uncertain environments (Bennett,

2009). Such attitudes are critical for motivation in learning about, and functioning in, culturally diverse situations (Ang et al., 2007).

Appreciation and respect for the ideas and opinions of those from different cultures creates a foundation for the development of CQ (Leask, 2004). Awareness of one's own cultural background, biases, attitudes, values, and beliefs is essential to building multicultural awareness (Pedersen, 2000). Pedagogical methods that allow students to learn about the context and roles in which values form leads to a deeper understanding of a culture (Venaik & Midgley, 2015). The uncovering of one's own perceptions and beliefs may serve as a precursor to exploring others' cultures and stimulate cross-cultural discussions.

Kolb and Kolb (2005) noted that authentic observations and reflections are key components of the learning cycle. While traditional lecture-based pedagogy may address cultural norms, customs, beliefs, or expected behaviors, it is not the same as actually experiencing these elements first-hand (Van Dyne et al., 2008). SIT pedagogy exposes students to genuine cultural elements firsthand, as they observe and interact with individuals living in a different country and reflect on these experiences. Such educational experiences enable students to develop a repertoire of understanding, motivation, and skills to navigate through different cultural contexts (Ang & Van Dyne, 2008). This is the essence of CQ.

Mapp et al. (2007) found that students expressed an attitudinal change regarding global understanding and cross-cultural knowledge through her analysis of reflection papers of social work students who participated in short-term study abroad programs. Prior scholars found that short-term programs positively influenced students' development of values and beliefs that mirror the first level of Deardorff's Model (Lindey, 2005, as cited in Mapp, 2012). These included openness to new ways of thinking, insight into own values and beliefs, awareness of

challenges to societal values and beliefs, appreciation for cultural differences and culturally sensitive practices, awareness of social justice issues, and development of a professional identity (Lindey, 2005, as cited in Mapp, 2012). Nolan and Kurthakoti (2017) found that students who participated in SIT as short as a seven-day period had significant increases in overall CQ, as compared to lecture-only pedagogy.

      Knowledge, comprehension, and skills. The second level of Deardorff's Model identifies the components of knowledge, comprehension, and skills needed to develop a proper internal frame of reference for intercultural competence (Deardorff, 2006). Knowledge and comprehension of cultural dimensions is a critical tool for developing strategies to operate effectively in multi-cultural environments (Hofstede, 1984), and are core elements of CQ. Examples may include education, legal, economic, government, transportation, or other systems within a foreign country (Van Dyne et al., 2008). Although the topics may be addressed through lectures, case studies, videos, and other similar activities within a traditional classroom setting, actual immersion in a different county can bring these concepts to life for students. Understanding the nuances of a culture is instrumental for interpreting and exhibiting appropriate behaviors and communication (Deardorff, 2006; Van Dyne et al., 2008). Students construct new knowledge and understanding, in part, based on experience (Kolb & Kolb, 2005).

      SIT provides an abundance of opportunities for students to listen, observe, interpret, analyze, evaluate, and relate, as they have meaningful interactions with those living and working in other parts of the world (Anderson, 2001; Bloom, et al., 1956; Deardorff, 2006;). "Experiential/active learning leads to learning, and perhaps even more substantive learning than more passive forms of interaction" (Burch et al., 2014, p. 279). Knowledge about other cultures is learned through people, literature, art, music, stories, products, and artifacts (Daft & Murcic,

2015; Pedersen, 2000). Integrating Bloom et al.'s (1956) revised taxonomy into learning outcomes through instructional levels (Krathwohl, 2002) help students synthesize their experience with both course content and CQ outcomes. Deardorff's Model indicates that knowledge and skills work interdependently toward building intercultural competence (Deardorff, 2006), and thus, play an integral role in enabling students to develop CQ, in conjunction with meeting course learning outcomes.

Desired internal outcomes. The third level of Deardorff's Model identifies the desired internal outcomes of adaptability, flexibility, empathy, and ethnorelativism (Deardorff, 2006). Adaptability and flexibility in cross-cultural contexts enable individuals to assess unfamiliar situations and develop appropriate strategies for dealing with them (Li et al., 2013). Cross-cultural adaptability refers to "one's readiness to interact with members of another culture or even adapt to life in another culture" (Davis & Finney, 2003, p. 318). The ability to adapt effectively in intercultural or pluralistic environments that are unfamiliar to the individual is the essence of CQ (Earley & Ang, 2003). CQ enables those who encounter confusing situations or random behavior in culturally unfamiliar environments to think deeply about what and why something is happening, and make appropriate adjustments to the way in which they relate within the context of a different cultural setting (Van Dyne et al., 2008). Adaptability and flexibility stem from individual motivation – the internal force that drives an individual to exert the effort and energy needed to function effectively in novel cultural settings (Ang et al., 2007; Daft & Murcic, 2015).

Students build confidence in dealing with stresses of adjusting to and navigating through a new cultural environment through well-planning ELT (Van Dyne et al., 2008). Reductions in students' anxiety, frustration, confusion, and disorientation encountered in intercultural settings

occur through proper pedagogical structure (Gopal, 2011). CQ manifests through the confidence

and drive to work through the challenges and conflicts encountered in cross-cultural settings

(Van Dyne et al., 2008). Students form understandings of cues and actions of others in a different

cultural environment by noticing patterns of information (Bransford et al., 2000). A willingness

to continue working in cross-cultural environments despite frustration or confusion stems from

the motivational aspect of CQ (Bucker et al., 2015).

Deardorff's Model also identifies ethnorelativism as a desired internal outcome of

intercultural competence (Deardorff, 2006). Ethnocentricity inhibits learning and

communication, leading to misunderstandings or alienation of others from different cultural

backgrounds (Ellis, 2006). Ethnocentrism causes perceptions and stereotypes that lead to

discrimination against those from different cultures, causing others to feel less valued as human

beings (Kim & Hubbard, 2007). Examining and challenging one's ethnocentric assumptions

through interactions in culturally diverse situations help them transition into an ethnorelative

view (Bennett, 1993) in which a person sees value in their own and other's ethnicity. "Thinking

about one's own and other's culturally-based assumptions presumably enables individuals to

communicate better, to put people at ease, and to avoid misunderstandings and tensions" (Chua

et al., 2012, p. 117). Ethnorelativism is an intangible aspect of CQ. Students' views about

ethnicity through genuine global connections can influence the way in which they interact and

communicate with those from other culture.

Desired external outcomes. The fourth and top level of Deardorff's Model identifies the

use of appropriate behavior and communication as desired outcomes of intercultural competence

(Deardorff, 2006). Earley and Ang (2003) referred to CQ as an individual's ability to adapt

successfully within unfamiliar cultural environments. Adaptability, flexibility, empathy, and

ethnorelativism provide an informed filter that influences students' ability to adapt their

behaviors and communication in intercultural settings (Deardorff, 2006). "Behavioral CQ is an

individual's ability to exhibit verbal and non-verbal actions when interacting with people who

differ in cultural backgrounds" (Van Dyne et al., 2008, p. 237). Non-verbal and verbal

communication are critically important in cross-cultural interactions (Van Dyne et al., 2008), as

individuals assign meaning to the words or actions of another person. Observing and testing the

rules of behaviors in another culture enables a person to interpret non-verbal cues correctly,

leading to appropriate behavioral responses (Van Dyne et al., 2008). Communication may

include correct speech, tones, touch, and appropriate mannerisms expected within a certain

culture that allow for effective engagement with others across cultures (Deardorff, 2006; Van

Dyne et al., 2008).

Opportunities for interaction with peers and local inhabitants in a different country

increase one's own abilities to behave and communicate effectively in intercultural or diverse

situations (Putranto et al., 2015; Sternberg, 1997). Experiential learning through sociolinguistic

awareness abounds during SIT, as students hear language within a cultural context while

immersed in another country. Although common phrases and vocabulary are taught during pre-

travel classes, genuine comprehension occurs through spontaneous interactions with others in

their native country. Hearing colloquial language and understanding its meaning within a cultural

context helps individuals adjust within informal social contexts while abroad (Kinginger &

Blattner, 2011). Immersion in a foreign country may help individuals create meaning from their

experiences through genuine conversation with others (Kolb & Kolb, 2005). Examples include a

change in tone or facial expressions in unfamiliar settings (Van Dyne et al., 2008) or body

language that mirrors local residents. Students demonstrate learning through their ability to adapt

in different cultural settings by choosing appropriate behaviors while abroad (Reio, Rocco, Smith, & Chang, 2017).

Conclusion

The purpose of this qualitative, phenomenological case study was to explore students' perceived outcomes of CQ, based on their participation in SIT. The researcher delved into students' beliefs about 'if and how' pedagogical elements used throughout SIT played in their attainment of CQ. Past scholars have examined students' CQ outcomes using quantitative research methods (Ang & Van Dyne, 2008; Deardorff, 2006; Earley & Mosakowski, 2004, Eisenberg et al., 2013; Erez et al., 2013; Kelley & Meyers, 1995; Li et al., 2013; Matasumoto & Hwang, 2013; Nolan & Kurthakoti, 2017; Thomas et al., 2015). Past findings indicated that pedagogy that incorporated international ELT techniques had a significantly positive impact on students' overall CQ (Nolan & Kurthakoti, 2017). However, there is a gap in the literature using qualitative research methodology.

The gap in literature on qualitative research methods in this area drove the need for this study. This review of literature showed that institutions of higher education have a professional responsibility for preparing students to navigate the challenges of 21st century global organizations through the development of their CQ (Clawson, 2014; Deardorff, 2004). Employers expect college graduates to possess the attitudes, knowledge, skills, and adaptive behaviors and communication to perform effectively within and across intercultural and global environments (Mikhaylov, 2014). CQ is at the core of this expectation. As SIT courses are gaining popularity in higher education (Mapp 2012), there was a need for exploration into the intersection of CQ and pedagogy utilized in a variety of SIT courses. The aim of this study was

to provide a holistic, comprehensive understanding of CQ phenomenon by incorporating students' own words and stories about their shared SIT experiences.

The findings from this study may be of use to instructors who currently teach or design SIT, through the enrichment of ELT pedagogy to produce meaningful international experiences where students develop CQ in a genuine way. The findings may also be of interest to non-education organizations in designing leadership or management development programs, as the need for organizational leaders to have CQ is increasing exponentially in global, multi-cultural work environments (Clawson, 2014). To these ends, the subsequent Methods chapter will describe the qualitative methods the researcher used to explore the research questions guiding this case study. The overall goal of this study was to explore CQ phenomenon that emerged from undergraduate students' shared lived experiences in SIT at a specific university (XU). The following chapter will describe the rationale for the researcher's use of qualitative research methods to explore students' perceived CQ outcomes based on their participation in SIT and the role varied pedagogy played in their attainment of CQ.

Chapter 3: Methodology

Cultural intelligence (CQ) refers to an individual's ability to adapt effectively in intercultural or pluralistic environments (Ang et al., 2007; Earley & Mosakowski, 2007). There is a growing interest in research that explores the ways in which CQ is developed through college-level pedagogy to prepare students for careers in global and/or culturally diverse workplaces (Engle & Crowne, 2014). A recent quantitative research study found that undergraduate courses that incorporated pedagogical elements of experiential learning theory (ELT), such as short-term international travel, had a significant positive impact on students' overall CQ, as compared to lecture-only pedagogy (Nolan & Kurthakoti, 2017). The purpose of this study was to expand Nolan and Kurthakoti's (2017) findings, using qualitative research methods to explore: (a) undergraduate students' perceived CQ outcomes based on their participation in full semester c courses that embed short-term international travel (SIT), and (b) undergraduate students' perceptions of if and how pedagogical elements used throughout SIT influenced their attainment of CQ. Much of the research that has examined CQ development within educational and business environments has consisted of quantitative research methods (Caprar, Devinney, Kirkman, & Caligiuri, 2015; Deardorff, 2006; Earley & Ang, 2003; Earley & Mosakowski, 2004; Ng et al., 2017; Nolan & Kurthakoti, 2017; Thomas et al., 2015). The aim of this study was to utilize qualitative research methodology to illuminate the process of CQ development by exploring in depth, the nuances of how students' experiences, within the context of college-level pedagogy, intersect in the development of CQ outcomes.

Research Questions

The research questions that guided this study were as follows:

#1: What are students' perceived outcomes of cultural intelligence (CQ) based on their participation in undergraduate courses that embed short-term international travel (SIT) as a pedagogical application of experiential learning theory (ELT)?

#2: What are students' perceptions about the role that varied pedagogical elements of SIT played in their attainment of CQ?

Research Paradigm: Qualitative Methodology

This study included the use of qualitative, phenomenological, case study research methodologies. According to Creswell (2011), qualitative research is an appropriate methodology for addressing "research problems in which little is known about the problem, or a detailed understanding of a central phenomenon" (Creswell, 2011, p. 51). Qualitative research methods provide the means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2011) by relying primarily on human perception and understanding (Stake, 2010). Qualitative research includes the words of the participants, reflexivity of the researcher, and collection and analysis of data in a natural setting. This research approach allows a researcher to gather, "up-close information by actually talking directly with people," while looking for emerging "patterns, categories and themes" (Creswell, 2011, p. 45). In relation to this study, qualitative research methodology illuminated new insights and ideas gained through students' own words and sharing of stories about their lived experiences. These insights and ideas can help educators create or enrich their pedagogy within the SIT model to enhance student development of CQ (Creswell, 2008).

Qualitative research is a "type of educational research in which the researcher relies on views of the participants; collects data consisting largely of words from participants' descriptions; analyzes these words for themes; and conducts the inquiry in a subjective manner" (Creswell, 2011, p. 46). This study integrated several components of qualitative research, as outlined by Creswell (2011) and McMillian & Shumacher (2010). For example, the researcher: (a) served as the key instrument of data collection; (b) gathered information using multiple data sources (semi-structured individual interview, focus group, and document review); (c) sought rich narrative descriptions of participants' experiences to develop an understanding of their behaviors through a process orientation that focused on the 'how and why' behaviors occurred; (d) conducted research in a natural setting (X University); (e) established a comprehensive set of themes through inductive data analysis using a 'bottom-up' approach that looked for patterns, categories, and themes that emerged across the data; and (f) remained flexible in the design of the study to allow for emergent themes from participants' own perspectives (Creswell, 2011; McMillian & Schumacher, 2010). The rationale for using phenomenological, case study methodology will be described in the following sections.

Phenomenology. A phenomenological research approach is "a strategy of inquiry in which the researcher identifies the essences of human experiences about a phenomenon as described by participants" (Creswell, 2011, p. 13). Phenomenology was appropriate for this study because the researcher wanted to "explore and examine perceptions that individuals assign to their experiences" (Thompson, 2018, p. 1230). Stake (2010) describes phenomena as "similar happenings experienced" by different people or within different settings (p. 220). The participants in this study participated in at least two different SIT at XU, yet their experiences were all somewhat different due to the variety of international locations, course topics,

instructors, and academic majors. A qualitative research approach empowered the researcher to gain a deeper understanding and enhanced meaning of emerging CQ phenomenon across various SITs through the analysis of participants' self-reported data (Creamer, 2017; Creswell, 2011).

The researcher explored the research questions driving this study by asking participants to share specific examples from their SIT experiences, with a focus on their adaptive behaviors, communication, empathy, and flexibility (CQ outcomes) during the international travel components, and the role pedagogical elements played in the process. The aim of this study was to present a holistic and comprehensive picture of students' perceived CQ outcomes through the reporting and analysis of participants' views using their own words to describe their shared lived experiences and their perceived CQ outcomes resulting from SIT (Creswell, 2011; Marshall & Rossman, 2016).

The researcher utilized Deardorff's (2006) Intercultural Competence Model (Appendix A) as the conceptual framework for exploring and analyzing students' self-reported examples of their perceived CQ outcomes and capturing the essences of phenomena that emerged across students' responses and stories about their experiences (Creswell, 2011). The researcher further engaged students to explore connections between pedagogical elements and students' attitudes, knowledge, and skills as foundations for CQ development (Deardorff, 2006).

Case Study. The researcher wanted to utilize case study methodology as a "strategy of inquiry in which the researcher explores, in depth, a program, event, activity, process, or one or more individuals" (Creswell, 2011, p. 13). According to McMillan & Schumacher (2010), case study methodology permits in-depth analysis of a bounded system (i.e., an activity, event, process, or individuals) using extensive data collection and analysis. Creswell (2011) states that participants in a phenomenological study may be located at one site or have gone through similar

experiences. In relation to this study, the researcher chose a site (XU) that has a long history of successful facilitation of SIT and commitment to global connections through ELT pedagogy (www.XU.org). She wanted to explore CQ phenomenon in an environment where participants shared in similar activities and experiences (Marshall & Rossman, 2016). The case study method was a good instrument for gaining insight into emerging themes by studying students at a single school - XU (Creswell, 2011). Case study methodology provided a level of depth to the research because of the small number of participants and provided a breadth of information due to the diversity among international locations, course content, instructors, and students' academic majors (Creswell, 2011).

Context of Study/Site Selection

While the development of CQ is valuable for a person in any learning environment, this study focused on CQ within the context of undergraduate higher education. The researcher's rationale for focusing on the context of undergraduate higher education was based on her knowledge that employers expect college graduates to have the skills needed to adapt, interact, and perform effectively with people from different cultures and/or within new cultural environments (Putranto, Gustomo, & Ghazali, 2015). SIT has gained popularity in undergraduate programs as an application of ELT that develops students' CQ in preparing students for careers in global and/or culturally diverse organizations (Clawson, 2014; Mapp, 2012; Redden, 2018; Williams et al., 2017). The setting of this study was X University (XU), a small liberal arts university located in the mid-Atlantic region of the United States. This site was chosen based on the following inclusion criteria: (1) an institution of undergraduate higher education; (2) an institution with a long history of offering SIT that included a variety of international locations, course topics, instructors, and academic majors of participants; and (3) a site of convenience to

provide accessibility for the researcher. XU was (and is) an accredited institution of undergraduate higher education. XU has an externally recognized record of successful facilitation of numerous SIT over the past twenty years, with more than half of its full-time undergraduate students participating in at least one SIT at XU (www.XU.org). XU was a site of convenience due to the researcher's position as a full-time instructor at the university, providing access to the site and purposeful participant recruitment (Creswell, 2011). For these reasons, XU was an appropriate site for this case study.

SIT at XU. XU's mission of providing global, integrative learning opportunities for its students has led to a variety of SIT offerings for students, regardless of academic majors, to different international locations every spring semester (www.XU.org). The researcher's intention of focusing on students who have participated in two or more SIT was for the purpose of gathering depth and breadth of perspectives based on students' experiences in SIT, as a pedagogical application of ELT. There were two different levels of SIT included in this study: (1) an upper level SIT #2 called Global Immersions (GI), and (2) a first year SIT #1 called International Exploration (IE). The researcher wanted students who had successfully completed both levels of SIT to ensure they had formative experiences that would allow full engagement and sharing of ideas and examples based on real experiences that demonstrated CQ phenomenon. The sample pool for the study included full-time undergraduate students who participated in both a recent GI during the 2019 spring semester and an IE during the spring semester of their first year at XU. The researcher's interest in including participants who completed a GI in spring 2019 was for the likelihood of their accurate recall of recent experiences (Marshall & Rossman, 2016). There was an estimated student enrollment of 87 in the spring 2019 GIs, which provided a reasonable size of potential students meeting the inclusion criteria (www.XU.edu/registrar). All

87 students were invited to participate in this study. A brief explanation of the GI and IE courses follows, respectively.

GI is a 4-credit course offered at XU to full-time upper-level matriculated students across academic disciplines. GI spans a full semester and embeds a short-term international travel component of approximately 8-15 days. GI was included in this study because pedagogy is typically designed to integrate the four components of the experiential learning cycle – concrete experiences, reflections, conceptualization, and active experimentation (Kolb, 1984). The GI courses included in this study took place within the academic year of this study with international travel during late Spring of 2019 and were designed to provide 'sustained cross-cultural experiences that incorporated supervised reflection through which students documented and analyzed their experiences (www.XU.org). The researcher reviewed course syllabi and course descriptions of select GI to confirm inclusion of these components.

IE follows a similar pedagogical approach but includes a shorter international travel component of 7 days over spring break. IE is a full semester 2-credit course offered to full-time, first year students at XU that fosters global engagement through academic content and cultural themes, and community building among first year students (www.XU.edu). For many students at XU, IE is their first time participating in a college-level SIT and is often a student's first time traveling overseas. Detailed descriptions of the GI and IE courses are located in Appendix B.

Role of Researcher

In 2017, Margaret Nolan (the current researcher) and Dr. Raghu Kurthakoti conducted a pilot study that explored the differential impact of pedagogy on undergraduate students' CQ using quantitative research methodology. They utilized a pre-and-post survey quantitative method to measure students' self-assessment of CQ across three different pedagogical models –

a first-year SIT (IE), an upper-level marketing class that embedded an international virtual simulation, and an international business course that did not embed any international ELT activities (Nolan & Kurthakoti, 2017). The findings from their study showed that pedagogical approaches that incorporated internationally-focused ELT activities resulted in significantly higher CQ attitudes, skills and knowledge, compared to a lecture-only approach (Nolan & Kurthakoti, 2017). These findings piqued the interest of the researcher of this study to delve deeper into students' perceived CQ outcomes utilizing qualitative research methods to include students' own words and oral stories about their SIT experiences. The researcher has co-led several SITs over the past ten years and was curious about the variables that contribute to students' ability to be flexible in unfamiliar, culturally different environments.

The researcher has been a college instructor for over 20 years, with a background in human resources management. She has observed that the development of CQ in the context of higher education is important in preparing students for professional careers (Clawson, 2014). According to MacNab (2012), there is an increasing need for cross-cultural education to prepare business students for careers in a multi-cultural and complex world. The researcher would like to disclose that she believes XU has a professional responsibility to prepare students for careers in all types of disciplines, as promised through XU's mission to provide 'global, integrative learning opportunities' for all of its students (www.XU.org). One of the challenges in qualitative research methodology is for a researcher to consider how her/his own biases may influence the interpretation of the data (Creswell, 2011). The researcher used purposeful sampling to increase the likelihood that her sample represented a variety of academic majors, international locations, instructors, and course content to enhance the credibility of her findings and offset any hidden

bias as a current business instructor (Creswell, 2011; Shenton, 2004). To this end, the following section discusses the researcher's participant inclusion process.

Participant Inclusion

The researcher used purposeful, convenience, snowball (network) sampling techniques to invite current full-time XU undergraduate students who completed two SIT at XU to participate in this study (Creswell, 2011; Marshall & Rossman, 2016; McMillin & Schumacher, 2010). Purposive sampling was used to invite participants who were likely to be knowledgeable and informative about the phenomena of interest, and able to provide verbally rich data of specific examples of their lived experiences (McMillan & Shumacher, 2010). Purposeful sampling ensured that the sample represented a variety of academic majors, international course destinations, course content, and different instructors, to support maximum variation, as well as triangulation of data and credibility of findings (Creswell, 2011). Convenience sampling was used because the researcher needed full access to the site (XU) to permit flexibility in times and locations for the individual interviews, focus group, and follow-ups based on the participants' availability within the proposed time-frame for data collection (Creswell, 2011). The researcher also used 'snowball (network) sampling' by asking participants to suggest classmates who they felt would be able and willing to speak and reflect authentically on their SIT experiences (McMillan & Schumacher, 2010).

Inclusion/exclusion criteria. Invitation for participation in this study was based on the following inclusion and exclusion criteria:

- Inclusion Criterion #1: Participants were current full-time undergraduate students at XU who completed SIT #2 (GI) during the 2019 spring semester.

- Inclusion Criterion #2: Participants completed SIT #1 (IE) during their first year as a full-time undergraduate student at XU.

- Inclusion Criterion #3: Participants had limited non-XU-based international travel experiences. Students who traveled internationally more than three times over the past five years independent from XU courses were not included in this study. The reason for this inclusion criterion was to limit the potential impact of multiple international travel experiences on participants' perceived CQ outcomes.

- Exclusion Criterion #1: Participants had completed a full semester or year studying abroad. The reason for this exclusion was that the researcher was only interested in exploring SIT as a pedagogical model.

Twelve (n=12) students from the initial potential participant pool met all three of the above inclusion criteria. The researcher invited these 12 students to participate in individual semi-structured in-depth interviews (Creswell, 2011) using XU's email system. Phenomenological research should include interviews with approximately 5-10 participants who have experienced similar events to capture and interpret common emerging themes (Alase, 2017; Creswell, 2011; Polkinghorne, 1989). Of the 12 invitees who met the inclusion criteria, n=6 students were available and interested in being interviewed individually for this study. After completion of the individual interviews, the researcher invited the same initial potential participant pool of 12 students that met the inclusion criteria to participate in one focus group. Of the 12 potential participants, n=8 students were available and interested in participating in the focus group. N=8 was an adequate number of participants for the focus group because the size of a small focus group should consist of 6-10 people to create an intimate and open discussion related to the research topics (Gibbs, 1997). The participants consisted of different academic

majors, who completed two different levels of SITs (GE and IE) in different international locations to allow for depth and breadth of oral responses to the interview protocol and stories about their SIT experiences.

Data Collection Methods

The researcher utilized three qualitative research methods for collecting data during this study: individual student semi-structured interviews, student focus group, and course document review for triangulation of data (Campbell, 2017; Creswell, 2011; Marshall & Rossman, 2016; Stake, 2010). Triangulation of data is important in qualitative research because it helps the researcher "to get the meanings straight, to be more confident that the evidence is good" (Stake, 2010, p.123) by confirming patterns that emerge over multiple data sources. "Evidence that has been triangulated is more credible" (Stake, 2010, p. 125). Data collection consisted primarily of self-reported oral descriptions from participants' past and present recall of their SIT, so it was important for the researcher to triangulate the data through a variety of sources to ensure that the findings were accurate (Marshall & Rossman, 2016; Santangelo, 2018). The researcher's use of both semi-structured individual interviews and a focus group provided in depth and rich oral data stemming from interactive discussions with students based on their breadth of experiences and opinions, as she explored phenomena related to their perceived CQ outcomes (Creswell, 2011). The researcher's review of course syllabi and course descriptions of select IE provided confirmation of consistencies and deviances across the pedagogical elements used within different SITs.

Deardorff's Model served as the conceptual framework for guiding the researcher's inquiry during the individual student interviews and focus group (Appendix A). For example, the researcher asked students to provide specific examples of strategies they used during their SITs

to effectively adapt their behaviors in a given situation (Deardorff, 2006). The researcher engaged students in open discussions that elicited deeper reflections of 'if and how' pedagogical elements (i.e., instructor-selected readings, movies, videos, written assignments, field trips, guest speakers, cultural activities, etc.) influenced their attitudes, knowledge, skills, empathy, flexibility, and adaptability during their time abroad (Deardorff, 2006).

Individual Semi-Structured Interviews. The researcher began by conducting individual semi-structured interviews to gather in-depth information about their perceived CQ outcomes stemming from their SIT experiences and perceptions of pedagogical elements used throughout the courses. According to McMillan and Schumacher (2010), "the data collection mainstay of a phenomenologist is the personal in-depth, unstructured interview (p. 346). Semi-structured individual interviews were an appropriate research methodology for this phenomenological study because "phenomenological studies investigate what was experienced, how it was experienced, and finally, the meanings that the interviewees assign to the experience" (McMillan & Schumacher, 2010, p. 356). Using a semi-structured individual interview protocol allowed for in-depth analysis and understanding of the reasons behind the participants' responses as the researcher continuously probed into the 'if and how' within their responses (Demir & Pismek, 2018).

The researcher included open-ended exploratory questions that delved into participants' perceived CQ outcomes, and their opinion on the role that pedagogical elements played in that process. The participants' use of their own words to describe their actual experiences and feelings provided a unique understanding of CQ phenomenon (Hickman, 2017; Shenton, 2004). The researcher used a phenomenological interview guide approach to obtain multiple meanings from the participants' shared experiences (McMillan & Schumacher, 2010). The semi-structured

interview protocol allowed the researcher to develop the sequence and wording of questions in advance, while still allowing for a conversational style of interviewing and emergent, unanticipated perspectives (McMillan & Schumacher, 2010).

During the interviews, the researcher asked open-ended questions that guided the students through the levels of Deardorff's Model (Appendix A). Questions were intended to solicit specific examples of adaptive behaviors, communication, flexibility, and empathy (Deardorff, 2006) during the students' duration in the SIT location. The researcher used follow-up questions to probe deeper into their perceptions of the how and why attitudes, knowledge and skills were enhanced during SIT, and if these elements formed a foundation for CQ development (Deardorff, 2006). The researcher followed the same semi-structured interview protocol for all individual interviews so that each participant was asked the same questions to establish trustworthiness of the findings. The semi-structured format also allowed for flexibility for the researcher to ask follow-up questions for clarification of responses and to tease out pedagogical consistencies or discrepancies across SIT experiences.

Each individual interview was approximately 60-70 minutes. This length of time was chosen to provide enough time for students to feel comfortable engaging in one-on-one conversations with the researcher, while also being cognizant of the students' time. The researcher recorded the interviews using a password-protected audio device. The recordings were transcribed by a research assistant trained in CITI confidentiality procedures (Creswell, 2011). The individual interviews took place in the researcher's office at XU's campus or virtually via zoom meeting technology over a two-week period during the summer of 2019. The individual interview protocol is located in Appendix C.

Focus Group. "Focus groups are advantageous when the interaction among interviewees will likely yield the best information, when interviewees are similar and cooperative with each other, and when time to collect information is limited" (Creswell, 2011, p. 164). The researcher's intention of using the focus group method was to spark conversations among students about their experiences to uncover emerging CQ phenomenon and common themes across their SIT experiences. A focus group is a qualitative research method that encourages group interactions among the participants, where they can openly exchange ideas, while they share experiences and thoughts in relation to the research questions (Kitzenger, 1995; McMillan & Schumacher, 2010). The focus group interview helped the researcher form a better understanding of CQ phenomenon by obtaining several perspectives about the same topic (Gibbs, 1997; McMillan & Schumacher, 2010). The researcher in this study found the focus group technique created a "social environment in which group members are stimulated by one another's perceptions and ideas [and] increase the quality and richness of data through a more efficient strategy than one-on-one interviewing" (McMillan & Schumacher, 2010, p. 363).

The researcher wanted to probe deeper into the 'why' behind the themes that emerged through students' oral responses during the individual interviews. Participants actively engaged in open discussion within a small group setting where they appeared comfortable sharing, comparing, contrasting, and building on their individual stories of SIT experiences. Prior scholars discussed the benefits of using a small number of subjects through extensive and prolonged engagements to develop patterns and relationships of meaning (Moustakes, 1994, as cited in Creswell, 2011).

The researcher guided the focus group discussion by teasing out students' specific examples of their perceived CQ outcomes (flexibility, empathy and adaptive behaviors) and their

feelings about the role of pedagogy throughout their SIT. The researcher engaged the participants in open discussions in which similarities of experiences or views jarred memories from other participants, as they shared and drew common meanings from their lived SIT experiences.

Data was collected in the form of words communicated among participants as they shared stories, views, feelings, and perceptions in an open format (Marshall & Rossman, 2016). This led to deeper examination of the 'if and how' behind participants' statements (Kitzenger, 1995). The researcher used the same interview protocol from the semi-structured individual interviews (Appendix C) but focused more on the follow-up questions in order to solicit reflective responses and connections across themes.

The focus group meeting was 45 minutes in length to allow for enough time for students to openly discuss their SIT experiences and perceptions, as guided through the protocol, while being cognizant of participants' schedules. Follow-up questions were posed for clarity and/or better understanding of themes that emerged during the individual interviews. One of the potential limitations of relying solely on focus groups for data collection in qualitative research is that some participants may not feel completely comfortable openly sharing their experiences or opinions (Gibbs, 1997). Based on over twenty years of experience as a college instructor, the researcher found 45 minutes to be an appropriate amount of time to establish a rapport with and among the participants so they felt comfortable opening up within a group setting. This permitted her to gather necessary information related to the research questions. The focus group took place in a classroom on XU's campus during the Fall of 2019. This location was chosen for convenience because this site was easily accessible for the participants. The data from the focus groups was recorded using a password protected audio recorder and then transcribed by a research assistant trained in CITI confidentiality procedures (Creswell, 2011). The research

assistant attended the focus group session. All focus group participants were read the Communication of Confidentiality Agreement at the beginning of the focus group (Appendix F).

Document Review. The researcher conducted a review of course documents – course syllabi and course descriptions -- pertaining to the SITs included in this study. The purpose of document review was to triangulate the sources of data as common pedagogical approaches emerged across the different SITs, and to look for variances across course goals, activities, and methods in relation to SIT experiences and CQ outcomes (Campbell, 2018; Creswell, 2011; Marshall & Rossman, 2016; Shenton, 2004; Stake, 2010). Document review helped the researcher clarify students' responses, create follow-up questions, and identify commonalities and differences of pedagogy used across SITs included in this study (Shenton, 2004). Oral permission from the teaching instructors of the SITs was acquired from the researcher prior to review of any course documents.

Confidentiality and Consent Procedures

Confidentiality is important for gaining trust with participants when conducting qualitative research (Creswell, 2011). In this study, students were given a Participation and Consent Form to review and sign prior to the beginning of the individual interviews (Appendix D). The consent form included information that explained the research process, the ways in which data would be collected and secured, the researcher's intended use of the data, notification that participants' identities would remain confidential, and a statement that participants were free to withdraw from the study at any time (Creswell, 2011; McMillan & Schumacher, 2010). Participation, or lack thereof, in the individual interviews or the focus group had no impact on the participants' status as a student of the university or their relationships with instructors or researcher. Participants were given a copy of the consent form, and copies of all signed forms

were kept in a locked drawer in the researcher's office. A Communication of Confidentiality

Statement was read aloud and distributed to the participants for signature prior to beginning the

focus group session (Appendix F).

Participants' identities remained confidential so students felt comfortable responding to

interview questions and sharing of their stories and feelings during the discussions, knowing

their right to privacy would be protected. The researcher worked with a research assistant to help

with the recording and transcription of oral data obtained during the individual interviews and

focus group. The research assistant completed the CITI certificate for conducting

behavioral/social sciences research per XU's Institutional Review Board (IRB), and signed a

confidentiality agreement prior to assisting in any data collection, transcription, or analysis. A

log that contained participants' names, academic major, information on the international location

of their SIT, and demographic information (i.e., gender) was kept separate from the data.

Pseudonyms (P1, P2, etc.) were used to protect participants' identities. The names of the

instructors who taught the SITs of which the study participants completed remained confidential

throughout study.

Data Analysis

The researcher analyzed the data using a coding process. Coding is a common technique

used by researchers in qualitative phenomenological studies to analyze, construct, and interpret

meaning from participants' words or phrases (Miles et al., 2014). Coding allowed the researcher

to "retrieve the most meaningful material, to assemble chunks of data that go together" and

allowed for "deeper reflection on the data's meaning" (Miles et al., 2014, p. 73). Coding was

used to categorize similar data chunks or clusters, while looking for common themes and

uniqueness that emerged across participants' responses during the individual student interviews

and the focus group discussion. The researcher primarily used causation coding to analyze the

data. Causation coding "extracts attributions or causal beliefs from participant data about not just

how, but why, particular outcomes came about" (Miles et al., 2014, p. 79). Causation coding was

appropriate for this study because it illuminated phenomena across students' responses in

relation to research questions of this study.

Trustworthiness of Data

Credibility of the data was an important, yet challenging aspect of the data analysis

process because of the qualitative nature of this study (Shenton, 2004). Researchers using

qualitative methods must establish trustworthiness of data (Guba & Lincoln, 1985). In relation to

this study, the researcher used several quality indicators -- member checks, peer debriefing,

transcriptions, and reflexivity -- to increase the trustworthiness, dependability, and credibility of

the findings (McMillan & Schumacher, 2010). The researcher shared information about the

conceptual framework and processes used to gather and analyze data with the participants to

increase the dependability of the data (Shenton, 2004). A handout of Deardorff's Model

(Appendix A) was distributed to the participants at each stage of the data collection process.

Member checks/participant review. Guba and Lincoln (1985) consider member checks

critical in bolstering the credibility and confirmability of a qualitative study (Shenton, 2004).

Confirmability in qualitative research requires objectivity by the researcher. The researcher took

steps to ensure that the findings were based on participants' oral responses to interview

questions, their own stories about their SIT experiences, and their perceptions and ideas, rather

than being influenced by the researcher (Shenton, 2004). The researcher checked for accuracy of

data through clarification of students' responses both during and after the individual interviews

and focus group (McMillan & Schumacher, 2010). She encouraged students to confirm her

accuracy of analysis and make changes to clarify their perspectives (Campbell, 2018; Shenton, 2004). The researcher included quotes from the participants to promote credibility of data by including the participants' words and stories to support the findings (McMillan & Schumacher, 2010). The individual interviews and focus group discussion were audio-recorded so the researcher could replay the recordings and capture all information accurately to ensure clarity and fidelity of the data. The research assistant also listened to the recordings for further clarification and fidelity of the data.

Peer debriefing. Qualitative researchers often obtain the help of a peer to corroborate what has been recorded or interpreted by the researcher through peer debriefing (McMillan & Schumacher, 2010). Peer debriefing sessions between the researcher and her research assistant helped establish credibility of this study's findings. The inclusion of a research assistant during the collection, transcription, and analysis of data provided confirmability through the researcher's collaboration with another person (Guba & Lincoln, 1985), and helped reduce researcher bias (Shenton, 2004). The research assistant was encouraged by the researcher to challenge assumptions made by the researcher and provide a fresh perspective of the data (Shenton, 2004). The research assistant attended the focus group. The researcher and the researcher assistant debriefed after the focus group, compared, and contrasted their interpretation of the data (McMillan & Schumacher, 2010). The research assistant helped with interview and focus group transcriptions to enhance credibility and dependability in reporting of data and patterns that emerged. Frequent discussions with the research assistant helped the researcher identify and rectify potential bias on her interpretation of the data.

Reflexivity. Reflexivity of the researcher is important for processing data in qualitative research methods (Stake, 2010). The researcher kept a written reflexive journal throughout the

data collection process to record her own perceptions regarding what she heard, saw, and sensed as she conducted each individual interview and focus group (McMillan & Schumacher, 2010). These reflexive records created an additional layer of analysis that help the research synthesize the main themes, assess the quality of the data, provide tentative interpretations of the data, and comment on any biases that could have influenced the findings (McMillan & Schumacher, 2010).

Transcription. Audio recordings of data collected during the individual student interviews and the focus group were transcribed by a trained research assistant who was CITI certified in ethics in human subject research. The researcher listened to the audio recordings as she read the transcriptions to confirm accuracy in data collection. Excerpts from the transcripts to are included in the Results section to support emerging phenomena (Miles et al. 2014).

Transferability

Transferability is an important consideration in qualitative researcher that assists the reader ascertain if the study's findings may be applicable in other settings (Creswell, 2011). In relation to this study, the researcher's use of purposeful sampling provided a variety of academic majors, SIT international locations, instructors, course content, and other demographic information. The reason for wanting variety in these areas was to limit the potential impact of a particular factor (i.e., academic major or SIT location) on students' perceived CQ outcomes (Shenton, 2004). The researcher excluded participants who had studied abroad or had extensive international travel experiences, as this could have affected their CQ outcomes in a way that was unrelated to their participation in, or the pedagogical elements used throughout, their SIT experiences. The inclusion of thick, rich descriptions of participants' perspectives, actual experiences, stories, and own words in the final report provided transferability to help the reader

understand 'if and how' behaviors occurred (McMillan & Schumacher, 2011). The researcher also included descriptions of both levels of SITs (GE and IE) at XU in the appendices (Appendix B) to provide readers with a clearer understanding of the context and structure of application of ELT, and possibly help with transferability of findings to their own educational settings (Shenton, 2004).

Security of Data

Participants' identities remained confidential throughout the duration of the study and the writing of the final report. A log that contained students' names, self-reported gender, academic major, SIT locations, SIT topics, and other identifying information was kept separate from the data. Instructors and course titles associated with SITs included in this study remained confidential throughout this process. Raw data was stored in a password-protected device and in a locked drawer in the researcher's office, and was not shared with others, except for a research assistant trained in CITI confidentiality procedures. Participants were given a Participation and Consent form (Appendices D and E) prior to data collection. Copies of this signed form were locked in the researcher's office. Focus group participants were read a Confidentiality of Communication Statement and provided verbal agreement prior to the start of the focus group. All information was kept confidential, and students were permitted to withdraw from the study at any time. The only people who had access to the raw data was the researcher and her research assistant.

Time Frame

The researcher received IRB approval in May 2019. Individual interview data was collected during the summer of 2019. Focus group data was collected during the fall of 2019. The timing coinciding with the return of students who recently completed SIT #2 (GI) in the

spring semester of 2019, with their international travel occurring at the end of May 2019, so that participants would have accurate recall of their SIT experiences (Marshall & Rossman, 2016). Coding, member checks, and analysis took place during the summer and fall of 2019. The final report and defense took place in January 2020.

Chapter 4: Data Coding and Analysis

Cultural Intelligence (CQ) refers to an individual's ability to adapt successfully within unfamiliar cultural or pluralistic settings (Earley & Ang, 2003). CQ is a phenomenon that goes beyond cultural knowledge by encompassing the attitudes, knowledge, skills, and adaptive behaviors and communication needed to operate, interact and/or perform successfully within and across intercultural or pluralistic settings (Earley & Ang, 2003; Earley & Mosakowski, 2004; Mikhaylov, 2014; Putranto, Gustomo, & Ghazali, 2015). CQ is demonstrated through outcomes of adaptive behaviors and communication, increased flexibility, empathy, and ethnorelativism through the development of attitudes, knowledge and skills within intercultural settings (Deardorff, 2006).

There are different contexts in which individuals may develop their CQ. For this study, the researcher was interested in exploring CQ phenomenon through the context of higher education, with a focus on how CQ may be developed through pedagogy rooted in experiential learning theory (ELT). According to experiential learning theory (ELT), authentic learning occurs when students become active participants in their learning space through experiences, reflection, thinking, and action (Kolb & Kolb, 2017). A pedagogical application of ELT that is gaining interest across higher educational environments is a full semester course that embeds short-term international travel (SIT) (Donnelly-Smith, 2009; Mapp, 2012).

The purpose of this qualitative, phenomenological case study was to explore students' perceptions on the ways in which, if at all, their participation in varied SITs at a specific university (XU) influenced their CQ outcomes. The researcher also wanted to explore students' perceptions on the role that pedagogy used before and during their time abroad played in their attainment of CQ using students' own words and stories about their SIT experiences. Past

scholars have measured CQ in the context of higher education using quantitative methods (Nolan & Kurthakoti, 2017). The researcher of this study wanted to capture the essence of CQ phenomenon that emerged across students' sharing of stories about their lived experiences through individual interviews and a focus group (Creswell, 2011) The researcher sought participants who represented a range of academic majors and varied SITs, to gather a holistic and comprehensive picture of students' perceived CQ outcomes.

Methods

The researcher implored qualitative research methodology to explore students' perceptions of their CQ outcomes using Deardorff's (2006) Intercultural Competence Model as a conceptual framework (Appendix A) and elements of Kolb and Kolb's (2017) extended ELT as a theoretical framework. To this end, the researcher conducted six individual semi-structured in-depth student interviews, one semi-structured student focus group, and review of course documents to explore the following research questions:

#1: What are students' perceived outcomes of cultural intelligence (CQ) based on their participation in undergraduate courses that embed short-term international travel (SIT) as a pedagogical application of experiential learning theory (ELT)?

#2: What are students' perceptions about the role that varied pedagogical elements of SIT played in their attainment of CQ?

The researcher conducted semi-structured individual interviews with six different XU undergraduate students who had completed two different levels of SITs. Each interview lasted 60-70 minutes and was audio recorded and stored by the researcher on her laptop using Panopto and/or Zoom audio recordings. Recordings of interviews were transcribed by a CITI-certified research assistant. The researcher kept handwritten notes and a reflective journal of the

interviews. The researcher also conducted one semi-structured focus group consisting of eight

XU undergraduate students who had completed two different levels of SITs at XU for deeper

exploration of the "why" behind the themes that emerged from the individual interviews. The

focus group was conducted in person, lasted 45 minutes, and was audio recorded and stored on

the researcher's laptop. The research assistant attended the focus group, took handwritten notes

that were shared and discussed with the researcher. The research assistance transcribed the audio

recordings. The researcher also completed a document review of corresponding SIT course

syllabi and course descriptions, and public XU website information regarding pedagogical

approaches used throughout varied SITs to provide triangulation of the data.

Participants

There was a total of (n=10) unique participants in this qualitative phenomenological case

study (Table 4.1). Four students participated in both an in-depth individual interview and a focus

group interview; two students participated in only an in-depth individual interview (no focus

group interview); and four students participated in only a focus group interview (no individual

interview). All participants were undergraduate students at XU who participated in two different

SITs at different periods while enrolled full-time at XU. SIT #1 occurred during their freshman

year and embedded 7 days of international travel into a full semester introductory level 2-credit

course held at the U.S.-based main campus (www.XU.edu). SIT #2 occurred during their third or

fourth year at XU and embedded a longer international travel (8-15 days) in a different

international location into a full semester upper-level 4-credit course held at the U.S.-based main

campus (www.XU.edu). Each course was open to all academic majors and included learning

outcomes related to both academic course content and global themes related to cultural

competence. The goal of the SIT was to integrate experiential learning pedagogy that reinforced

the course content by bringing students into the physical learning space of another culture in a different country, and encourage observation, reflection, and active experimentation to meet learning outcomes. XU was chosen as the site because it was a liberal arts university has a long record of offering a variety of SIT courses that incorporate different international locations, course topics, pedagogical methods, and participants from a variety of academic majors, with an overall mission committed to global connections through a liberal arts education (www.XU.edu). This participant pool, SIT format, and site selection allowed for an appropriate level of depth and breadth of information across students' experiences, international locations, course content, instructors, and academic majors for generalizability and transferability of results (Creswell, 2011).

Inclusion criteria. The researcher used three inclusion criteria.

- Inclusion Criterion #1: Participants were current full-time undergraduate students at XU who had completed a SIT #2 (GI) upper-level, 4-credit course within the past six months of the data collection.

- Inclusion Criterion #2: Participants had also completed a SIT #1 (IE) 2-credit course during their first year as a full-time undergraduate student at XU.

- Inclusion Criterion #3: Participants had limited non-XU-based international travel experiences. Students who had traveled internationally more than three times over the past five years independent from XU courses were not included in this study.

Exclusion Criteria. The researcher used one exclusion criterion.

- Exclusion Criterion #1: Participants who spent a full semester or longer in a study abroad program.

Table 4.1: Participant Chart

Participant Identifier	Gender Identity	Academic Major* (Minor)	Class Ranking (Fall, 2019)	SIT #1 Location (Year 1)	SIT #2 Location (Spring, 2019)	Individual Interview (Y= yes N = no)	Focus Group (Y=yes N=no)
P1	F	Health Administration (Spanish)	Junior	Europe	Australia	Y	Y
P2	F	Actuarial Science (Economics)	Senior	Europe	Europe	Y	Y
P3	F	Education Studies (Sociology)	Junior	Asia	Africa	Y	Y
P4	M	Criminal Justice	Senior	Europe	Europe	Y	N
P5	M	Business Administration (Spanish)	Senior	Europe	Europe	Y	N
P6	F	Biology	Senior	Europe	South America	Y	Y
P7	F	Psychology	Senior	Europe	Africa	N	Y
P8	F	Biology (Chemistry)	Senior	Europe	Europe	N	Y
P9	F	Health Administration	Junior	Europe	Africa	N	Y
P10	F	Psychology	Senior	Asia	Europe	N	Y

*Pursuing a Bachelor of Arts or Bachelor of Science degree.

Table 4.2: SIT Locations by Continent
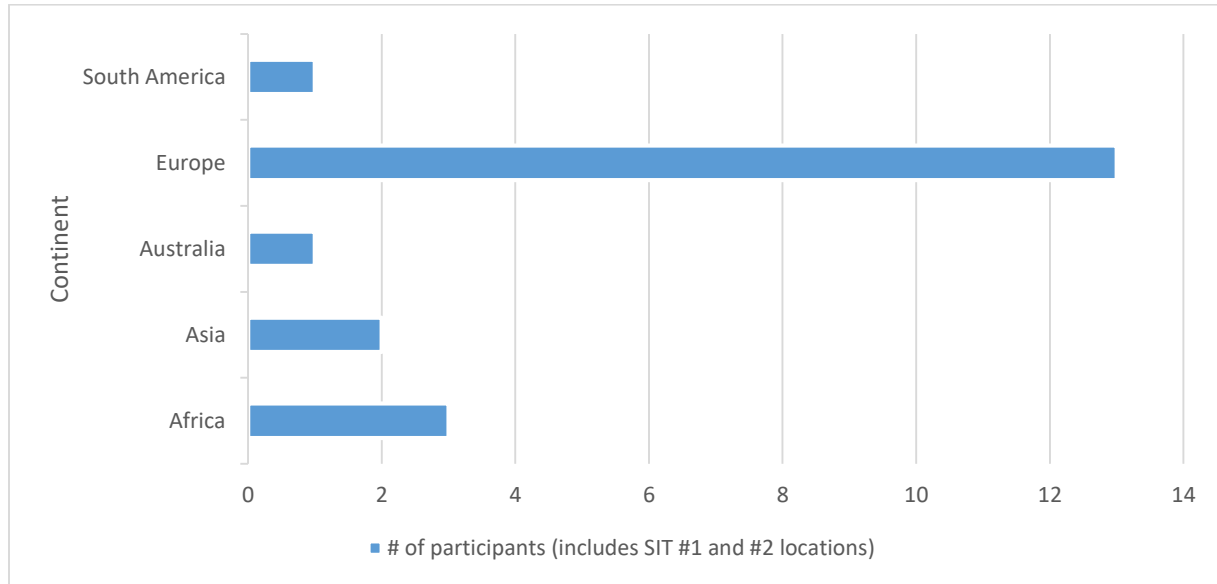
Table 4.3: Academic Majors of Participants
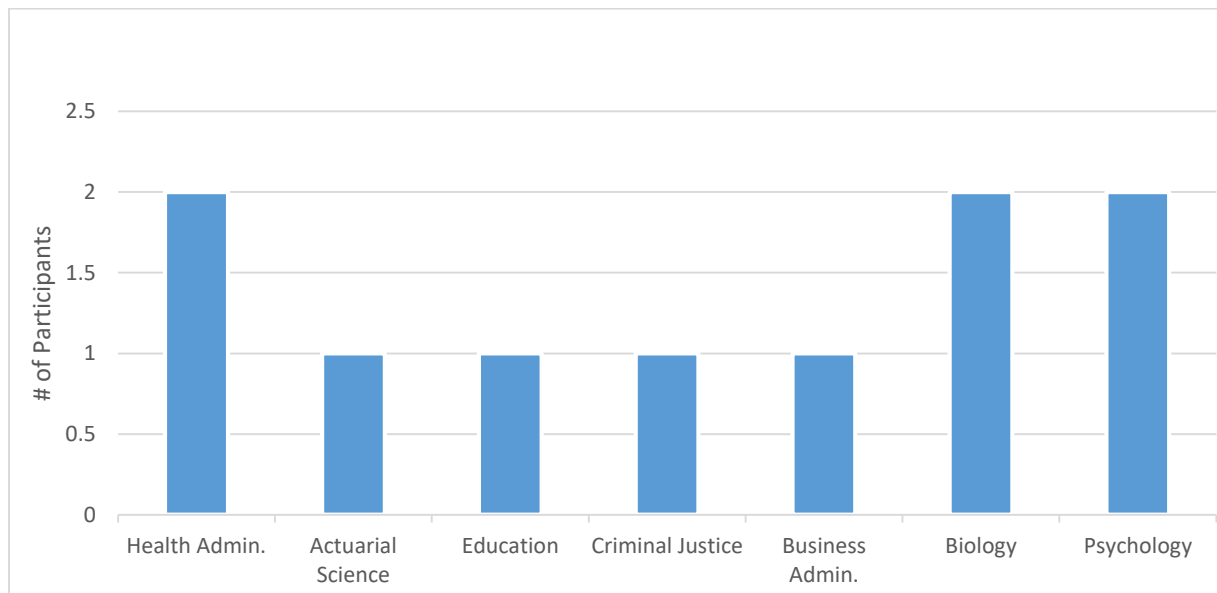
Data Analysis: Phenomenological Themes

Data was obtained from individual student in-depth interviews and a focus group. The

researcher coded the data according to common themes expressed by students through their oral

responses to the interview protocol and their stories about their SIT experiences. Nine (9)

phenomenological themes emerged as students shared their perspectives and lived examples

from their SIT experiences through the conceptual framework of Deardorff's Model (Appendix

A). The interview respondents are identified as 'P1, P2, etc.' to remain confidential. The focus

group is identified as 'FG' to provide a unified response that represents all members who

participated in the focus group. The researcher reviewed course syllabi and course descriptions

of varied SIT to clarify the pedagogical elements discussed by the participants.

Phenomenological theme #1. The students were strongly motived by their desire to be

perceived as being respectful by local inhabitants and their curiosity and openness toward

discovering new experiences within different cultural settings. Deardorff's Model depicts requite

attitudes of respect, openness, curiosity and discovery as the foundation in the development of

intercultural competence (Deardorff, 2006). These correspond to elements of cultural intelligence

(CQ). Throughout this study, students shared several examples of the ways in which

participation in SIT elevated these attitudes as they interacted with, and observed, people from

other cultures. This shift in attitude enabled students' willingness to adapt their behaviors and/or

communication to reflect the dynamics of the cultural environment. The primary motivation was

driven by a need to appear respectful (or not to appear disrespectful) to the local residents of the

SIT location. The comment, "it would have seemed rude" was repeated by several of the

participants in describing what motivated them to adapt in a given situation.

Sub-theme A. A desire to be perceived as being respectful toward local inhabitants

motivated students to have a more open and accepting attitude toward strangers who wanted to

interact with them during SIT. Students were willing to change their own behaviors to mirror that

of the local culture, even if it made them feel uncomfortable at first.

(P1) "Everywhere we went, local people were friendly and said 'hello' in their own language. We are not used to saying 'hello' to strangers in the U.S. on the streets, but everyone there, even in the streets, they would say 'hi,' so it seemed rude not to say 'hi.' In [SIT location], strangers would want to have their picture taken with us or hand us their child to take a photo with us. I guess it was weird that they were intrigued by Americans and would just stop us on the street to take a photo with us. That was different...the first time it happened, I thought people were yelling at us to get off the street, but then they were motioning us towards them…another time, a man threw his child into my arms to take a photo…it seemed strange and awkward because I didn't know about that culture at that point, but then it became a normal thing to be stopped…I couldn't imagine throwing my child into a stranger's arms. In the U.S., I couldn't do that because it would seem dangerous because you don't know me, but there it seemed normal. It happened so often, every time we went out. I felt like it would be rude to say 'no' or walk away. Also, in America, you would think someone was making fun of you if they wanted to take a picture of you, but in [SIT location], it's a compliment to pose with a person."

(P5) "I didn't know people's music taste [in SIT location], so I didn't want to be rude. The genre of music I normally listen to is rap, and I didn't know if people would find it offensive in another country. I did not want to offend people, so I would either play it through earbuds or not at all. In the U.S., I play my music out loud [in public places], but there, I felt uncomfortable playing my music out loud."

(FG) "The thought that comes to my mind is just being uncomfortable in that space, so when you're in an uncomfortable situation and obviously we're all young adults so respect is something we've been taught more recently than other people have, I guess like adults. So,

you're in a place where you're uncomfortable so you want to be as respectful as possible, as not

to draw more attention to yourself and the fact that you're in an uncomfortable situation."

(FG) "Our last night, we were at the [X] statue and there was a wedding going on and all

this stuff was happening and we're trying to take our picture and [local] people are like 'can we

get a picture with you' and they're just taking it anyway. So, we were just a bunch of white

American young ladies surrounded by everyone else. In the middle of church and all this stuff, so

some people got pretty upset, but I was like, at the end of the day, why does it matter? They

don't get to see this all that often, they don't see blonde girls and that kind of stuff and it's not

like it's flattering, it's just that you take what you can out of each situation."

Sub-theme B. Students felt encouraged by their peers and shared examples of how being

part of a group during SIT created a supportive environment for them to embrace their curiosity

and need for discovery. Students felt that this camaraderie with their peers increased their own

feelings of comfort in exploring new opportunities with an open mind.

(P1) "We became close there [in SIT location]. Everyone was on the same boat. When

we got there, it was all of us thinking we're here together, let's all talk. Even though we were not

friends before the SIT, small groups would clique together, so it made it a little more comfortable

because we all felt like we belonged there."

(P2) "Most people working at restaurants did not speak English, so it was hard to

communicate. I am a vegetarian, so it was really hard. I bonded with two other classmates who

were also vegetarians and the three of us went off during free time to find vegan restaurants."

(P3) "[SIT] made us realize that you can travel anywhere as long as you have a good group and are educated about it. I feel like that I wasn't nervous at all for [SIT #2] because of my experiences in [SIT #1]."

(P5) "We were always together as a group [*P5 smiles*]."

(P6) "Flight delays in one country set us back a couple of days, so the schedule had to be adjusted to take out a lot of free time and then the daily schedule became jammed packed. This made me anxious, but we got through it [together] and it was good."

(FG) "I definitely felt a lot more comfortable than if I were just there on my own and not part of a class. Nobody ever traveled alone in a foreign country, we always had a group of us. So, you were always with other people and it was safer and you would always have an excuse to leave if you feel super uncomfortable. In [SIT location], we had similar experiences with all the photos…you're like a rarity in their country, so they are like 'who are you; let's have a conversation.' They wanted to get to know you and have their own cultural experience in their own home, but I definitely wouldn't have interacted as much, I don't think, if I were there on my own. I would have kept my head down and stayed on my own path."

(FG) "In [SIT], I was so happy to have the group because I'd be totally lost without it and it was very obvious that I was a foreigner in that country. I also feel like if I were to go with people I didn't know at all, I wouldn't have been as comfortable to be myself and experience things that I wanted to experience. Also, going with my friends, I had so much fun because I was able to do things that I wanted to do because they also wanted to do it, so I think that helped too. But I've never been out of the country before coming to [XU], so I think having a class that can

push you to do [a SIT] was pretty amazing because I probably wouldn't have ever done it, and now I'm going to London next."

   Sub-theme C. Students expressed that their curiosity and need for discovery motivated them to try new experiences. Many students used the term 'once in a lifetime opportunity' as their motivation for adapting their behaviors to accept delays and manage their frustrations. This motivation was instrumental in pushing them beyond their comfort level. Attitudes of curiosity and discovery helped them manage anxiety-producing situations caused by unanticipated delays or unforeseen circumstances during their time abroad.

   (P1) "One time, we took a public bus during our free time and felt like a can of sardines. I felt very uncomfortable at first, but then thought it was like a new experience and it was fun and different, and I knew I would not get to do this again. Our accommodations were called villas but were really more like huts and we didn't wear shoes for an entire week and traveled everywhere by boat. We had to get used to that because [at first] it felt strange."

   (P3) "We had an excursion to a mountain planned but the weather was foggy, so we had to reschedule for the next day. The next day was foggy too, but we went anyway. One thing that helped us push forward in those moments was that we were probably never going to experience this again, so you need to change your mindset. Obviously, you can't control how others feel, but many of us realized that this is a 'once in a lifetime opportunity' so we pushed through together."

   (FG) "I don't think I felt comfortable at first because I hate my picture being taken, like really badly and they were very insistent. Sometimes they wouldn't tell you, you just look over and they're taking pictures of you; sometimes they grab your shoulder and you're in a selfie all of a sudden. It's not like you have to be comfortable in order to do something, so I just kind of

got used to it and not in a way that's like 'oh this is a good thing.' It was more like 'oh, I'll be okay;' if it makes them happy, sure whatever, I'm never going to see this again, it's just gonna be on some person's phone and they can do what they want with it, just let me go on my way, I'll survive…let them do it, and kind of see the fun side of it. This is the only time in my life (unless I go back there) that I am going to have like paparazzi on me. So, this is kind of trying to see the uniqueness to that situation, When I got there, it was weird at first because I thought the first lady was coming after me to yell at me, because she was kind of chasing me down the street. It felt odd, but after that I kind of embraced it because that's not something we do here, and it was a new experience, and I knew nothing would ever come of any of those pictures. It would do more hurt to try to argue with them to not take the picture than just take the picture and walk away."

(FG) "I think the 'once-in-a-lifetime opportunity' was a big aspect of it, but also that we were in their home and on their land, so I felt like when people approached me with certain questions, I was willing to have the conversation, and if I saw it going down the wrong route, that's when I would step in and start to walk away. But personally, I didn't think a picture or anyone speaking to me, especially when I was in their home was anything to worry about. That was my perception."

(FG) "Even if you travel regularly, there's still that aspect of 'you're not home,' so you're just like 'let's do whatever, use our time as wisely as we can.' When we were in [SIT location], we went to a salt mine and the person said we could lick the walls because the salt cleans itself. My friend and I went and licked the salt wall. That's not something I would ever do here, but because we're there, it's weird, but we thought 'let's just do it anyway.' How many times are you going to get to say, 'hey I licked a salt mine in [SIT location]!' We also went to a karaoke bar in our hostel and sang karaoke with random [local] strangers. I would never do

something like that here [in U.S.], but it's different and we might as well go all out because how many times are you going to get so say that you did this? It's kind of like, whatever, life only happens one time, might as well just do it."

Phenomenological theme #2. Cultural self-awareness and knowledge of other cultures deepened throughout SIT. Knowledge of one's own culture and that of others is an integral part of the foundation of intercultural competence (Deardorff, 2006) and CQ. SIT provided students with multiple opportunities to increase their awareness of their own cultural norms and behaviors by being attune to the way in which they [as Americans] were perceived by other cultures. These nuances provided for a deeper awareness and understanding of their cultures by observing the reactions of others within a different cultural context.

Sub-theme A. Students reported increased understanding of their own American cultural norms in relation to the cultural norms inherent in the SIT-location. Students reported they felt norms like privacy and modesty did not seem as important in other cultural settings. Students expressed several instances when they became very aware of how they were being perceived by others within a space during their SIT experience. This awareness motivated them to adjust their behaviors and/or communication to better mirror the norms of behaviors and communication of the local people. Students expressed that they felt their own self-confidence gradually increase with each experience, particularly in relation to dealing with a lack of privacy.

(P1) "We like our privacy…and we expect it. I felt odd being in a bathroom with a stranger who could see me [urinate] in the open or in the hostel with a [topless] female student [from another country] who was talking with us. I felt weird at first, but they would have perceived me as being rude if I just left."

(FG) "Each country has its own type of culture and they run differently. [Because SIT] is a short-term kind of thing, we're kind of breaking the surface of how their life is. It's not like you have a full understanding, but you have a beginning kind of hint into how they live everyday within their culture."

Sub-theme B. Students became aware that locals perceived them as being 'loud Americans.' This cultural self-awareness within different scenarios during their SITs motivated students to change their communication and behaviors to better mirror the local culture. They expressed that they wanted their American culture to be perceived positively, and not reinforce negative stereotypes.

(P2) "In public places like the metro or restaurants, it was hard for me because I have a loud laugh and I talk very loudly when I get passionate about something. It was just kind of hard to keep quiet. We noticed looks and glances of [local] people on the metro whenever we were loud. We adapted by being quiet during these times/places."

(P4): I view myself as an adult, I am an international traveler now, I'm representing not only myself, I'm representing my university, my country, my identity."

(P6) "The bars are more of a social scene [in SIT], than a bunch of college kids getting drunk. If we got loud, then we would get looks. [Locals] would not binge drink or get drunk like in the states. Instead, we would try to have conversations with locals in the bars over just a few drinks. [One time], we were at a restaurant and two of the girls were talking pretty loudly and one of the local guys came over and kind of yelled at us and said, 'hey quiet down' because we were talking too loudly. It surprised me."

(FG) "In the back of my mind, I'm thinking of that stereotypical American traveler. Even before we went to the three countries for the [SIT], our professor showed us a video of how other people view Americans and asked what is the first word that comes to mind and a lot of the times the people said 'loud.' I'm a very loud person, especially when I get passionate about something, and so I was very aware of that while we were there, especially when we were on the metro because it's so quiet. They have 'quiet' designated cars, but even those cars outside of [the quiet cars] are very quiet so I was very aware of not trying to play into that American stereotype. We were representing the U.S. and wanted to come off as a country that respects other countries."

(FG) "It depends on the country. In [SIT #1], they're really generous people, so I think that that made me more respectful because they were opening themselves up to us. But when I was in [SIT #2], it was like 'okay, I've got to be a good American representative' because over there they have kind of a more negative view of our country at this time. But in [SIT #1], the [locals] were really excited that we were Americans and really enjoyed our country so there wasn't as much pressure on us to be like model Americans, but in [SIT #2], it was like 'oh we got to be quiet.'

(FG) "I had a similar experience with that, right before we went to [SIT location], our professor made it very well known that we are the 'loud American tourists' and that we should try to counteract that stereotype and be aware of it so we will represent ourselves, our country, and our school in a better light. Similar in European countries, we're just the loud Americans."

Sub-theme C. Students reported they became more knowledge about cultural norms within each experience during SIT. The more they observed and interacted with others while abroad, the more they felt their knowledge and understanding of local customs increased.

Students expressed they gradually became more comfortable adjusting their behaviors to mirror the local inhabitants as they became more aware of common practices within the local culture.

(P4) "I felt uncomfortable about [not] tipping. The books said [tipping] was not necessary but I felt uncomfortable and awkward not doing it. I didn't know how to address that, if that's just a cultural difference or how individuals are paid when working. I felt that having to adapt to that was odd since I'm so used to giving extra for service given."

(P5) "[It was difficult to get used to] eating dinner late. Nothing opened until 8 or 9pm and [we] were used to eating at 5pm in the U.S. We would all be hungry, but everything was closed because that's the culture there. We would all go to our hotel rooms, take a nap, and then get up later for dinner. We went to restaurants, but no one would wait on us. I figured it was due to the fact that they don't eat until later."

(FG) "I think a lot might have to do with when you're just mimicking behaviors. You're social monitoring so that you can fit in more because you have that prior knowledge that we have to be respectful because we're the Americans coming into someone else's environment. And I think then your social monitoring takes over in terms of what kind of environment you're in, like if you're in a museum or a restaurant you can talk with your friends or what not, but that is all leveled like how it would be here. It just depends, you're just more aware of it while you're there."

Phenomenological theme #3. Students felt that being physically present in the learning space of a different country provided authentic opportunities to develop skills that are essential to CQ. Students reported that being in different cultural environments created unique learning spaces they believed could not have happened in a traditional classroom setting. Students shared

several examples of listening, observing, interpreting, and analyzing inhabitants' behaviors and communication (Deardorff. 2006). The learning space created immediate feedback needed for assessment of, and building strategies for, adaptive behaviors, while providing meaningful ELT experiences (Kolb & Kolb, 2017). Students reported that the more they utilized these skills through interactions with local residents, the more comfortable and confident they felt to repeat the behavior or communication in subsequent situations.

Sub-theme A. Students felt being present in the actual physical space of another country provided multiple opportunities for them to develop skills critical for CQ. These skills included listening, observing, and analyzing others' behaviors, communication, and reactions. Students shared several examples of actualizing CQ internal and external outcomes as a result of constant reinforcement and immediate positive or negative feedback from local inhabitants, peers, and self-reflection during their time abroad.

(P4) "I didn't feel like I was home. I felt like I was in a different place and got to experience what it's like to be there on the ground in present time. It was a little bit difficult here in the U.S. to learn and discuss the course topics, but when we were there, they [inhabitants] shared what they thought was important."

(P3) "We obviously knew that [about the culture] because they told us: don't wear big jewelry, don't have your phones out, but that's just all things you hear about when you're traveling basically everywhere. So, it really hit home when I was on the ground there. I feel like the best way to learn how to be cautious is honestly being on the ground and understanding your environment when there, so it was all good."

(FG) "For both of my [SIT] experiences, my professors would tell us when you visit certain places, you should act specific ways. So, when I went there, I obviously knew that we

were going to a different place and you had to behave in certain ways, but it doesn't actually hit you until you're on the ground of that place in the environment, and you see how other people are acting and you realize you have to adapt to someone else's home, and you have to respect them."

(FG) "I don't remember much from the classroom, but I remember what I saw there. The courses were really good preparing me but you're not exactly 100% prepared until you actually get there. You know this could happen, but you don't know [how you'll handle it] until you experience it."

Sub-theme B. Multiple students reported that observing and evaluating the body language of others in real time helped them develop the skills needed for CQ and enabled them to mirror appropriate behaviors within that cultural setting. Students were able to promptly assess the situation and successfully adapt their behaviors and communication to reflect the local culture as they navigated through unfamiliar cultural situations.

(P2) "[We observed] the looks and glances of people on metro whenever we were loud. It's important to be observant of people around you, and you could tell based on the look in their eyes or their body language that it wasn't OK to be that loud at the time. We had to get used to being aware of who was around us and become more sensitive towards other people."

(P4) "A lot of interpretations from people traveling internationally starts in the airports. Definitely looks [from others] seem to be the biggest indicator when there is a large group of students that are talking in the surrounding area. There were individuals that would either kind of look with a face of disgust or they just kind of make a face wondering why we are so loud. It would mostly be gestures on their face, or how they would speak to each other in kind of hushed

whispered tones, look up or look away or even walk away. I have witnessed several travelers walk away from the group we were in. Another time, when we were getting louder, a man kept shifting in his chair [on the metro] and then got up and had an aggravated facial expression and walked away into a different sitting section. [One example was when] a man on the metro dropped his water bottle and I picked it up. I noticed he spoke very quietly to say 'thank you' but not to disturb me that I was next to him or others around him."

(P4) "I would pick up cues from the wait staff either in their facial expressions or when they would talk and look over with a coworker [to know what to do about tipping]."

Phenomenological theme #4. Internal outcomes of CQ were developed throughout SIT and created an atmosphere where students felt increasingly confident in adapting their behaviors and communication to fit the situation. Flexibility and empathy emerged as intangible components of students' CQ development. Deardorff's Model depicts adjustability, flexibility, and empathy as key components of intercultural competence (Deardorff, 2006). These driving forces were critical in creating an internal shift that empowered students to develop appropriate strategies for adaptive behaviors and communication.

Sub-theme A. Students reported increased flexibility as they learned to adjust and adapt to a slower pace and time delays. With each delay during SIT, they became less annoyed and more flexible. As more students became accepting of slow place and delays, other students would mirror this flexibility. The more often delays happened and students observed their classmates becoming flexible, they felt more comfortable accepting these delays. This phenomenon had a ripple effect as students increasingly felt more comfortable with these uncertainties, and began accepting the delays as the norm. These experiences helped students to develop a deeper understanding of another culture's views about time and structure. This internal

level of CQ flexibility looped back to an increased attitude of respect toward cultural differences regarding time orientation. Students included different examples of how not wanting to appear rude motivated them to accept delays in a variety of scenarios, as they accepted and adapted to a slower pace and frequent changes in schedules.

(P1) "As a group, we got used to living on '[SIT location]- time.' For instance, in the restaurants, there was a long wait for food and it came out at different times (some students finished desserts before others got appetizers). The food was different so we needed to accept that and not make a fuss or send it back because that would be rude. Also, the times of scheduled events kept changing with no notice. It was really frustrating because you kept being told a new time, or it would be canceled or switched with no explanation. It bothered us at first, but towards the end of the week, it was just kind of like, 'oh we accept it, that's how it is' and became less annoyed. I guess it was more of accepting the fact that it's the way it is; there's no way around it. Accept it for how it is and know that's how they do things…I went with it because I thought honestly it would have been rude if we were to complain."

(P4) "Time was almost non-existent…they don't like to rush. They'll go through an entire day before doing something and they'll just kind of sit and relax and enjoy the weather or enjoy what they're doing and just talk. [People] would say they're lazy and viewed them as not having a lot of motivation, but the experience made me realize that's just the culture of not being concerned with time. At first, I thought maybe they saw that we were Americans, so that was my own interpretation saying maybe they don't like Americans, or they don't think we're important clientele. It also seemed that they're not in a rush because there were other people there and they were just talking and there was nothing on their table. So, the concept of just taking everything little by little was interesting to me and how we [Americans] are all rushed. Everyone took things

slowly. I never saw anyone run to catch a bus or the metro. I never saw any one being in a hurry. It just seemed like everything was laid back…it was not laziness. Regarding the cultures, especially in [SIT#2] which was different compared to [SIT #1], I had my own assumptions before going there. I assumed everyone would be prompt and you'd have to be on time, and everything had to be done at that time; if not, it would be rude. But, when I was actually there, I learned they're very open. They'll take time if you need the time and were more than welcoming to accommodate us. They were just very welcoming, they said it was [because of] us coming from the U.S. They said they loved that we were taking a class to learn about their history on our own time, and that not a lot of people would. So that cultural exchange with another culture or history or even how they perceive everything is very interesting and welcoming too."

(FG) "The fondest memories were of stuff that went wrong. If you had told me this was going to happen before the trip, I would have thought maybe I shouldn't go if this is going to happen to me. You're not expecting it to happen, so when it does, it's better because then you can just go with it and get through it. There's no expectation of what you're supposed to do. You'll be fine."

Sub-theme B. Students reported that the uncomfortable feelings inherent in being in a different cultural environment empowered them to learn how to adapt to the situation. They expressed that they increasingly felt more comfortable and less awkward the more often they were faced with unpredictable or unfamiliar situations during SIT.

(P2) "We learned to be abrasive to vendors who were pushy. I did not feel comfortable [in the beginning] because [I felt] it would be considered rude or disrespectful like in the U.S. to yell 'no' to a vendor. They would come into restaurants and invade our personal space or tie bracelets on our wrists and then expect payment. I had to adapt by being 'pushy' and not giving

them any money. I felt awkward because, when you tell people no in the U.S., it usually means no, but when in [SIT location], no doesn't mean no or back off".

(P3) "There is a lot of poverty in [SIT], so we learned that you can't just walk around with phones out. People in the streets would ask for 'phone, phone, phone' and I felt unsafe. They would come up and ask questions and for your stuff. [We were] not being robbed, just always approached and sort of hassled. We adapted by staying in groups, not exploring local neighborhood at night, and just going to touristy places in groups. We stopped making eye contact with locals. As hard as it was to ignore people, especially when you're in a different country and you're their guest, you sometimes have to learn that you have to, because that was how to play it safe and not take risks."

(FG) "The first night there, we were walking through a marketplace and someone tried to pick-pocket me. I didn't have anything, but afterwards, I was very hyper-aware of who was around me, I even wore my backpack on the front of my person because that's what they say to do in [SIT location]. Also, in [SIT location], they're very pushy and I don't like that. In America, I feel like when you tell someone 'no,' they're like 'okay,' but in [SIT location], our professor even said 'no' has a different meaning for them, it doesn't actually mean 'no' so you kind of have to be more assertive. So I had to change, if someone was like 'come eat at my restaurant for free...or people tied bracelets on our wrists and were like 'give me money,' I had to be very aggressive or assertive and say 'no we're not giving you money, we're leaving.' In [SIT location], they have a thing where if they see something on you that they like, it's sort of a gift exchange, so you're expected to give that person your item and then in return they will try to give you something of equal value. So, if they see and like your flip-flops, they would say, 'oh I

really like your flip-flops' and then you would be expected to give them your flip-flops. That was a weird thing."

      Sub-theme C. Students shared several examples of increased empathy for inhabitants. Students reported being able to see themselves in relation to others, such as local college students, young kids in elementary schools, refugees, employees, restaurant patrons, and store owners. They felt that these real-life experiences and interactions within cultural communities enhanced their empathy and withholding of judgement about others, as they interacted with people within a different cultural context.

      (P3) "There was extreme poverty in the school we visited and lots of drugs. Local students had nothing (no shoes, resources, nothing). Kids were asking what we have in America, and I didn't necessarily want to say what we had compared to them. We said we had very basic things, like how the school system was structured similar to theirs. They had a 'rewards closet' that contained a lot of hygiene stuff like toothbrushes, broken pencils, crayons…and they were so happy to have that. But I feel like if you present that to a class in America, they'd be like 'what is this?' That was where I had to switch my focus and explain for their better understanding. [The school kids] were so curious and it kind of looked like they were refreshed knowing that we were similar to them in a sense, that's kind of what they were grasping, which is something good. The kids were independent and still came to school. That was weird for me because in America, parents are like you have to do this, this, this, and give their children schedules. [I realized that] these kids are just like us, in America. They're just caring and wanting to help others, but they just don't have certain resources. It was cool too see what this school was like and how many students come back to volunteer later."

(P4) "Our group was traveling on a tour bus in very small street in a rural area. The bus couldn't fit, leading to an argument between the bus driver and a local woman – both were frustrated and agitated. I see how [the woman] feels, you know. She's having a peaceful day, there's not much going on in this town, she probably walks the street, but now there's our bus blocking it. I look at it that way… was the giant bus blocking her view or (*said with emphasis*) blocking her day?"

(P5) "Our teacher had told us that were going to see a lot of refugees in [SIT location], so she told us how to interact with them and what to say and what not to say, and things like that, around the refugees. We hadn't experienced that until we went to [SIT location] and ran into a lot of refugees. We played a soccer game with the refugees. They had this little box stand soccer court with turf on the ground and we were just playing around there and then some refugees came up and we played a 5-on-5 game of soccer. It just sort of happened on its own. This showed us that people are the same everywhere you go. They just want to hang out, have fun, play sports, and be active."

(P4) "The way I dealt with frustrations with communications is that I would remain calm and kind of viewed it in my own eyes of how my grandparents were. Both of my grandparents were immigrants that came here first generation for themselves. So, when I couldn't communicate directly, I viewed it like I'm talking to my family member who can't speak clear English, or I can't speak whatever language they wish to speak. I would be patient with them and give them my best or try to give key words to see if that helps. I'll point to things or I'll try to give them keywords to see if that helps."

(P5) "We visited a college in [SIT] and we asked a bunch of questions. That was something I was very moved by. We went on a campus tour and to their residence halls. They

were living in six residence halls with 6 people, they had 3 bunkbeds in there, and they had no

mattresses. [Americans] love that we have the opportunity to live away from home, but we

complain so much. That was something I was really moved by in [SIT location]. When I travel

again, I would like to focus on students of all ages, I think the youths are really important, but

also college students because they're learning and adapting to new things."

(FG) "I think in both [SIT] instances, it made me really grateful for everything that we

have, because seeing how different lives can be somewhere else puts a lot into perspective. I'm

grateful for the opportunities because I talk about both my [SITs] all the time because I learned a

lot from them and also had a good time. I think, not only do I want to go more places, but when

foreign people are here in our country, it makes me more patient with them. I've been a

foreigner, so I know what it's like to be so confused and lost, and they're here and they're

experiencing what I was experiencing over there. We have something in common. I think it just

makes you more aware because it's hard to put into perspective, especially if you've never been

abroad, that there's other people out there in the world. You can say that as much as you want,

but until you really experience the world, you don't really understand that there's millions and

billions of other people like you, so it's just understanding that you're a small piece in a bigger

story."

Phenomenological theme #5. External outcomes of CQ were actualized during SIT

through students' adaptive behaviors and communication. Students felt these external outcomes

stemmed from the intercultural attitudes, knowledge and skills that were developed and

reinforced throughout SIT (Deardorff, 2006). The more often students adapted their behaviors

successfully when faced with unfamiliar cultural situations, the more comfortable and confident

they felt trying new behaviors in the subsequent unfamiliar or unpredictable situations. This led

to a continuous loop of CQ outcomes, as reflected in Deardorff's Model (Appendix A). While students' responses may not have demonstrated intense transformational learning, findings from this study indicated students' increased ability to adapt their behaviors and communication successfully enabled them to maneuver successfully through culturally different environments. Students employed the attitudes, knowledge, and skills to continuously adjust their behaviors and communication.

Sub-theme A. The use of hand gestures and other body language to communicate and interact with local inhabitants was a common theme that emerged across different SITs. Students shared multiple examples of how their developed CQ was instrumental in effectively navigating through unpredictable culturally different situations throughout varied SITs.

(P1) "I would point to pictures in the menu to order because I couldn't speak or understand the language. This was very helpful. One day, we went out to a random restaurant and thank god there were pictures in the menu because I couldn't read the items at all, but the pictures helped me enough to know what I was getting. And, that was more comforting and made it a whole lot easier."

(P4) "I used a lot of gestures to communicate because I couldn't speak or understand the [local] language. I visually showed them I couldn't understand. My face would be [*made a confused face*] and I would just look at them and be like 'I'm sorry, I don't understand.' They would correct themselves, so even if I showed visual confusion, they would assist me. I would adapt by using my hands to try to communicate, even if it was just moving in a circular motion, to project that they're trying say something but they don't know what the word is or how to say it. One time, I was in a small store trying to buy a hat and could not speak the language. The store owner was an older woman who couldn't speak or understand English. I had to use a lot of

hand gestures and movement. So first I showed her the hats, then tried saying the color in different languages like Spanish, when I said red she understood it and she said 'ruski.' I said 'yes... ruski' and that was a fun time. Also, the store owner's son seemed to know a lot of American songs, so we tried to find common words. There is a saying that there's common language within gestures, or something like that. So that's how I viewed a lot of moments out there. I would stop with my hands and look around to see if there is something to point to or even a paper to try to explain. We use our hands a lot, so that's what I'm used to, and when I would do that, they would kind of sometimes look at me as if I were off, that I'm using my hands to speak, but they started to realize I was trying to explain something and it's just how I speak."

(P4) "We started being very quiet using hand gestures [on the metro] to communicate with each other…If you want to get something to eat or you want to get a drink or you're talking with someone, or if you have questions, you have to…ask someone for help...and that opens the doorway to having two different cultures kind of mesh together and to have that experience. You just have to have patience no matter what. There are still anxious moments, especially when being in a new place that you haven't been. For myself, being in [SIT #2] where I had never been before, I felt more comfortable because I had traveled before during [SIT #1]. The groups themselves were different, and everyone had a different background studying internationally or traveling internationally."

Sub-theme B. Students expressed that their confidence in adapting their behaviors increased with each successful cultural encounter they experienced during SIT. Students also felt that unsuccessful encounters motived them to develop strategies for better adaption in future encounters during SIT. Consequently, this loop of positive or negative reflective feedback led to

a steady increase in confidence as students' continually developed CQ throughout their SIT experiences.

(P1): "The feedback [I received] was that this was normal, so I had to adjust. The other person made me feel comfortable because she appeared comfortable with the situation. I eventually got used to it, and so did my classmates [the more often it happened]."

(P4): "After a few rides [on the metro], we became more quiet on the metro. By the last stop, we knew the drill. We [adapted] by being very quiet on the metro and using hand gestures to communicate with each other to say things like this is our next stop or three stops. [Researcher read the definition of CQ]…"I did develop CQ and both [SIT #1 and #2] helped strengthen it. Each [SIT] kind of strengthened it, and of course my maturity level changed."

(P5) "I noticed if we were to go out to a restaurant or bar at night, [locals] were not like the people here who talk pretty loudly. In the U.S., it's kind of like a competition to talk so that people can hear you. In [SIT], it was the complete opposite. We had to adapt to that – we had to lower our voices in either restaurants or bars so people wouldn't think we were obnoxious…I just noticed that no one was playing their music out loud, and I just kind of took in what everyone else was doing, and then I just followed along."

(FG) "[SIT #1] was my first time abroad, so I was very out of my element. When I went to [SIT #2], obviously I was still out of my element, but I was more relaxed because I knew what to expect. I knew I was going to feel uncomfortable and I knew to just kind of go with the flow of whatever happened, to be more adaptable and not be so stuck on a schedule and be like, 'well this can't happen because it doesn't normally happen back at home.' It was just kind of like you're abroad, some weird thing is going to throw you off eventually and go with it."

Phenomenological theme #6. Camaraderie among students was fostered within the learning space of SIT by being together as a group in a culturally different environment. Students who reported bonding and connecting with each other in unfamiliar environments felt their CQ increased their CQ because of the support of their peers. This sense of camaraderie and support among students provided opportunities for informal and spontaneous debriefing and reflection -- core components of ELT -- that led to more robust adaptation of behaviors and communication. Students emphasized the importance of unstructured free time during SIT in building their sense of belonging and connection with classmates. Students felt strongly that unstructured time with their peers during SIT was essential for CQ development.

Sub-theme A. Students supported and encouraged each other to be open and flexible in embracing new experiences and pushed each other outside of their comfort zones. This sense of emotional safety and support from peers appeared to increase with each SIT experience and continuously reduced their anxiety in navigating unpredictable or unfamiliar culturally different situations.

(P3) "If I were scared or whatever, I would want to text someone from back home, but then realized they don't have the perspective that you do standing on the grounds there. The way I learned to adapt to something happening would be like 'okay, we're living in this moment and understanding that different cultures have different things.' Just like relying on people that I am with, rather than people who are not there. So, I think that was something really cool. Something I really enjoyed about the trip was learning by being in the moment and who I'm surrounded by, not necessarily my past experiences or future experiences or people who aren't there."

(FG) "I think being in a group helps you with your patience and flexibility because something is going to happen to someone in the group or your teacher. You become a little

family for the week [during SIT] and you understand and help each other when you can. It helps your empathy of whatever else is going on in someone else's life at the time while they're in this other country. They could be feeling a certain way. It's an anxious time for a lot of people, and you just come together and try to find a small group within your big groups."

(FG) "You felt more comfortable to be more confident in these situations because you were in a group. My group was like the group from hell because everyday something went wrong with somebody. We were all joking about it, like 'oh this is the end of the world for all of us.' It was kind of like a camaraderie, funny kind of thing, and we were like 'yeah we got this.' If something goes wrong, we know what to do now, we've faced pretty much everything at this point…[*Several students laugh and nod.*]. It's like 'you're all in this together' kind of mentality. You're all abroad, you're all in a foreign place you don't really know."

Sub-theme B. Students reported the importance of unstructured time to increase their sense of belonging and connection with classmates and led to their identification of common interests with peers. Students stressed the critical need for free time to explore and experiment with new behaviors and meet new people within different social contexts. They felt this sense of independence built their maturity and confidence in adapting their behaviors and communication to fit within a new cultural environment.

(P4) "There was a lot more free-time in the [SIT #2]. We would have a little bit of time to explore the town. It almost felt as if you're just being pushed into it, like fend for yourself in a way but having that there it allows you to lay your own groundwork."

(FG) "In [SIT location], we had a lot of free time because during the day we would do a lot of things as a class and then at night we got to go out on our own. I feel like I got to see more

that I wanted to see and more adventures on our own and find things we didn't even know were there and stuff like that. I felt like more free time was beneficial to us because, not that we had more fun, but we got to learn more about being able to do things on our own. We went out one night by ourselves in [SIT location] and it was one of the best times we had because we got to meet people and you felt free to talk to anybody because your teachers were not around. So, you got to talk to a lot of different people and we were like airdropping people random pictures, just like stupid things."

(FG) "In [SIT location], we had free time to go to this park right across the street from our hotel, and our professors didn't go [with us]. We were just walking around, and people would come up to us and ask questions and I had this 30-minute conversation with this one guy about how his family had moved to America and he was asking me all these questions about America and I didn't feel pressured by time or that anyone was watching over me. That was probably one of the most things I remember about the trip, so I think that tied into me being on my own during that experience. At first, a lot of people were approaching us, because obviously they can tell that we're not from [SIT location], but then we kind of spread out once they were approaching. At first, I was really worried, but then what kept it in focus was that I knew where we were, our hotel was literally right across the street, and the person was asking me direct, curious questions. I knew after two minutes of conversation what direction it was heading, so that kind of helped me and then we both just learned a bunch from each other and shared each other's cultures."

(FG) "I think incorporating as much free time as you can into the trip is important because it makes you break away from the group into smaller groups, and so you're a little bit more alone in the culture to figure out more stuff as opposed to going on a big guided group.

You can kind of zone-out when you're in the group, but when you're by yourself you're really aware of everything and trying to read signs and trying to engage with the people around you."

(FG) "When we were in [SIT location], we had three to four hours of free time and a lot of people went off on their own. Me and two other girls went shopping for jewelry and stuff like that because that's what you do when you're abroad, you look for cool little gadgets. And then we were walking past this guy who had a bunch of paintings. We had an hour conversation with him. It was the coolest thing ever, and we all bought paintings from him just because they were so amazing and I have it in a frame, and then we went to [historical site] and just explored.

(FG) "I got lost in [SIT] because I would run every morning, which was really helpful in exploring [the area]. The streets all look the exact same no matter where you are, so I got lost the second to last morning. Just being able to figure out spatially where you are, direction in general or not panicking and thinking it's okay, if you need to ask somebody, you can try to ask somebody, or get somewhere' that really helped a bit. It's okay to get lost a little bit and have something go not right at all because I think that helps more than if something goes right. Because you've been in the situation before now, it's not new. If you were to get lost, it's more like, 'okay, I've been here before, let me just like find someone that knows a little bit of English.' I also got lost in [SIT location] and I figured it out. I can figure it out again."

Sub-theme C. Students felt the camaraderie with peers provided continued support and motivation through new bonds, informal debriefings, and reflective feedback. Students used their free time to debrief about their daily experiences with each other without the instructor being present. Students felt that reflection through spontaneous, informal conversations at night in their

rooms or during unstructured free time, provided a deeper level of reflection and internalizing of CQ, than when reflections were prompted by the instructor.

(P1) "We would all just talk every night about our [daily] experiences. It was kind of cool because our bunks were right next to each other. It was more like a student thing – we didn't really see the teachers at night. I liked it because it was kind of like we're all adults now we should be able to take care of ourselves…like we didn't need help, we all could handle it, we were good. But, for the 1st [SIT], I had never been away with a big group like that, so it was nice to have a little instruction [during free time] because the environment [in SIT] was so different."

(FG) "I think it's good being in a group or even a small amount of people because you get to share that [experience] with other people. I feel like if you're alone, you experience all these amazing things, but you're not sharing it with other people. You can tell people about it, but they don't experience it the same way that you do because you're just relaying it to people. It was [exciting] to have that conversation with that guy and we even got a picture with him because he was so cute. We were all there so we were aware of just how cool it was that we get to do this, instead of just having to tell it to someone else, like 'oh I experienced this and it was just amazing.' Yeah, it's just kind of those personal feelings."

Phenomenological theme #7. The instructor played a significant role in reducing students' anxieties by sharing information with them about what to expect in the SIT location. Students felt like the instructors created safe learning spaces when they were communicative and approachable to discuss their fears. Students felt instructors who were passionate and knowledgeable about the topic and the SIT location and well prepared made them feel

emotionally safe and less anxious during their time abroad. Students reported that instructors who provided clear and realistic previews of what to expect increased their feelings of safety.

Sub-Theme A. The instructor's sharing of information about what to expect during SIT made students feel prepared for unfamiliar experiences, reduced their fears, and made them open to adapting to the environment. Students felt anxieties that stemmed from their uncertainty about, or lack of experience, being in a new cultural environment were alleviated when the instructor communicated with them frequently. The students also felt it was important for instructors to handle anxiety-producing situations in a calm manner. Students reported that the instructor's approachability was instrumental in fostering a positive relationship and creating a safe space for learning and trying new experiences.

(P1) "We were going night snorkeling and also swimming into a swell where we were getting stung and didn't know what was happening. There was a high level of anxiety in both situations. The teacher gave us the option of not participating in anxiety-producing activities, and let students go back if they felt scared [night snorkeling] but would stay out with others in a small group who wanted to. You could tell she [instructor] has done a lot of traveling to [SIT location], so she knew exactly how to deal with it. I guess it turned a scary situation into, 'oh okay this is fine because she knows what was happening.' It made all of us feel comfortable with what was happening. I feel if she was not understanding of what was happening, we would have been very scared. She was very calm, and that helped reduce anxiety in that situation, and built trust for future situations. Using the buddy system was required. We had pre-trip swimming practices every week before going to [SIT location] because we would be snorkeling every day and spend the majority of our time in water. This made us all feel very comfortable. The teacher watched us practice every day."

(P2) "During my first [SIT], I felt very homesick and was cut-off from Wi-Fi. This was very anxiety-producing. I remember personally being anxious because I had never been abroad before. So, any time I had down time and tried to relax, I just got nervous because I was not at home. I didn't have a data plan and the Wi-Fi in the hotel was very bad so I couldn't text my family or let them know I was OK. I felt like I was completely cut off. I was worried about that happening again during my second [SIT], but I felt very relaxed because I had already gotten the abroad trip out of the way. I knew what to expect being abroad, so I didn't really have as much anxiety where homesickness occurred. The teacher told us what we were going to have to do, when, where, and all of that. It was good."

(P2) "In class we had a lot of [communication] with [the instructor]. Actually, I would say before the class when they had the [IE] fair at the university, I first met the teacher there and we hit it off immediately. He was very open and very passionate about what he did. There were some students that were very quiet just naturally, but I felt like once we went abroad, they kind of broke out of their shells, so they were more communicative with him…[instructor] debriefed us a lot about what to expect when abroad, what to bring on the metro. You needed your passport and you had to have your metro pass on you at all times even though they don't really check it. If they do check it, you could wind up in prison, so he made sure to reiterate that a lot. He was very knowledgeable about where we were going. He prepared everything, all the museum visits, and he communicated with all the tour guides, it made for a very relaxed, much more relaxed trip if someone hadn't prepared as well."

(P3) "I was scared about how [inhabitants] were going to treat Americans. But [instructor] talked about misconceptions about how [they] view Americans before we went, so we felt safe when we were there. I was very scared going to [SIT location] because of the war. I

was afraid, and so was my mom, of how they would treat Americans. Explaining what I learned in class about the misconceptions made me so much more comfortable and able to go on the trip…and that's why I felt very safe when I was over there because of what I had learned in class. Also, my professor told me that when you're walking on the streets people are going to be saying 'Americans'…they're saying that they want to talk to you and they want to know you and a lot of them have families here [in U.S.]. It was really cool…I enjoyed it."

(P5) "Prior to [SIT], we met every Wednesday, and we did an aerobics workout, like a lot of core workouts and leg workouts, and running. The goal was to over-prepare us for the hike so that it would be a little easier than we would expect. That was helpful."

Sub-theme B. The instructor's prior experiences visiting or living in the SIT location helped students to feel safer in exploring new behaviors and communicating with the local inhabitants. This often helped illuminate and discuss students' preconceived perceptions about other cultures. This appeared to have influenced students' ethnorelativism in a positive way. Students reported it was important for instructors to discuss and debunk misperceptions about other cultures' views about American tourists. Students expressed that these discussions made it easier for them to comprehend what was happening within different cultural environments and made them more flexible in adapting their behaviors and communication.

(P1) "The teacher would Skype from [SIT location] to talk about culture. He had more knowledge of how they did things there, like they were extremely religious and how they were conservative in their beliefs. The teacher living n [SIT location] gave us his PowerPoints about the culture. So, we learned about the people there, how to handle ourselves, how the money went, don't drink there."

(P4) "The professor who was in [SIT location] would do a Skype call with us [in U.S.] and then he would give us lectures [in SIT location]. It was very beneficial, but if you don't have proper equipment then it's just rough and that's just through communication and technology. Face-to-face is always good, whether it be lecturing or just personal interaction. I would also say it was beneficial that the instructor was from [SIT location] because he could communicate and share what others said. He could understand the language. He was talking about this or referring to the state of affairs that was happening or [an] event. So, hearing that and allowing him to tell us and share with us was very helpful in interpreting and was a little bit more welcoming. There was still something or someone who could relay it, and having that ability allowed for more openness. I believe we had that experience in [SIT location] when he was talking to an older gentleman. Then it happened again in [SIT location] with our tour guide. I can't understand [the language], but I could pick up 'where are they from' and our tour guide responded, 'from the states, they're Americans,' and he said, 'oh Americans, that's interesting, what part?' And he said 'Philadelphia.' So, it was interesting to see that welcoming [communication] and how excited they were when they saw how far we've traveled just to see them. So, I thought that was nice."

(P5) "Our teacher had told us that were going to be a lot of refugees in [SIT location] specifically, so she was telling us how to interact with them and what to say/what not to say and things like that around the refugees. We hadn't experienced that until we went to [SIT location] and I remember that being helpful because we did run into a lot of refugees there."

Phenomenological theme #8. The utilization of varied pedagogical elements created meaningful connections between the course content and the cultural experiences during SIT. Students felt these connections were fundamental to their CQ development. Examples of varied

pedagogy included instructor-selected readings, movies, videos, written assignments, field trips, guest speakers, cultural activities, lectures, journaling, group discussions, and student presentations. Pedagogy designed by the instructor that made clear, specific connections between different aspects of American culture and that of the culture of the SIT locations provided a framework in which students could make their own connections between what they were experiencing in real time and what they had been taught by the instructor in advance.

Sub-theme A. Students expressed that pedagogy used prior to the international travel component that reflected what they would observe in SIT location was important in making meaningful connections among the course material, the physical learning space of the SIT location, and the culture within that environment.

(P2) We each had to give a presentation about different cultural aspects of [SIT location] and what to expect and things like that, and places to see if we ever had free time. Before going [abroad], each group had to present on different aspects, like one group had food, another had architecture, another had climate. And then we visited three different cities [during SIT], so some groups presented on those individual cities and what to look for. So that was very helpful too because before that I didn't really have many expectations or really know that much about what to expect whenever we went to [SIT location].

(P3) "I was like 'let's go,' just kind of knowing that everything I learned in class was going to apply to the trip. It was pretty cool that the things we talked about in class. It was like 'oh they're real now, we're standing here!' That was something I enjoyed too, just kind of better understanding by living in the moment. In [SIT location], it was a lot of group discussions and our teacher was talking about his experiences in [SIT location] which I think really helped our

class in understanding that he went there and did what we're about to do. That was cool. They allowed it to happen in so many different ways."

(FG) "I think specifically when I went to [SIT location], that was the first time that I'd ever been out of the country. I was very anxious and nervous at first because I didn't know how they would respect Americans over there, but one thing my professor did that really changed my mindset was that we watched this hour-long documentary on the misconceptions how the people [in SIT location] feel about Americans. That was a 'wow;' they don't feel the way I think they do. It made me feel a lot safer preparing to travel there."

(FG) "I think my [SIT] professor did a really good job. We went through things step-by-step, listened to some of the language, had a teacher assistant come on the trip with us, and our other professor lived in [SIT location], so he would video chat us. I just thought the way that our professor ran the class was a lot different and very helpful for someone [like me] who had never left the country."

Sub-theme B. Students reported it was important for the instructors to intentionally make clear connections between the pedagogy used in the classroom prior to travel and what they were observing or experiencing in actual time within the physical space of the SIT location. Students felt these specific connections provided a context in which they could understand the reasons for their need to adapt their behaviors and communication given the local cultural context.

(P3) "We were able to 'step into the situation' and could see how it was in the past and how it is today. This helped build a connection. The [instructor] allowed it in so many different ways. I felt like every student in the class was able to feel educated before going to the country. It wasn't just like sitting there lecturing us, it was like they were hands-on communication."

(P4) "[SIT] helped build my idea of what it means to be a 'global traveler.' It is important to see another country's history and identity of how they see themselves. To be in their shoes and to view why they do this, or why they see it as this or they talk about this, over something else. To feel like a global traveler, you need to be able to do that; you need to be very open minded and be able to fill in their shoes and say 'ok, they feel this way because this happened in their past' or 'they see themselves along this line over how we perceive them because this happened.'"

(P4) "To be on the ground and in the area and just describe it so we could see with our own eyes…On the ground at the location is very beneficial because we can absorb that we're in this location. The instructor was telling us what happened, and they're able to point and say 'that's where this stood or that's where this group was when they were protesting. So, it was a good method and I feel that's very beneficial no matter where you travel to. Having the ability is beneficial to know a little bit beforehand, no matter where you travel to. The professor would be saying on the ground, 'look at this...do you remember that?' He even pointed out a part that was important because we discussed something similar to it [in class] or ask if we remembered this from our lectures. Even with some of our tour guides, a student would say 'oh we discussed that' or the professor would interject and say, 'yes they know exactly what you're talking about, they should know what you're talking about.' It helped you kind of make connections."

Sub-theme C. Experiential pedagogy that required students to participate in a cultural activity in the U.S., prior to travel, that was similar to an activity they would experience while abroad prepared students to make robust connections on their own. Several students expressed that this pedagogical approach was very instrumental in developing their cultural knowledge in a meaningful way. These experiences led to a deeper motivation and attitude of curiosity, discovery, and overall CQ during their time abroad.

(P1) "During the class [in the U.S.], we had to go out by ourselves and do something that was related to the culture. The teacher gave us examples of where we could go, so my friend and I went to get 'poke bowls.' I would have never gone to a poke restaurant before. We also took a 'hula class.' I liked these activities…examples provided by teacher included museums, restaurants, and stuff like that."

(P2) "First, we had to identify the female archetypes that were in the different places that we would be seeing, so I was definitely integrated into the culture through that perspective as well. In [SIT#2], we took a two-day trip to [U.S. city] to learn about our own national identity first. We each had to give a presentation about different cultural aspects, what to expect and things like that and places to see if we ever had free-time."

(P3) "We learned so much about the history of their country and what have they gone through to be where they are today. Specifically sitting in a debate, I was understanding what they were saying because of the education that I got in class. And, I felt like that was really cool too, and just walking around and seeing how these people now have freedom."

(P4) "We were studying how most people were pagans beforehand and then the change of religion. The readings that we would go over would have myths and mythology to read and why it came about today or how it's still conceived today…We had videos and readings and did our own comparison when we traveled to [U.S. city]. We had to acknowledge our own story first, our own representation of U.S. government and people, and then when we travelled, we did that same comparison."

(P5) "We had to interview someone in [SIT location], so first we had to interview someone in the U.S. along a hiking trail somewhere and ask them things about why they were hiking."

Sub-theme D. Students identified varied pedagogical methods that were incorporated at different intervals throughout SIT. Students felt the integration of a variety of pedagogical methods was critical to making multiple layers of connections throughout SIT.

(P1) "We had a journal to do about how we felt about the class and what we did that day. It was like a reflection journal. We did it before going and also every day in [SIT location]. I just wrote a feeling kind of thing."

(P2) "We watched a movie that was filmed in [SIT location], so that was very good culturally. It set us up culturally for what to expect whenever we went to [SIT location] because we went to an art museum that had a bunch of [artist]'s work in it. It was good because we were familiar with him and his work already [from watching the film]. [The instructor] gave us a reading that was helpful in giving us a visual representation of what to expect because looking at a picture of a map is a lot easier than when you are actually sitting there, and you know where everything is in relation to everything. We had to write four essays about different identities, compare our government to the [SIT location] national government, and write about our expectations. During every single excursion, the professor made sure that we were taking notes the entire time. Sometimes there would be a debriefing afterwards where our professor would tell us to focus on key highlights from that. Afterwards, we had a big paper to write about the national identity we observed, and he sent us a list of what he would like us to focus on, and then gave us the itinerary so we could check off every single excursion that we did to make sure we

hit all the key points in our essay. It was like the [pre-travel] reflection paper, but it was a reflection paper about the whole [SIT location]'s national identity."

(P3) "We had guest speakers [come to class prior to travel] to talk about their experiences in that country…They allowed us to learn in so many different ways. I felt like every student in the class felt educated before going to the country. It wasn't just sitting there lecturing us, it was hands-on communication. The teacher showed a lot of videos. One video was of people talking about their experiences and things. That was kind of cool, and we watched videos of where we were going. It was beneficial because you're like 'wow, that's the place.' We had to read a book and tie it to some things in our journals. We had questions to help guide us because I feel like that made it a lot easier and made me draw to certain things that happened because otherwise, I would have sat there and just wrote about what I did today. I thought it was good because that made you sit and reflect on what really happened during that day. That was a learning experience in itself because you don't realize all that you've learned or were moved by until you're sitting down having to reflect on it."

(P5) "We had to watch a movie about [SIT location] outside of class and it gave a really good visual representation of what we would experience along the trail. We had to read 4-5 books before our hike, and they were all about [SIT location]. They were about people's experiences and their spiritual and physical journeys they had along the way. We had to write something similar to our own way, and we also had to keep an athletic journal, like how our bodies were feeling, the amount of walking we did, if we could have done better, if we stretched or not, things like that."

(P6) "[The instructor] shared a GoPro video that he took in [SIT location] so we saw some of the stuff that they did. But not everything that they did was exactly the same stuff."

(FG) "My [SIT] course was very, very helpful. We had a lot of papers to write because it was based off of the national identity of each country visited. So, they were like reflections, but it was also a research/observation kind of thing. It was really helpful in picking up little things that kind of pieced together each country's identity and how they were as a country. That immersed you in the culture, like 'oh this is how [SIT location] operates and they're still trying to find their identity' and what not. I was able to look at architecture and think 'it goes with this identity' or think of why certain things are in certain places and what does that say about them as a people there."

Phenomenological theme #9. Students felt the shorter immersion time period (7-15 days) of being in the SIT location provided ample opportunities for CQ development. Students expressed they preferred the shorter time period and would probably not have participated in the course if they had to travel for a longer period, such as required in a traditional study abroad program. While the shorter immersion period of SIT may not have provided ample time for intense transformational learning to occur, students felt that the SIT provided several opportunities for them to actualize CQ outcomes of flexibility, empathy, and adaptive behaviors and communication within culturally different contexts.

(FG) "I think just our short-term experience and the fact that we're able to do multiple [SITs] expands our adaptability and cultural intelligence because you're able to immerse yourself in a culture within a week. You understand more about it even if you don't understand everything about it. That's okay and you're able to then go somewhere else. I now travel to other countries on my own to go visit friends. I was not someone who ever wanted to leave home, and my best friend freshman year made me go on [SIT #1]. We went together and that's what made

me so interested in traveling now. I like taking short trips and immersing myself and getting a little taste of everything."

(FG) "I would say it doesn't have to be a really long trip. As soon as you get to another country, you're already immersed. And so, I think, usually if you're there for at least a week, something is going to happen to you, at least once where you're going to have to figure out what to do in a situation. Probably the longer you're there, the more likely these things are going to happen to you, but I think generally in a short-term trip, it's still going to happen to you."

Summary

Nine (9) different phenomenological themes emerged throughout this study in exploring students' perceived outcomes of CQ based on their participation in SIT as an application of ELT, and their perceptions about the role pedagogy played in that process. The next chapter will provide the discussion and recommendations for practice based on the findings of this study.

Chapter 5: Conclusion and Discussion

Purpose of the Study

      The purpose of this study was to gain a holistic and comprehensive understanding of the phenomenon of cultural intelligence (CQ) within the context of higher education pedagogy utilizing qualitative research methodology. Participants included undergraduate students who had completed two full semester courses that embedded short-term (7-15 days) international travel (SIT) at a specific university. Earley and Ang (2003) defined CQ as "a person's capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context" (p. 9). This study went beyond assessing students' perceived cultural competence, and extended current research, by integrating students' sharing of their lived experiences using their own words, feelings, and oral stories to express the ways SIT influenced their CQ. While cultural competence refers to an individual's awareness of one's own cultural identity and views about cultural differences (www.nea.org), CQ embodies internal and external outcomes of adaptability in diverse cultural settings, beyond simple awareness of cultural differences. CQ is a phenomenon through which internal forces of adaptability and flexibility are developed, and in turn, lead to appropriate behaviors and communication in intercultural contexts or culturally diverse environments (Ang et al., 2007; Deardorff, 2006). CQ also goes beyond the concept of emotional intelligence by considering the motivational factors that influence students' perceptions of others and their responsive behaviors within and across intercultural or cross-cultural environments (Ang et al., 2007; Crowne, 2013; Deardorff, 2006; Earley & Mosakowski, 2004; Ng et al., 2012; Van Dyne et al., 2008).

      The professional world is becoming increasingly global and culturally diverse. In response, institutions of higher education have been enhancing their curricula through

experiential pedagogy, such as SIT, that prepares students professionally and personally to

navigate the challenges of a 21st century interdependent, global environment (Arnett, 2002;

Williams et al., 2017). College graduates are expected to develop a level of CQ, through higher

education experiences, that enables them to adapt, interact, and perform effectively with

individuals from different cultures, within new cultural or global environments, and/or culturally

diverse workplaces (Clawson, 2014; Crowne, 2013; Putranto et al., 2015). Consequently, there is

a growing interest within the higher education community for research directed at gaining insight

into the ways in which CQ can be developed through college-level pedagogy. Past research on

CQ primarily utilized quantitative methodology (Ang & Van Dyne, 2015: Deardorff, 2006;

Earley & Mosakowski, 2004: Matasumoto & Hwang, 2013; Nolan & Kurthakoti, 2017; Thomas

et al., 2015). This study filled that gap in literature by utilizing qualitative research methodology

to explore, in depth, the nuances of students' experiences, within the context of college course

pedagogy, and how those experiences intersected with students' development of CQ. This study

illuminated the value of integrating CQ into higher education curricula to prepare students for the

demands of the 21st century global environment (Williams, Green, & Diel, 2017). Findings

added to the literature of experiential learning theory (Kolb & Kolb, 2017) by reinforcing the

role that varied pedagogical elements played in students' development of CQ.

The aim of the researcher of this study was to explore students' perceived CQ outcomes

through their shared lived experiences of participating in two SITs at a specific university

(Creswell, 2011; Marshall & Rossman, 2016). The researcher utilized Deardorff's (2006)

Intercultural Competence Model (Appendix A) as a conceptual framework to capture a holistic

view of students' perceived CQ outcomes. Kolb and Kolb's (2017) extension of experiential

learning theory (ELT) provided the theoretical framework for this study. SIT is a pedagogical

application of ELT that embeds short-term (7-15 days) international travel into a full semester credit-bearing course. ELT is grounded in the notion that authentic learning occurs when students become fully engaged in the learning cycle through interaction in spaces that allow them to "feel, reflect, think, and act" (Kolb & Kolb, 2017, p. 33). Learning "involves a taking in and processing experience and a putting out or expression of what is learned" (Kolb & Kolb, 2005, p. 208). The university in this case study has a national reputation for offering a variety of SITs (Table 4.2) in a way where the learning space created by students being physically present in another country provides unique opportunities for exploration, reflection, and active experimentation – key components of ELT (Kolb & Kolb, 2017). The findings from this study incorporated students' oral perspectives and feelings about their CQ outcomes to help educators gain a deeper understanding of how elements of ELT were utilized within the context of SIT to help students successfully navigate through culturally different environments.

Overview of Methods

The SIT undergraduate course model served as the conduit for this study because it integrated the core components of ELT through concrete experiences and active experimentation in a culturally different country, and the use of reflections and other instructor-directed activities to meet learning outcomes. According to ELT, authentic learning occurs when students become active participants in their learning space through experiences, reflection, thinking, and action (Kolb & Kolb, 2017). While there are different contexts in which individuals may develop their CQ, for this study, the researcher was interested in exploring the CQ phenomenon through the context of higher education using students' own words and experiences.

SIT courses within the higher education sector are increasing as an alternative to full semester or year-long study abroad programs (Mapp, 2012). This increase created a need for

qualitative research that explored students' perceptions around phenomenological connections across their SIT experiences, pedagogical elements utilized throughout SIT, and their perceived CQ outcomes. While other scholars and practitioners explored CQ using quantitative methods (Ang & Van Dyne, 2015: Deardorff, 2006; Earley & Mosakowski, 2004: Matasumoto & Hwang, 2013; Nolan & Kurthakoti, 2017; Thomas et al., 2015), there is a gap in the literature utilizing qualitative research methodology to explore CQ phenomenon that integrates students' own words and oral stories about their experiences. This study filled that gap by utilizing qualitative research methodology to explore, in depth, the nuances of students' experiences, within the context of college course pedagogy, and those experiences intersect with students' development of CQ. This study integrated students' unique perspectives to provide a deeper understanding of 'if and how' being immersed in a foreign country, even if only for a short period (7-15 days), influenced their perceived CQ outcomes, and their feelings about the role that pedagogical elements played it that process.

This study explored students' perceptions, using their own oral responses to interview questions and their recall of lived SIT experiences through the telling of stories, with a focus on their adaptive behaviors and communication, as they navigated through unfamiliar, international cultural environments in a different country. X University (XU) served as the site for this study for several reasons: (1) XU has been nationally recognized for offering several different SIT courses; (2) XU's mission statement included a focus on "providing educational learning experiences that prepare students for global, intercultural professional environments" (www.XU.org); and (3) XU was an appropriate site for capturing students' perceived CQ phenomenon across a variety of SIT locations, course content, pedagogical elements, instructors,

and students' academic majors. Thus, providing breadth and depth of data for generalizability and transferability of results (Creswell, 2011).

The researcher explored CQ phenomenon through the conceptual framework of Deardorff's (2006) Intercultural Competence Model (Appendix A). Deardorff's Model depicts the process of intercultural competence, which mirrors many of the components of CQ development. Deardorff's Model includes requisite attitudes, knowledge, skills, flexibility, empathy, ethnorelative view, and adaptive behaviors and communication (Deardorff, 2006). These components served as the basis in developing the protocol used for the individual student in-depth interviews, the student focus group, and the review of course documents. The research questions that guided this qualitative study included:

#1: What are students' perceived outcomes of cultural intelligence (CQ) based on their participation in undergraduate courses that embed short-term international travel (SIT), as a pedagogical application of experiential learning theory (ELT)?

#2: What are students' perceptions about the role that varied pedagogical elements of SIT played in their attainment of CQ?

Summary of Findings

This study yielded an array of insight into CQ phenomenon through the reporting and analysis of participants' perceptions and oral descriptions of their SIT experiences. The findings from this study supported and extended prior quantitative research on CQ (Deardorff, 2006; Earley & Ang, 2003; Nolan & Kurthakoti, 2017) by utilizing qualitative research methodology to explore the intersection of students' perceived CQ outcomes with their participation in two SITs at a specific university. Students' oral responses to interview questions and their telling of stories about their individual and shared SIT experiences, provided authentic examples of CQ outcomes

that provided depth and breadth to each level of Deardorff's Model, and uncovered additional phenomena. The findings further extended prior research on ELT (Kolb & Kolb, 2017) by illuminating students' perceptions about the symbiotic relationship between ELT pedagogy and their CQ outcomes.

Findings from this study indicated that active experimentation, observation, interactions, reflective feedback, camaraderie with peers, emotional support from instructors and peers, and varied ELT pedagogy were instrumental in students' reporting a deepening of their attitudes of respect, increased knowledge and skills through SIT, that led to increased flexibility, empathy, and adaptive behaviors and communication. Findings demonstrated that students felt the SIT model allowed for unique and authentic exploration, reflections, and active experimentation within a culturally different space (Kolb & Kolb, 2017). Students reported perceived CQ outcomes related to flexibility, adaptability, and empathy led to an organic cycle of CQ in which students increasingly felt more confident in adapting their behaviors and communication within unfamiliar culturally diverse settings. Findings from this study extended current research on CQ (Ang & Van Dyne, 2015: Deardorff, 2006; Earley & Mosakowski, 2004: Matasumoto & Hwang, 2013; Nolan & Kurthakoti, 2017; Thomas et al., 2015) by illuminating the organic process of CQ, where CQ outcomes lead to a stronger foundation needed in subsequent culturally different experiences, creating a continuous loop of learning (Argyris & Schon, 1974).

Findings further reinforced the value of integrating SIT into higher education curricula to prepare undergraduate students to meet the demands of culturally diverse and/or global work environments (Clawson, 2014). Participants indicated that being in the actual physical space of a different cultural environment enabled them to receive immediate feedback from inhabitants. Students' responses illuminated a symbiotic relationship between their internal motivation to

behave and communicate effectively within a culturally different environment, and their need for

inhabitants to perceive them as being respectful toward local cultural norms. This phenomenon

appeared across varied SIT courses, international locations, course topics, academic majors, and

experiences. Table 5.1 provides a summary of the phenomenological themes and subthemes that

emerged through students' perceptions and sharing of their SIT experiences.

Table 5.1: Phenomenological Themes and Subthemes

Phenomenological Themes	*Subthemes that emerged across students' perceptions and sharing of SIT experiences*
Attitudes of Respect & Curiosity	• Desired to be perceived as respectful by local inhabitants • Encouraged by peers and sense of camaraderie to try new things • Motivated by curiosity and need for discovery
Cultural Self-Awareness and Knowledge	• Increased awareness of American cultural norms • Desired to avoid negative stereotypes and be seen positively • Increased knowledge of inhabitants' cultural norms
Physical Presence in Learning Space of SIT	• Provided multiple opportunities for skill development by listening to, observing, and reflecting on inhabitants' behaviors • Observed and analyzed inhabitants' body language and non-verbal cues for immediate feedback in adjusting their behavior
Internal CQ Outcomes: Flexibility and Empathy	• Increased flexibility in dealing with slower pace of local culture and unanticipated delays • Empowered with confidence to handle unpredictable situations • Enhanced empathy from engagement with local inhabitants (especially in impoverished environments)
External CQ Outcomes: Adaptive Behaviors and Communication	• Actualized adaptive behaviors and communication during SIT • Increased confidence in ability to adapt through successful interactions with inhabitants and unfamiliar cultural settings • Developed new strategies for adaptive behaviors following unsuccessful interactions
Peer Camaraderie	• Supported and encouraged by peers to go beyond comfort zones • Emphasized unstructured free time as critical for forming connections and spontaneous interactions with inhabitants • Emphasized that unstructured time was critical for spontaneous reflections, debriefing, and trial-and-error behaviors • Provided continued support and motivation through new bonds, informal debriefings, and reflective feedback
Role of the Instructor	• Alleviated students' anxieties and fears by communicating expectations, approachability, and fostering positive relationship • Felt safer by instructor's prior experiences with location and topic
Varied Pedagogical Elements	• Developed contextual framework through pre-travel pedagogy • Facilitated meaningful connections between content and culture • Included cultural activities in U.S. and abroad • Instrumental in making multiple layers of connections
Short-term (7-15 days) International Travel Period	• Provided significant opportunities for students to develop CQ through observations, reflections, and active experimentation during the short-term 7-15 days of being immersed in a culturally different international environment

Discussion

Globalization has created a world in which individuals must collaborate and work interdependently across national borders and within different cultural contexts (Arnett, 2002; Friedman, 2005). Adaptive behaviors and communication are becoming increasingly critical for successful interactions in culturally different, diverse, and/or pluralistic environments (Clawson, 2014; Elmuti, et al., 2005). CQ is a phenomenon that goes beyond cultural knowledge by encompassing the attitudes, knowledge, skills, and adaptive behaviors and communication needed to operate, interact, and/or perform successfully within and across intercultural or pluralistic settings (Earley & Ang, 2003; Earley & Mosakowski, 2004; Mikhaylov, 2014; Putranto et al., 2015). The development of CQ should be integrated into higher education pedagogy to prepare students for the demands of the 21st century global environment (Williams et al., 2017). This study filled the gap in CQ literature by exploring students' perceived CQ outcomes, and the role of varied pedagogy, based on their participation in SIT experiential pedagogy, utilizing qualitative research methodology.

Nine (9) phenomenological themes emerged from this qualitative study that reinforced and expanded prior quantitative research on CQ (Ang & Van Dyne, 2008; Deardorff, 2006; Earley & Mosakowski, 2004; MacNab et al., 2012; Matsumoto & Hwang, 2013; Nolan & Kurthakoti, 2017) by integrating students' own words, feelings, examples, and oral stories about their shared lived experiences across varied SITs. These nine themes and related sub-themes are depicted in Table 5.1. These themes include: (1) attitudes of respect and curiosity; (2) cultural self-awareness and knowledge; (3) physical presences in the learning space; (4) internal outcomes of CQ; (5) external outcomes of CQ; (6) peer camaraderie: (7) role of the instructor; (8) varied pedagogical elements; and (9) short-time international travel period.

Attitudes of respect and curiosity. Students reported that their attitudes of respect and curiosity toward cultural differences and norms were strong motivators in adapting their behaviors and communication throughout their SIT experiences. Deardorff's Model identifies 'requisite attitudes of respect, openness, curiosity, and discovery' as the initial foundation in the development of intercultural competence (Deardorff, 2006). Findings from this study supported and extended Deardorff's Model by demonstrating that students' attitudes were enriched with each successful realization of CQ outcomes and became a motivator for subsequent adaptive behaviors. Students shared several examples of individual attitudinal changes through interaction with, and observation of, people from other cultures during SIT. They reported increased appreciation of the ambiguity and uncertainty inherent in navigating novel cultural settings. A shift in attitudes related to respect and curiosity served as a basis for being able to adapt their behaviors and/or communication to fit the dynamic of the environment. Case study findings extended Deardorff's findings by illuminating that students were highly motivated to appear respectful toward the indigenous people of the host country, and therefore, were motivated to continuously adapt their behaviors and communications. The words 'respect, respectful, disrespectful, rude' appeared twenty times by students describing their motivation for flexibility and adaptability within culturally different contexts.

"I feel like we're going there so we need to show them respect. So, it's more like conforming to how they live as a culture. It was kind of like a learning thing. When you got there you actually saw how everything was and how they lived, it was kind of like conforming to it." (FG)

Students shared several stories of feeling uncomfortable but motivated to change their behaviors out of respect for local inhabitants. Common examples included: allowing strangers to

take their pictures, face-to-face interactions with inhabitants who spoke a different language, and adjusting to frustrations with delays and or a slower pace of living because they wanted to be respectful toward the inhabitants and cultural norms. Many students reported that frequent spontaneous interactions with local inhabitants within unpredictable cultural contexts made them feel increasingly less awkward and more comfortable during their time abroad. Students felt motivated to adopt an attitude of openness, curiosity, and discovery that pushed them beyond their comfort level in navigating anxiety-producing situations with the support of their peers and instructors.

"Everywhere we went, local people were friendly and said hello in their own language. We are not used to saying hello to strangers in the U.S. on streets, but everyone there, even in the streets, would say 'hi,' so it seemed rude not to say 'hi.' Strangers would want to have their picture taken with you or hand you their child to take photo with us…It was weird that they were intrigued by Americans, and would just stop us on the street to take photo with us…it seemed strange and awkward because I didn't know about that culture at that point, but then it became a normal thing to be stopped…I felt like it would be rude to say no or walk away." (P1)

"One time, we took a public bus during our free time and felt like a can of sardines. I felt very uncomfortable at first, but then thought it was like a new experience and it was fun and different, and I knew I would not get to do this again." (P1)

"One thing that helped us push forward in those moments was that we were probably never going to experience this again, so you need to change your mindset… many of us realized that this is a 'once in a lifetime opportunity' so we pushed through [together]." (P3)

Cultural self-awareness and knowledge. Students reported that they gained a deeper awareness of their own cultural identity during SIT. Cultural self-awareness and increased

knowledge of others' culture are foundations of intercultural competence (Deardorff, 2006). Students reported heightened awareness of how local inhabitants perceived them through negative stereotypes, such as 'loud Americans' or intrusive in social situations. Some also reported that certain American norms, such privacy in bathrooms, did not seem as prevalent in different cultural communities. Self-awareness of cultural differences through experiences motivated students to change their communication and behaviors to better mirror the local cultural norms. Findings indicated that with each interaction or experience, students became increasingly aware of common norms within a different cultural environment, and gradually felt more comfortable adjusting their behaviors to suit the situation.

"I noticed if we were to go out to a restaurant or bar at night, [local inhabitants] were not like the people here [in the U.S.] who talk pretty loudly. In the U.S., it's kind of like a competition to talk so that people can hear you. In [SIT location], it was the complete opposite. We had to adapt to that – we had to lower our voices in either restaurants or bars so people wouldn't think we were obnoxious." (P5)

"We like our privacy…and we expect it. I felt odd being in a bathroom with a stranger who could see me [urinate] in the open or in the hostel with a [topless] female student [from another country] who was talking with us. I felt weird at first, but they would have perceived me as being rude if I just left…The feedback [I received] was that this was normal, so I had to adjust. The other person made me feel comfortable because she appeared comfortable with the situation. I eventually got used to it, and so did my classmates [the more often it happened]." (P1)

Students expressed the importance of instructors discussing perceptions that other cultures may have about American tourists prior to the international travel component. Findings

from this study reinforced that sharing knowledge, information, and examples of cultural differences, norms, and stereotypes through in-class pedagogy (i.e., readings, videos, lectures, cultural activities, student presentations, etc.) prior to departure provided a robust comprehension, appreciation, and acceptance of cultural diversity and differences within cultural communities during SIT. Students felt that these group discussions increased their own cultural self-awareness and knowledge about others' cultural norms. This pre-travel pedagogy provided a context that alleviated students' concerns of how they may be perceived by local inhabitants and increased their comfort level during the SIT experiences.

"I was scared about how [local inhabitants] were going to treat Americans. But [the instructor] talked about misconceptions about how [other cultures] view Americans before we went, so we felt safe when we were there. I was very scared going to [SIT location] because of the war. I was afraid, and so was my mom, of how they would treat Americans. Explaining what I learned in class about these misconceptions made me so much more comfortable and able to go on the trip…and that's why I felt very safe when I was over there…It was really cool…I enjoyed it." (P3)

"Before we went to [abroad], our professor showed us a video of how other people view Americans…I'm a very loud person, especially when I get passionate about something…I was very aware of not trying to play into that American stereotype. We are representing the U.S. and wanted to come off as a country that respects other countries." (FG)

Physical presence in the learning space. Space is an essential component of ELT because it recognizes the interdependent relationship between an individual and the environment (Kolb & Kolb, 2017). Immersion in the actual learning space of a different country provided a plethora of unique opportunities for students to develop skills related to 'listening, observing,

interpreting, analyzing, evaluating, and relating' (Deardorff, 2006). SIT. as an application of ELT. created a concrete space in which students could observe and engage with people and places in genuine ways and reflect on their experiences in real-time. Students reported that observing and evaluating the body language of inhabitants in response to their own behaviors and/or communication helped them create adaptive strategies that mirrored the cultural norms.

Findings from this study reinforced that uncertainty, and opportunities for reflection and feedback, were essential to the learning process (Gentry, 1990). Students shared several similar examples across varied SIT experiences in which authentic interactions provided frequent opportunities for observation, reflection, and feedback that empowered them to assess a situation, and develop strategies for adaptive behaviors and communication that mirror the cultural environment.

"We noticed the looks and glances of people on the metro whenever we were loud… you could tell based on the look in their eyes or their body language that it wasn't OK to be that loud at the time. We had to get used to being aware of who was around us and become more sensitive towards other people. After a few rides, we became more quiet on the metro. By the last stop, we knew the drill. We [adapted] by being very quiet on the metro and using hand gestures to communicate with each other to say things like 'this is our next stop' or 'three stops.'" (P2)

"I would pick up cues from the wait-staff either in their facial expressions or when they would talk and look over with a coworker [to know what to do about tipping]." (P4)

Students' observations of subtle cultural differences and nuances allowed for deeper interpretation of cultural norms. These intangible dimensions allowed SIT to be a unique catalyst for CQ development. Students felt the inherent value in observing common practices first-hand, receiving immediate verbal and/or observational feedback, and then mirroring and perfecting

such practices, allowing them to become more comfortable adapting their behavior to the norms of the cultural environment. This study reinforced that the learning space component of ELT (Lewin, 1951; Kolb & Kolb, 2017) was central to the development of CQ. SIT pedagogy allowed for unique exploration, reflection, and active experiment by being physically present in a culturally different space. Findings from this study illustrated that CQ development happens in a circular, rather than a linear, motion through the symbiotic relationships between the individual students, their peers, the environment, and the opportunity for reflective feedback. Findings suggested that the dynamic of being in the physical space as a group and sharing the experiences with peers further enhanced students' CQ.

Internal outcomes of CQ: Flexibility and empathy. Students shared several examples of increased flexibility and empathy in adapting successfully in unfamiliar cultural settings. Findings from this study reinforced Deardorff's Model's identification of flexibility and empathy as internal frames of reference for intercultural competence (Deardorff, 2006), and extended earlier research on CQ (Earley & Ang, 2003; Nolan & Kurthakoti, 2017) by incorporating students' own stories from their individual and collective SIT experiences to describe their perceived CQ outcomes.

Increased flexibility. Students shared several stories of their desire to be flexible when facing unanticipated delays and/or a slower pace of living during their SIT experiences. With each delay, students felt less annoyed and more flexible, which appeared to have a ripple effect as illustrated by students' gradual acceptance of delays and a slower pace of living as a normal part of the cultures. The more often the participants' observed their classmates' ability to be flexible and patient, the more prone they were to be flexible, and ultimately, adaptable, and comfortable in those delayed situations.

"As a group, we got used to living on '[SIT location]-time…For instance, in the restaurants, there was a long wait for food and it came out at different times…the times of scheduled events kept changing with no notice. It was really frustrating because you kept being told a new time or then it would be canceled or switched with no explanation. It bothered us at first, but towards the end of week, it was just kind of like, 'oh we accept it, that's how it is,' and we became less annoyed…Accept it for how it is and know that's how they do things." (P1)

"Time was almost non-existent. The [local inhabitants] don't like to rush. They'll go through an entire day before doing something and they'll just kind of sit and relax and enjoy the weather or enjoy what they're doing and just talk. [Americans] would say they're lazy and viewed them as not having a lot of motivation, but the experience made me realize that's just the culture of not being concerned with time. At first, I thought maybe they saw that we're Americans, so that was my own interpretation saying maybe they don't like Americans, or they don't think we're important clientele…The concept of just taking everything little by little was interesting to me and how we [as Americans] are all rushed. Everyone took things slowly there. I never saw anyone run to catch a bus or the metro. I never saw anyone kind of be in a hurry. It just seemed like everything was laid back…it was not laziness." (P4)

Enhanced empathy. Students reported that their empathy for others increased through frequent interactions with inhabitants, such as peers from the local colleges/universities, children in elementary schools, refugees of all ages, local business owners, tour guides, and restaurant staff and patrons. They felt that real-life experiences and interactions motivated them to withhold judgement about others and felt increasingly more comfortable in interactions with inhabitants in varied situations. These findings supported and extended prior research indicating that empathy plays a significant role in the development of intercultural competence (Deardorff, 2006), and

extended the importance of empathy in CQ development. The participants of this study shared multiple stories of authentic interactions with varied inhabitants during SIT that resulted in students' perceived increased empathy. The researcher observed participants nodding, smiling, laughing, and affirming each other as they shared examples of their SIT experiences and interactions with local inhabitants during the interviews and focus group throughout this study.

"There was extreme poverty in the school we visited and lots of drugs. The [local] students had nothing -- no shoes, resources, nothing. Kids were asking what we have in America, and I didn't necessarily want to say what we had compared to them. We said we had very basic things, like how the school system was structured similar to theirs. They had a 'rewards closet' that contained a lot of hygiene stuff like toothbrushes, broken pencils, crayons…and they were so happy to have that…That was where I had to switch my focus and explain for their better understanding. [The local school kids] were so curious and it kind of looked like they were refreshed knowing that we were similar to them in a sense. That's kind of what they were grasping, which is something good. The kids were independent and still came to school. [I realized] these kids are just like us, in America. They're just caring and wanting to help others, but they just don't have certain resources. It was cool to see what the school was like, and how many students come back to volunteer later." (P3)

"Our group was traveling on a tour bus in very small street in a rural area [in SIT location]. The bus couldn't fit, leading to an argument between the bus driver and a local woman – both were frustrated and agitated. I see how [the woman] feels, you know. She is having a peaceful day, there's not much going on in this town, she probably walks the street, but now there's our bus blocking it. I looked at it that way – was the giant bus 'blocking her view' or [said with emphasis] *'blocking her day?'" (P4)*

"I think in both [SIT] instances, it made me really grateful for everything that we have, because seeing how different lives can be somewhere else puts a lot into perspective. I'm grateful for the opportunities because I talk about both [SITs] all the time because I learned a lot from them and also had a good time. I think, not only do I want to go more places, but when foreign people are here in our country, it makes me more patient with them. I've been a foreigner, so I know what it's like to be so confused and lost, and they're here and they're experiencing what I was experiencing over there. We have something in common…I think it just makes you more aware because it's hard to put into perspective, especially if you've never been abroad, that there's other people out there in the world. You can say that as much as you want, but until you really experience the world, you don't really understand that there's millions and billions of other people like you, so it's just understanding that you're a small piece in a bigger story."
(FG)

"Our teacher had told us that were going to see a lot of refugees [abroad], so she told us how to interact with them and what to say and what not to say, and things like that, around the refugees. We hadn't experienced that until we went to [SIT location] and ran into a lot of refugees. We played a soccer game with the refugees. They had this little box stand soccer court with turf on the ground and we were just playing around there, and then some refugees came up and we played a 5-on-5 game of soccer. It just sort of happened on its own. This showed us that people are the same everywhere you go. They just want to hang out, have fun, play sports, and be active." (P5)

External outcomes of CQ: Adaptive behaviors and communication. Students reported feelings of increased comfort and ease in adapting their behaviors and communication throughout their SIT experiences. They reported that their confidence increased with each

successful encounter. While students' examples may not have demonstrated deep transformational learning, findings indicated that CQ was an organic phenomenon that enabled students to develop the confidence, skills, and strategies, both individually and collectively, for adapting their behaviors and communication successfully as they navigated through culturally different or diverse environments. Deardorff's Model identifies 'behaving and communicating effectively to achieve one's desired goals' as the essence of intercultural competence (Deardorff, 2006), and thus serves as a caveat to CQ outcomes. During this study, participants discussed how they used hand gestures, body language, and intuition through reflective feedback from inhabitants' responses, to communicate appropriately in situations where they did not speak the language. The more frequently students effectively adopted adaptive behaviors or communication, the more comfortable they felt trying new behaviors or communication in subsequent unfamiliar situations.

Findings from this study provided genuine meaning and examples of the process of actualizing CQ through the stories and perceptions of students' shared SIT experiences. Students discussed their development of robust strategies to appropriately respond in varied situations by observing and evaluating patterns of behavior of others, and then mirroring those behaviors to fit in the environment. Findings indicated that with each successful adaptation that resulted in positive feedback from local inhabitants, the more confident the students felt in their ability to successfully adapt in subsequent unfamiliar cultural situations.

"I think a lot might have to do with mimicking behaviors. You're social monitoring [within a different cultural community] so that you can fit in because you have that prior knowledge that we have to be respectful because we're the Americans coming into someone's else's environment. I think then your social monitoring takes over in terms of what kind of

environment you're in, like if you're a museum or a restaurant, you can talk with your friends or what not,…it just depends, you're just more aware of it while you're there." (FG)

These findings reinforced and expanded Deardorff's Model by demonstrating, through students' oral responses, that the process of CQ occurs in a cycle based on successful adaptation and increased confidence. Findings indicated that students employed internal CQ outcomes of flexibility and empathy to adjust their external behaviors and communication. Findings from this student extended prior research (Earley & Ang, 2003; Kurthakoti & Nolan, 2017) by integrating students' own stories of their shared lived experiences within the context of SIT as a catalyst toward actualizing CQ outcomes.

"I used a lot of gestures to communicate because I couldn't speak or understand the [local] language… I would adapt by using my hands to try to communicate, even if it was just moving in a circular motion…There is a saying that there's common language within gestures…I would stop with my hands and look around to see if there is something to point to…they started to realize I was trying to explain something." (P5)

"It doesn't actually hit you until you're on the ground of that place in the environment, and you see how other people are acting, and you realize you have to adapt to someone else's home...I don't remember much from the classroom, but I remember what I saw there. The courses were really good at preparing me, but you're not exactly 100% prepared until you actually get there. You know this could happen, but you don't know [how you'll handle it] until you experience it." (FG)

Peer camaraderie. Findings from this study extended current CQ research through students' self-reported beliefs that camaraderie with classmates and peers living in SIT location created an emotionally supportive environment that contributed to their CQ development. Peers

served as unofficial mediators and support systems for each other as they collectively developed attitudes, knowledge, and skills to navigate unpredictable or uncomfortable situations abroad. Individuals felt their bonds with their peers pushed them outside of their comfort zones through collective mediation of their shared lived experiences.

"I definitely felt a lot more comfortable [being] part of a class…I definitely wouldn't have interacted as much, I don't think, if I were there on my own. I would have kept my head down and stayed on my own path...I was so happy to have the group because I'd be totally lost without it and it was very obvious that I was a foreigner in that country…I wouldn't have been as comfortable to be myself and experience things that I wanted to experience…I've never been out of the country before, so I think having a class that can push you to do [SIT] was pretty amazing because I probably wouldn't have ever done it." (FG)

Students reported that their CQ increased because of the dynamics of experiencing SIT with their team of classmates. SIT created an emotionally safe space for students to bond and connect with each other. Students expressed the importance of being able to talk and reflect with each other in a supportive environment as they navigated through, and processed, unpredictable or uncomfortable situations.

"I think being in a group helps you with your patience and flexibility because something is going to happen to someone in the group. You become a little family for the week, and you understand and help each other when you can. It helps your empathy of whatever else is going on in someone else's life at the time while they're in this other country. They could be feeling a certain way. It's an anxious time for a lot of people, and you just come together and try to find a small group within your big groups.…You felt more comfortable to be more confident in these situations because you were in a group. It was kind of like a camaraderie, funny kind of thing,

and we were like 'yeah we got this.' If something goes wrong, we know what to do now, we've faced pretty much everything at this point... ...It's like 'you're all in this together' kind of mentality. You're all abroad, you're all in a foreign place you don't really know." (FG)

   Unstructured free time. Findings from this study extended ELT research by illuminating the importance of unstructured free time during SIT. Students expressed that this freedom made them feel like independent, mature adults and was instrumental in building camaraderie. Unstructured free time provided spontaneous opportunities for moderating each other's lived experiences. They expressed that this collective independence helped build their maturity and confidence in adjusting their behaviors and communication to fit within a new cultural environment. Self-reflection through informal, spontaneous conversations at night in their rooms or during free time during the day provided a robust level of reflection and internalization of CQ. Thus, students' intensity of learning became higher as their experiences were moderated and supported by their peers. Unstructured time was critical for spontaneous reflections, informal debriefings, and trial-and-error behaviors. This sense of camaraderie provided another layer of connections and support for curiosity and discovery.

   "We would all just talk every night about our [daily] experiences. It was kind of cool because our bunks were right next to each other. I liked it because it was kind of like we're all adults now we should be able to take care of ourselves… we didn't need help, we all could handle it, we were good." (P1)

   "I think it's good being in a group...I feel like if you're alone, you experience all these amazing things, but you're not sharing it with other people. You can tell people about it, but they don't experience it the same way that you do because you're just relaying it to people…We were

all there, so we were aware of just how cool it was that we get to do this, instead of just having to

tell it to someone else, like 'oh I experienced this and it was just amazing.'" (FG)

Camaraderie among students increased because they experienced unique situations as a team. ELT allows for enhanced learning through conversational spaces where members can reflect on and talk about their experience (Kolb, 2005). Several comments from the focus group participants reiterated the role of camaraderie in providing emotional support, as mediators for their joint experiences. Several students nodded, smiled, laughed, and built on each other's examples during the focus group discussion about camaraderie during their time abroad. These affirmations further demonstrated the importance of camaraderie as a foundational component of CQ development.

"We became close there. Everyone was on the same boat. When we got there, it was all of us thinking, 'we're here together, let's all talk.' Even though we were not friends before [SIT], small groups would clique together so it made it a little more comfortable because we all felt like we belonged there." (P1)

"If I were scared or whatever, I would want to text someone from back home, but then realized they don't have the perspective that you do standing on the grounds there. The way I learned to adapt to something happening would be like, 'okay, we're living in this moment and understanding that different cultures have different things.' Just like relying on people that I am with, rather than people who are not there. So, I think that was something really cool. Something I really enjoyed about the trip was learning by being in the moment, and who I'm surrounded by, not necessarily my past experiences or future experiences or people who aren't there." (P3)

Role of the instructor. Findings from this study supported and extended prior research about ELT by indicating that the instructor's role was critical in creating a learning space where

students felt emotionally and/or physically safe because they knew what to expect during SIT. Students emphasized that they felt more comfortable in trying new behaviors when the instructor(s) created a supportive learning space for students by being communicative and approachable. Students felt that instructors who were passionate and knowledgeable about the topic and [SIT] location, provided a structured agenda, and effectively managed the schedule, enabled incremental development of CQ. Findings indicated that the instructor played a significant role in creating a trusting environment that reduced students' fears and anxiety while abroad. The instructor communicating honestly and in real time about what to expect was also key for alleviating students' anxiety. The students felt that instructors who displayed confidence in handling situations by remaining calm during stressful times was critical in enabling students to feel safe during [SIT], and therefore, were willing to try new experiences.

"We were going night snorkeling & also swimming into a swell where we were getting stung and didn't know what was happening. There was a high level of anxiety in both situations. The teacher gave us the option of not participating in anxiety-producing activities, and let students go back if felt scared, but would stay out [night snorkeling] with others in small group who wanted to. You could tell she [instructor] had done a lot of traveling to [SIT location] so she knew exactly how to deal with it. I guess it turned a scary situation into, 'oh okay this is fine,' because she knew what was happening. It made all of us feel comfortable with what was happening…She was very calm, and that helped reduced anxiety in that situation, and built trust for future situations… We had pre-trip swimming practices every week before going to [SIT location] because we would be snorkeling every day and spend the majority of our time in water. This made us all very comfortable. The teacher watched us practice every day." (P1)

"In class, we had a lot of [communication] with [the instructor]. Actually, I would say before the class when they had the [XU International Exploration] Fair at the university, I first met [the instructor] there and we hit it off immediately. He was very open and very passionate about what he did. There were some students who were very quiet just naturally, but I felt like once we went abroad, they kind of broke out of their shells, so they were more communicative with him....[The instructor] debriefed us a lot about what to expect when abroad...He was very knowledgeable about where we were going. He prepared everything, all the museum visits, and he communicated with all the tour guides. It made for a much more relaxed trip than if someone hadn't prepared as well." (P2)

Findings indicated that providing students with realistic expectations helped reduce their fear and/or anxiety in unfamiliar situations and made them more open to new experiences and culturally different environments. Students repeated that the structure and information provided by the instructor prior and during SIT made them feel emotionally and physically safe, so they were willing to try new behaviors and communication -- CQ outcomes.

Varied pedagogical elements. Findings from this study extended ELT by revealing the need for instructors to facilitate clear and meaningful connections between SIT and academic content through varied pedagogical elements. Students expressed that the integration of a variety of pedagogical methods, both prior to and during their time abroad, created a level of knowledge and cultural awareness that established a foundation for CQ development during SIT. Examples of pedagogical methods identified during this study included instructor-led readings, movies, videos, lectures, guest speakers, group discussions, journaling, written assignments, student presentations, and experiential cultural activities. Students reported that the sharing and processing of information through varied pedagogy made them more willing to push beyond

their comfort zones, be flexible and adaptive in unfamiliar culturally different environments.

They emphasized that journaling, as a pedagogical exercise, during their time abroad, guided

students in self-reflection and robust learning. Connections facilitated by the instructor utilizing

varied pedagogy were critical to students' willingness to explore, reflect, and actively experiment

during SIT as they moved through the stages of Deardorff's Model toward CQ outcomes.

"They allowed us to learn in so many different ways...We watched a lot of videos...one

was of people talking about their experiences…it was beneficial because you're like, 'wow,

that's the place'…We had to read a book and tie it to some things in our journals. We had

questions to help guide us. I feel like that made it a lot easier and made me draw to certain

things that happened because otherwise I would have sat there and just wrote about what I did

today. I thought it was good because that made you sit and reflect on what really happened

during that day. That was a learning experience in itself because you don't realize all that

you've learned or were moved by until you're sitting down having to reflect on it." (P5)

Findings indicated that participating in an activity [prior to SIT] in the U.S. that mirrored

something they would be observing or experiencing while abroad made students feel more

prepared to make authentic connections on their own. Students reported that they benefited from

this pedagogical approach because the exercises increased their knowledge and provided the

catalyst for learning to begin with pre-travel course instruction and activities. Thus, leading to a

deeper motivation and attitude of curiosity and discovery during their time abroad. One common

pedagogical approach utilized by varied SIT professors included visiting sites in the U.S. to

prepare students for comparing/contrasting their cultural identity with inhabitants while abroad.

Students provided multiple examples of varied pedagogy that were instrumental in making

meaningful connections between the course content and their lived experiences created through the learning space of the SIT.

"During [pre-travel component of] SIT, we had to go out by ourselves and do something that is related to the culture. The teacher gave us examples of where we could go, so my friend and I went to get 'poke bowls.' I would have never gone to a poke restaurant before. We also took a hula class. I liked these activities." (P1)

"[SIT#2] was about national identity, so we took a two-day trip to [U.S. city] to learn about our own national identity first." (P2)

"We had to interview someone in [SIT country], so first we had to interview someone in the U.S. and ask them things about why they were [doing a certain activity]." (P5)

Students expressed the importance of instructor(s) intentionally making connections between pedagogy used in the classroom prior to travel, and the lived experiences occurring during SIT. Students felt that the instructors making clear connections between course material and their observations while abroad increased the foundational skills for development CQ. They felt connections made by the instructor between the past and present further enhanced the learning spaces inherent in SIT.

"We were able to 'step into the situation' and could see how it was in the past and how it is today. This helped build a connection. The [instructor] allowed it so many different ways. I felt like every student in the class was able to feel educated before going to the country. It wasn't just like sitting there lecturing us, it was hands-on communication." (P3)

Short-term international travel period. Findings from this study indicated that the short-term (7-15 days) international travel provided students with multiple opportunities for authentic engagements with local inhabitants and intercultural experiences. Students shared

several examples in which their SIT experiences led to strong connections with global communities by merging a structured course with real-life cultural experiences. Students felt pushed beyond their own cultural comfort zones, while simultaneously being pulled into the process of CQ in a meaningful way. While the shorter immersion period of SIT may not have provided ample time for full transformational learning, students expressed that going abroad for a short period provided multiple opportunities for learning, and many indicated that they would not have gone abroad if SIT ran for a longer period of time. Students indicated that SIT created genuine spaces that empowered them to be active learners within a culturally different or pluralistic environment. SIT integrated a double-loop learning environment that provided frequent feedback through the observed reactions of local inhabitants, and in turn, motivated students to adapt their behaviors and/or communication accordingly to fit the environment (Argyris & Schon, 1974; Frye, 2003).

"I did develop CQ and the [SITs] helped strengthen it…[SIT#1] was my first time abroad, so I was very out of my element, but when I went on [SIT #2], obviously I was still out of my element, but I was more relaxed because I knew what to expect. I knew I was going to feel uncomfortable, and I knew to just kind of go with the flow of whatever happened, and to be more adaptable." (P4)

"I think just our short-term experience and we're able to do multiple [SITs] expands our adaptability and cultural intelligence because you're able to immerse yourself in a culture within a week…I would say it doesn't have to be a really long trip. As soon as you get to another country, you're already immersed. And so I think, usually if you're there for a week, something is going to happen to you at least once where you're going to have to figure out what to do in a situation...I obviously knew that we were going to a difference place and behave in certain ways,

but it doesn't actually hit you until you're on the ground…in that environment and you see how

other people are acting, and you realize you have to adapt to someone else's home, and you have

to respect them." (FG)

Recommendations for Practice

Institutions of higher education have an obligation to prepare their students for the

demands of the 21st century global environment (Arnett, 2002; Williams et al., 2017) by

providing pedagogy that develops the knowledge, skills, and abilities critical for effective

interactions in situations where cultural diversity exists, by recognizing "other cultures'

languages, behaviors, values, policies, and adapt[ing] to these variations" (Aleksandrova, 2016,

p. 9). Consequently, it is becoming increasingly critical to provide learning opportunities at

different stages throughout student's undergraduate programs that will develop their CQ

(Clawson, 2014) and enable them to have the confidence and skills needed to adapt within

culturally diverse environments.

ELT provided the theoretical framework for this qualitative study. The Association for

Experiential Education (2004) defined experiential education as "a philosophy and methodology

in which educators purposefully engage with learners in direct experience and focused reflection

in order to increase knowledge, develop skills, and clarify values" (as in Bruenig, 2005, p. 108).

ELT focuses on the integration of the use of learning space and reflection in a way that provides

for holistic circular learning (Kolb & Kolb, 2017). Findings from this study indicated that SIT, as

an application of ELT pedagogy, created an authentic learning space in which students were

deeply motivated to adapt their behaviors and communication to mirror the local inhabitants and

cultural environment (Deardorff, 2006), based on real or perceived feedback from local

inhabitants and/or their peers. Prior research indicated that undergraduate courses that

incorporated international ELT pedagogy had a significantly positive impact on students' overall CQ, as compared to lecture-only pedagogy (Nolan and Kurthakoti, 2017). Findings from this study expanded past research by demonstrating that observations, reflective feedback, and interactions between the individual and a cultural community, which are inherent in SIT, created synergy that resulted in students' perceived attainment of CQ outcomes.

Findings from this qualitative phenomenological study supported prior research that indicated that SIT, as a pedagogical application of ELT, resulted in a deeper understanding and acceptance of cultural differences, beyond a traditional classroom setting (Kurpis & Hunter, 2016). Findings further extended prior research on CQ development by illuminating new insights and ideas gained through students' oral responses and perceptions of their individual and shared lived experiences in a variety of SITs, using XU as a case study. Thus, the researcher of this study recommends the integration of CQ development into learning outcomes across curriculum and disciplines within the landscape of higher education. These findings will be of interest to educators who are currently teaching SIT and want to enhance their pedagogy, and/or institutions of higher education that are interested in designing courses that incorporate SIT and/or CQ into their curricula.

The findings from this study extended prior research by identifying deeper connections, and processes, that lead to CQ outcomes. Thus, where prior studies utilized quantitative methods, such as pre-post measurement scales (Earley & Ang, 2003; Eisenberg et. al, 2013; Nolan & Kurthakoti. 2017) to assess students' CQ, this study filled the gap in literature by utilizing qualitative methods to explore the 'how' (themes 1-6) and 'why' (themes 7-9) of the process of CQ development. Findings demonstrated that SIT created unique opportunities for learning, as students become active and fully engaged participants in their learning space through

experiences, reflection, thinking, and action (Kolb & Kolb, 2017). The specific SIT courses included in this study, provided learning situations that allowed "students to process knowledge, skills, and/or attitudes" (Gentry, 1990, p. 9) through robust levels of active involvement and interactions within culturally different environments. The findings demonstrated that SIT provided varied opportunities for students to expand awareness, knowledge, and skills as they navigated through unfamiliar situations. Students engaged in interactive learning experiences in other countries imploring an integrative learner-centered approach toward education that provided frequent feedback for growth (Frye, 2003). Findings indicated that these enriched experiences pushed students beyond their own cultural comfort zones, while simultaneously pulling them in to process their experiences in genuine, meaningful ways. The findings extended ELT through students' lived experiences of testing out their behaviors and reflective feedback in culturally unique settings.

SIT created unique spaces that enabled students to recognize the connection between internal forces (i.e., flexibility) and external actions (i.e., adaptive behaviors) in creating authentic interactions with others through trial and error (Olokundun et al., 2018), while being supported by instructors and classmates. As students engaged in learning through reflection and camaraderie with classmates and instructors, they developed "strategies for action that can be applied in their ongoing learning process" (Kolb & Kolb, 2017, p. 27). Students perceived outcomes of CQ reinforced the notion that learning must be "a continuous process grounded in experience" where ideas are "formed and reformed through experience" (Kolb, 1984, p.26-29). Building SIT into curricula can provide learning environments that are rich in cultural diversity and take students beyond a traditional on-campus lecture-based pedagogy.

SIT provided students with multiple opportunities to develop respect for those in other cultures, beyond what may be learned in a traditional lecture-based classroom. The opportunity for students to observe practices while in a foreign country led to the development of respect for differences in beliefs and values (Van Dyne et al., 2008), and increased empathy for those in different cultural environments. Some examples included spending time with students in a local school, playing soccer with refugees, and bargaining with local merchants in the markets.

"[SITs] helped build my idea of what it means to be a 'global traveler.' It is important to see another country's history and identity; how they see themselves. To be in their shoes and to view why they do this, or why they see it as this, or why they talk about this over something else. To feel like a global traveler, you need to be able to do that; you need to be very open minded and be able to fill in their shoes and say, 'ok, they feel this way because this happened in their past' or 'they see themselves along this line over how we perceive them because this happened." *(P4)*

"The fondest memories were of stuff that went wrong. If you had told me this was going to happen before the trip, I would have thought maybe I shouldn't go...You're not expecting it to happen, so when it does, it's better because then you can just go with it and get through it. There's no expectation of what you're supposed to do. You'll be fine." *(FG)*

The findings from this study could also be extended for use by non-education organizations for employee development programs. CQ has gained recognition as critical when operating in global, intercultural work environments (Clawson, 2014), and should be integrated into professional development programs across industries and professions.

Limitations

The researcher utilized a case study approach to gather breadth and depth in the students' oral responses about their shared lived SIT experiences. The findings were based on the self-reported lived experiences and perceptions of a small number of students who all attend the same university. While the participants represented a variety of majors, a larger sample would allow for a more robust generalization of the findings. The researcher included only currently enrolled students who had participated in at least two (2) different SITs while enrolled in XU. Thus, there was a limited number of SIT international locations and course topics. Further, the researcher's experience as a co-leader of SITs at XU limits her scope of pedagogical elements that have been utilized in SITs at other institutions.

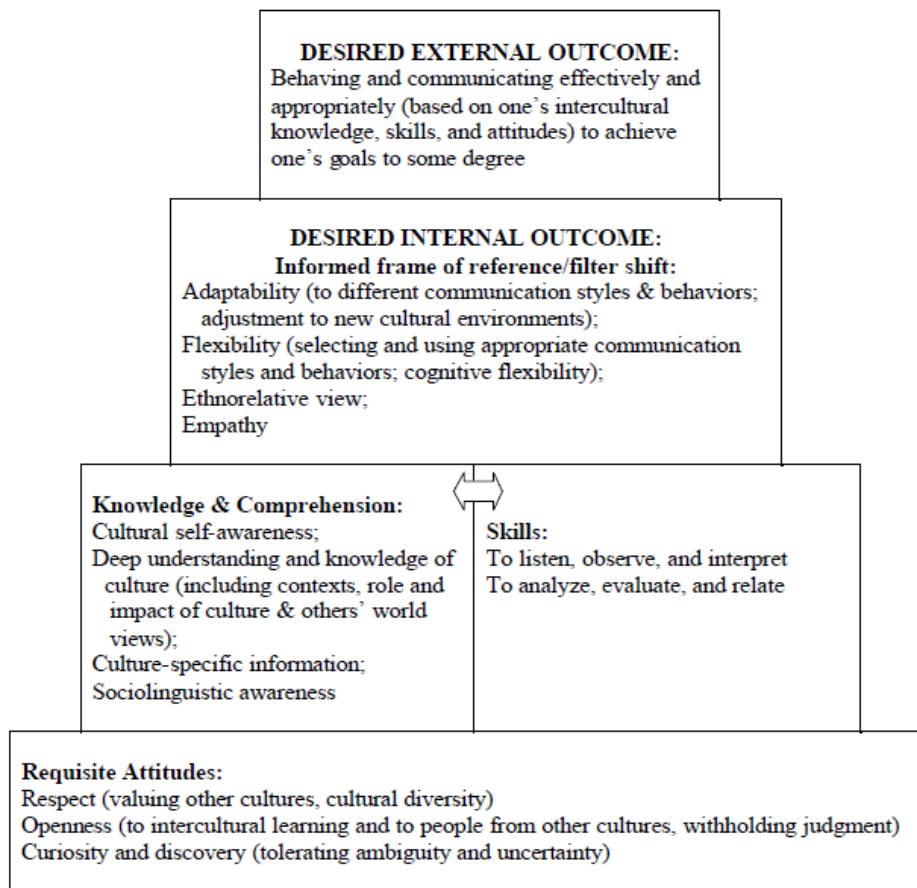**Recommendations for Future Research**

As more institutions of higher education are recognizing the value and interest in incorporating SIT into their curricula, there is a growing need for qualitative research that explores and examines the intersection of pedagogy and students' CQ outcomes. Such research would be instrumental in creating and enhancing programs that connect students to culturally diverse environments in meaningful, authentic ways. Students' stories and lived experiences should be considered when analyzing, developing, and/or implementing SIT courses because of students' unique perspectives. Students can provide a wealth of insight into 'if and how' SIT pedagogy influences CQ development, as key stakeholders of an educational institution (Bernhardt, 2018; Daft & Murcic, 2015. Expanding this study to other institutions of higher education who may utilize different ELT pedagogy to develop students' CQ is recommended. Researchers should consider incorporating instructors of SIT in their studies to gain valuable

insights into the instructors' intended connections between varied ELT pedagogy and students'

CQ outcomes.

   Future research should explore the influence of CQ outcomes on student learning, beyond

adaptive behaviors and communication needed to navigate through culturally different or diverse

environments. Research should consider students' individual learning styles on their perceived

CQ outcomes. Kolb (1984) identified four distinct learning styles --diverging, assimilating,

converging, and accommodating-- to better understanding the ways individuals learn

experientially (Kolb & Kolb, 2005; Manolis et al., 2013). Exploring which elements of SIT fit

best with each learning style would be beneficial during the course development phase of SIT.

Appendix A: Intercultural Competence Model (Deardorff, 2006)

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Informed frame of reference/filter shift:
Adaptability (to different communication styles & behaviors; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);
Ethnorelative view;
Empathy

Knowledge & Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgment)
Curiosity and discovery (tolerating ambiguity and uncertainty)

From 'The Identification and Assessment of Intercultural Competence as a Student Outcomes of Internationalization at Institutions of Higher Education in the United States.' by Dr. Darla K. Deardorff in *Journal of Studies in International Education*, Fall, 2006, 10, p. 241-266 and in *The SAGE Handbook of Intercultural Competence*, 2009 (Thousand Oaks: Sage).

Appendix B: Description of SITs – Global Immersion and International Exploration

Global Immersion Course. Global Immersion (GI) is a full semester 4-credit upper level course that embeds short-term international travel to meet learning outcomes. GI is open to upper-level students enrolled at X University who are in good academic standing, regardless of major. GI requires 7-15 days of immersion in a culturally different country at the end of the semester. Many GIs incorporate research and/or service learning to synthesize the academic content with students' international experiences and carry a 'global connections/reflection' designation by incorporating the following learning goals:

- Interpret aspects of other cultures in relation to own with greater sophistication & accuracy.

- Gain a deeper knowledge of the historical, political, scientific, cultural, and socioeconomic interconnections between the U.S. and the world.

- Be able to pose critical questions about power relations as they investigate the dynamics of global and local transactions as applied to a social problem important to them.

- Acquire a heightened sense of global interdependencies and understand the need to address complex global issues across national and disciplinary boundaries.

- Identify obligations to people situated both inside and outside their own national borders.

International Exploration Course. International Exploration (IE) is a full semester 2-credit course offered to all first-year students enrolled at X University, regardless of major. IE is an introductory-level course that embeds a 7-day visit to a foreign country over spring break. Students meets as a class for several weeks at XU's main U.S.-based campus prior to departure, and then spend 7 days as a group exploring and interacting with cultural aspects of the foreign country, as relevant to the course content. The overarching goals of IE are to foster global

engagement, student retention, and interest in study abroad, while exploring different academic content. IE culminates in a university-wide Global Expo that showcase students' international experiences (www.XU.edu).

Appendix C: Individual and Focus Group Interview Protocol

Focus Groups will be comprised of five to six students who meet the criteria discussed in Chapter 3. The researcher will ask each question in an open format that sparks conversations among participants. Follow up questions may be asked for further clarification or examples. Responses will be recorded. All participants will receive a confidentiality agreement before beginning and notified that they are not obligated to continue with the session if they do not want. The session will last approximately 45 minutes to allow for engagement of discussions and collection of rich data. In an effort to build trustworthiness of data, the questions used by the researcher in the focus group were adapted from Thomas et al. (2015)'s Short Form Measure of Cultural Intelligence (SFCI), a theory-based valid and reliable instruments for measuring CQ.

Introduction: Researcher will introduce herself and describe some of her experiences as an instructor/co-leader of prior SITs at XU. She will also introduce the research assistant and remind students that their responses will be recorded. She will discuss the format to be used during the focus group and briefly review the Intercultural Competence Model developed by Deardorff (2006). She will also review any ground rules and the process and aim of the proposed study.

- Question 1: Can you share a few examples when you had to change your behavior to suit different cultural situations and people during the SIT-component of your course(s)?
    - Follow-up: What feedback did you receive (verbal/non-verbal) to determine if you acted appropriately given the situation? Explain.
- Question 2: Can you share a few examples of times you had to accept delays without becoming upset when in different cultural situations or with culturally different people during the SIT-component of your course(s)?

- o Follow-up: Were you anxious during these delays? How did you remain calm during situations in which you had limited control? Explain.

- Question 3: What are some of the strategies you used to be flexible and adapt successfully during the SIT-component of your course(s)?

  - o Follow-up: Was it harder to adapt given that you were in a culturally different setting or with culturally different people? Explain.

- Question 4: In what ways (if at all) did the activities or assignments used throughout the class help you in behaving and communicating effectively during the SIT-component of your course(s)?

  - o Follow-up: What teaching methods (pedagogy) would have helped prepare you more? What methods do you think were not very useful? Why?

- Question 5: In what ways did your knowledge or attitudes about people from other cultures change through the SITs?

Appendix D: Participation and Consent Form – Individual Interview Agreement

Dear (name of student):   Date

Hello, my name is Margaret (Meg) Nolan. I am enrolled in Arcadia University's doctoral program in Educational Leadership. For my dissertation, I am conducting a study at Arcadia University. I am interested in learning about undergraduate students' perceived outcomes of cultural intelligence (i.e., behaviors and adaptability in intercultural settings) based on their participation in courses at Arcadia University that embed short-term international travel (SIT). I am also interested in students' perceptions on the role that course methods used before, during, and after the international travel component, played in their development of cultural intelligence.

I am inviting you to participate in this study and share your experiences and thoughts with me because I think you can help me understand students' point of view. If you would like to participate in my study, I will invite a small group of students who completed a SIT course in spring 2019 to participate in individual semi-structured interviews. The interview will be scheduled over the summer and last approximately 60 minutes. Students will be encouraged to openly share their experiences during their SIT courses, and their perceptions of the pedagogy used throughout the courses in relation to students' development of cultural intelligence. Your responses will be audio-recorded on a password-protected device to help with accurate transcription and analysis of your responses. I will keep your name and other identifying information (i.e., course, major, gender identity) confidential and will not share anything you tell me with others. The only other person who will have access to your recording is my research assistant to help with transcribing of your responses. Participating in this study will not affect your grade or relationship with your instructors or your tenure at XU. I will not tell your

instructor(s) about your participation in this study. You can ask questions about this study at any time and can withdraw at any time you want.

This study has been approved by the Arcadia University Institutional Review Board (IRB). To ensure that this research continues to protect your rights and minimizes your risk, the IRB reserves the right to examine and evaluate the data and research protocols involved in this project. If you wish additional information regarding your rights in this study you may contact the Office for the Committee for the Protection of Research Subjects at (267)620-4111.

Please sign below if you agree to participate in the study. Please indicate if you approve of me audio-recording your responses. Your consent form will be kept in a locked drawer in the researcher's office.

I would like to participate in one individual interview: _____

                                                      Your signature   Date

Researcher's Signature   Date

Appendix E: Participation and Consent Form –Focus Group Agreement

Dear (name of student):   Date

Hello, my name is Margaret (Meg) Nolan. I am enrolled in Arcadia University's doctoral program in Educational Leadership. For my dissertation, I am conducting a study at X University. I am interested in learning about undergraduate students' perceived outcomes of cultural intelligence (i.e., behaviors and adaptability in new cultural settings) based on their participation in courses at XU that embed short-term international travel (SIT). I am also interested in students' perceptions on the role that course methods used before and during the international travel component, played in their development of cultural intelligence.

I am inviting you to participate in this study and share your experiences and thoughts with me because I think you can help me understand students' point of view. If you would like to participate in my study, I will invite approximately 12 students who participated in selected GI courses at XU during the 2019 spring semester to participate in a focus group. I will do my best to make sure you feel comfortable sharing stories about your experiences. The focus groups will be scheduled in the beginning of the fall semester and last approximately 45 minutes. Students will be encouraged to openly share their experiences and thoughts. A trained research assistance will attend the focus group and audio-record your responses in a password-protected device to help with accurate transcription and analysis of your responses. I will keep your name and other identifying information (i.e., course, major, gender identity) confidential and will not share anything you tell me with others. Participating in this study will not affect your grade or relationship with your instructors or your tenure at XU. I will not tell your instructor(s) about your participation in this study. You can ask questions about this study at any time and can withdraw at any time you want.

This study has been approved by the Arcadia University Institutional Review Board (IRB). To ensure that this research continues to protect your rights and minimizes your risk, the IRB reserves the right to examine and evaluate the data and research protocols involved in this project. If you wish additional information regarding your rights in this study you may contact the Office for the Committee for the Protection of Research Subjects at (267)620-4111.

Please sign below if you agree to participate in the study. Your consent form will be kept in a locked drawer in the researcher's office.

I agree to participate in this study: _____

Your signature   Date

_____

Researcher's Signature   Date

Appendix F: Communication of Confidentiality Statement

The following information will be read aloud by the researcher and handed out to participants at the beginning of the focus group session. Participants will be asked to verbally acknowledge their agreement of the following terms to ensure confidentiality.

As part of this group meeting, you may be disclosing [personal] information to other participants in the focus group.

- Please only use first names to address other members of the group, if necessary.

- We ask that participants respect the need for confidentiality regarding other participants' identities, and regarding what people say during the focus groups. There are potential risks involved for the participants if other members should choose to disclose information from or about another participant.

- Pseudonyms will be used to protect the identity of participants.

- You may opt out of the study now, or at any time during the discussion if you feel uncomfortable with the topic, without penalty.

- If you decide to participate you indicate that you understand these risks, and are willing to continue participation. At any time during the discussion if you feel uncomfortable with the topic you may choose to remain quiet or to discontinue your participation.

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