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Faculty experiences facilitating study abroad

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Faculty experiences facilitating study abroad

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Mississippi State University
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in the Department of Educational Leadership

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Faculty who teach at the college level are often responsible for their own pedagogical training and development, and leading a short-term study abroad program may be one strategy for helping faculty with this development. This study explores the experiences of faculty who have led short-term study abroad programs and provides insight into how the experiences align with experiential learning models and ways that they can lead to pedagogical development. Nine faculty members were interviewed and asked questions about their teaching backgrounds, their introduction to study abroad, and their experiences related to teaching and learning while abroad. The findings show that faculty have opportunities for learning while leading programs abroad and that the learning opportunities could spur pedagogical change and improvement. To ensure that faculty learn from their experiences, they should progress through a formal experiential learning process that requires them to reflect on and conceptualize their experiences and then plan to implement changes. A model for guiding faculty through this process is proposed. Recognizing and reflecting on experiences leading programs abroad has the potential to impact faculty teaching, and a formalized experiential learning process will ensure that faculty fully realize the benefits of these experiences through improvements in their teaching.

DEDICATION

This dissertation is dedicated to my wife, Kristen Dechert. Thank you for talking through so much of this work with me, accompanying me on my own study abroad programs, and being just the best partner in life I could imagine.

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CHAPTER I
INTRODUCTION

Faculty Experiences Facilitating Study Abroad

At higher education institutions, one of the key components of student learning is faculty interactions with and instruction of students (Chickering & Gamson, 1987), which means that the ability of faculty to teach effectively is integral to the success of institutions. Faculty members learn how to teach in various ways, and training is not always part of their graduate studies (Postareff et al., 2007). Many tenured and tenure-track faculty begin their roles as teachers with little or no actual teaching experience (Hativa, 1997). A common issue is that during their graduate studies, faculty are not trained in pedagogical theory or practices, and few get experience in the classroom as teaching assistants (Barrus et al., 1974; Travers, 1989). Terminal degrees are considered evidence of faculty members' expertise and research skills, but their teaching abilities are not often established by their graduate work in the same way. Instead, the emphasis in their graduate work tends to be placed on the research in their respective disciplines, and the common assumption seems to be that as experts in their disciplines, they are capable of teaching within that discipline effectively. While many institutions have resources and professional development for faculty to improve their teaching, such as teaching and learning center-sponsored workshops and faculty working groups, faculty members must be motivated or incentivized to take advantage of these resources (Ehrlich & Fu, 2013). The professional

development and community of teaching provided by these resources can impact faculty in ways that lead to more effective teaching and other positive professional outcomes (Masterson, 2018).

Study abroad programs led by faculty members are a specific form of study abroad that combine teaching experience and professional development opportunities with the added benefit of international experiences that can act as a motivating factor for faculty participation. Faculty-led, short-term study abroad programs (FLSTSA) typically involve a faculty member taking students from their home institution to a location abroad where the course is taught over a period of fewer than eight weeks (Forum on Education Abroad, 2011), and this type of program allows instructors to plan experiences for students that are specific to the host location. In these types of programs, the faculty members take on multiple roles in addition to that of instructor (Goode, 2007), including mentor, chaperone, and administrator. FLSTSA programs differ from the semester-long type of programs in which students generally take on-campus courses at a separate international institution in the host location with faculty from that institution.

Author Reflection #1: My Pedagogical Development

This study intends to explore the ways that leading a short-term study abroad program can prompt pedagogical development for faculty. As the impetus for the study is my own experience as an instructor and study abroad program leader, it seems appropriate to include my own reflections, such as the one below, that provide some context and background from my own story. These reflections will appear throughout the study to provide context for decisions I have made about the direction of the study as well as relevant personal perspectives.

My experience in teaching began while I was pursuing a master's degree in English, and all graduate teaching assistants at the time were required to take a course that provided us with guidance for teaching college writing. In that course, we were given materials and

advice to use in the composition courses we taught. While the course should have been useful to me, I also remember not taking it very seriously, and because of this (and other factors) my teaching was not very well thought out or executed. After finishing my graduate work, I taught technical communication as a full-time, non-tenure track instructor for eight years. During that period, my approach to teaching the course was primarily based on observations of the program coordinator, who had designed the course some years before, and informal conversations with him and the other instructor in the program about our experiences teaching the course. I did not pursue professional or pedagogical development but settled into teaching the course and made few changes or updates over several years. I tended to teach the way I'd remembered being taught as an undergraduate student.

The first time I seriously considered pedagogical development was when I left my full-time teaching position and transitioned to a job working with faculty for a writing across the curriculum quality enhancement plan (QEP). In this position, I aided faculty as they designed and implemented writing assignments in courses that had previously had none. These faculty members had participated in a month-long, intensive workshop that introduced them to general and writing-specific pedagogy, and my job was to guide them through the process during the workshop and then as needed when they were teaching the redesigned courses. Through my work with faculty, I was exposed for the first time to the works of Paulo Freire, Sandra McGuire, Ken Bain, as well as the idea of high impact practices in general. I also, for the first time, had conversations with faculty from other disciplines that were focused on teaching practices. Even though I was in the workshop primarily as a facilitator, I felt that, in many ways, I learned as much as the faculty

members. The communal experience of being in a room with other faculty and sharing different approaches to teaching was impactful because it made me consider more thoughtfully the ways that I taught and ways that my approach to teaching could be improved. This was also when I was introduced to the Center for Teaching and Learning, which was a resource that I did not know existed until that point. My role in helping faculty integrate writing pedagogy had the secondary effect of encouraging and motivating me to work on my own teaching.

Study abroad programs offer a unique set of opportunities for faculty and students to engage with course material in settings and cultures that can add to the impact of the experience, and, in fact, there is some research that suggests high impact practices such as study abroad that are mostly intended to benefit students can actually benefit faculty as well (Miglietti, 2015; Gillespie et al., 2020). Commonly stated benefits of study abroad programs are the impacts on global competencies and intercultural communication. As defined in (Olson & Kroeger, 2001) global competence is “substantive knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world,” and intercultural communication refers to skills such as adaptability, empathy, cross-cultural awareness, intercultural relations, and cultural mediation. Bennett (1986) explains that intercultural sensitivity and communication improve when people accept and interpret events with the understanding that cultures differ in how they create and maintain world views. Several studies have explored students’ experiences and growth in these global and intercultural competencies after studying abroad, and a growing body of literature has focused on the ways that faculty leaders experience their own global and intercultural learning (Gillespie et al., 2020; Ellinghaus et al, 2019; Rasch, 2001). There are some well-studied impacts that study abroad can

have on participants, but there are also several ways that the experiences can have impacts that have not been as well-researched.

Author Reflection #2: Introduction to Study Abroad

The first time I led a study abroad program, I had years of experience teaching the course but no experience in the location of the study abroad program. The location had already been worked out by the instructor who led the program for a couple of years before me. There seemed to be obvious connections between the course, Technical Communication for engineering students, and the host location, Munich, Germany, but I was not sure how that would affect the course. My plan was to teach the course I knew and have some out-of-class activities for the students to experience specific parts of the city. Two of these activities would be worked into class discussion and assignments. These excursions and class tie-ins would be enough, I thought, to justify having the class in Munich, and there was no advice or direction that I do anything different.

While I had planned for some of the class discussion to relate back to the excursions, I did not really spend a significant amount of time planning the course because I had been teaching the regular version of it for roughly 10 years. For 8 years, I taught the course as a full-time instructor—3 sections of the course each semester and 1-2 sections during the summer. The way I taught the course had evolved over the years, but I was still able to operate in autopilot often. By the time I led the first study abroad program, I had moved into a staff position at the university and taught one section of the course per semester in addition to my regular full-time position. For the study abroad program, the college of engineering bought out my time, so I was able to devote all my time to the course.

However, I did not spend much time leading up to the course in prep as I was working full-time and teaching an extra section of the course during the regular semester.

There is ample research that focuses on measuring how study abroad programs impact students (Davis & Knight, 2018; Goldoni, 2013; Bettez & Lineberry, 2004; Hadis, 2005; Olson & Kroeger, 2001), but the ways that faculty design, implement, and experience these programs is less well understood. Faculty members make many of the decisions about the activities associated with their programs, and their own learning experiences connected to the programs could influence the types of activities they plan for students and how students experience the programs in general. How faculty perceive their own learning experiences abroad can affect how they design and lead the cultural activities for students that complement the regular coursework during programs abroad.

Author Reflection #3: Planning Improvements

During my first program abroad, there was some trial and error involved in connecting the course work to Munich and the out-of-class activities we did as a group, but I started thinking about changes and additions I would want to make for the next trip, which I knew would be two years later. Being able to talk about Munich and its history and culture with the students during the program made me constantly consider ways that the course could more consistently relate to the location and lead to a more seamless experience of learning via interactions with the culture and coursework. After having taught the same class for so many years, I started to think about new ways to redesign course material and its presentation. Our group trip to the Dachau Concentration Camp memorial site could be incorporated into our discussion of engineering ethics, and the experience of walking through the buildings and grounds would provide a deeper context

for the issue than just reading a historical account. Our tours of the BMW factory and Spaten brewery gave the students opportunities to see how culture might impact the technical aspects of how engineers and engineering operated. I started to see opportunities to relate technical communication to all kinds of activities students would do, from writing instructions for buying train tickets to explaining directions to non-native speakers. Being immersed in the location and culture, and with no other professional responsibilities outside the program, I felt like I had the motivation and time to design a better course.

The types of FLSTSA courses offered and host locations vary widely, and exploring how faculty program leaders discuss their experiences abroad and their perceptions of the intersections of course, discipline, location, and culture could offer complex and nuanced representations of the pedagogical considerations behind the planning of the programs as well as the motivation to engage in pedagogical development in general.

Statement of Problem

The existing research on study abroad programs, as mentioned above, tends to focus on student experiences, but there are studies that center the faculty who lead short-term study abroad programs. Often these studies focus on how faculty create their study abroad programs and provide logistical recommendations for faculty looking to lead their own programs (Koernig, 2007; Herbst, 2011) or explore the roles of faculty who lead these programs (Goode, 2007; Niehaus et al., 2018). One recent study focuses at length on the learning and development abroad of faculty at liberal arts institutions while highlighting the need for institutional support to advance the goals of global learning (Gillespie et al., 2020). If these studies touch on the topic of pedagogical development, it tends to be secondary to the larger focus of the works, as does

consideration of the implications for faculty who lead repeated programs. The body of literature on FLSTSA is lacking research that puts a spotlight on the pedagogical development of faculty who lead study abroad programs multiple times.

Author Reflection #4: Workshopping with Faculty

After leading my first study abroad program, I began considering ways to improve the experience when I led the next program, two years later. I recognized that I relied heavily on the activities and slightly altered coursework that was planned by the instructor who started the program; I also recognized that there were opportunities to strengthen the connections between the class discussions and the tours we took as a group, or even the group dinners we had during the trip. This was one of the first times I felt like I needed to and had the ability to tailor the course so it highlighted what I thought were relevant and important connections between Munich and technical communication. After finishing the first program, it also became apparent to me that the course could be reworked in ways that allowed students to be more fully immersed in the culture and the coursework—partly because of my own experience being immersed in and learning about the culture during the program.

The period between my first and second study abroad programs (2017 and 2019) was also when I began my doctoral coursework, and the topics of my courses, as well as the general seminar-type discussion in the courses, further motivated me to explore ways that I could improve not only my study abroad program but also the regular version of the course I taught on campus. The doctoral classes, which gave me opportunities to speak from my experience as an instructor but also put me back in the position of a student, pushed me to consider the ways that my teaching could be and should be student-

centered. They also made me think more deeply about the substantial costs and commitment required for students to study abroad and how the program could be improved in ways that made the trip worth the commitment required of students. I realized there were aspects of my experience that could help make clearer connections between the coursework and culture so students would be sure why taking technical communication in Munich, and studying abroad in general, mattered.

During the period between the two programs, and after the second program, I also spent time in my regular position as an assessment coordinator developing and facilitating a charrettes-style faculty development workshop focused on course assessment. The small group of faculty members that participated in the workshop worked on assessments in a course they had already taught at least once and planned to teach again. In some ways similar to my previous work with the writing QEP, I developed the workshop to help faculty consider the ways they were designing and implementing assessment (e.g., assignments, assignment descriptions, grading strategies) and revise them to be more effective measures of student learning. In addition to facilitating the workshop, I also participated by sharing my own course materials and making use of the feedback from the other faculty to inform revisions to my assignments and rubrics. The faculty in the workshop came from various disciplines and taught courses across class levels, but focusing on the elements of the assignments and assessments allowed the discussion to stay focused on the pedagogical issues rather than getting entangled in the details of a given faculty member's course content and discipline.

Because of the many ways that a course abroad can be connected to a location and culture, study abroad programs and their pedagogical frameworks vary widely. Even programs in

similar locations and disciplines can turn out differently because of the ways a faculty member's pedagogical approach results in unique combinations of coursework and cultural interactions. However, research on study abroad is often limited by the specific disciplines of the courses in question and/or the locations of the programs that are considered in individual studies. Because of the emphasis on discipline and location, the studies can also end with a narrower focus on outcomes that are specific to a given program (Festervand & Tillery, 2001; Bettez & Lineberry, 2004; Herbst, 2011; Billis et al., 2014; Davis & Knight, 2018; Berka et al., 2021). It is infeasible for the body of literature on study abroad to encompass all combinations of discipline, culture, location, and faculty experience, but focusing on how faculty design their programs while deemphasizing discipline and location and emphasizing pedagogical decisions could offer broader insight into how programs are designed to connect these elements in meaningful ways.

Because FLSTSA programs require different and additional effort from faculty than regular on-campus courses (Keese & O'Brien, 2011), and the iterative nature of teaching and revising and teaching again lends itself to pedagogical development based in reflection and peer feedback, FLSTSA should be seen as an opportunity (potentially a high-impact opportunity) for faculty pedagogical development via communities of practice. There is little research that looks at the capacity of an FLSTSA to spur pedagogical development, and the few studies that do explore development through study abroad either isolate faculty by surveying or interviewing them individually (Ellinghaus et al., 2019; Gillespie et al., 2020) or focus on students rather than faculty (Umino & Benson, 2016). Also, if the process of development is iterative, there is an additional question of the motivation for faculty to teach repeat offerings of the course abroad, and while a study such as Umino and Benson (2016) investigates repeat study abroad participation, it does so only with an eye on students. There are clear precedents for pedagogical

development that happens in the type of group setting offered by institutional centers for teaching/learning, and if FLSTSA can be a means to pedagogical development, there should be research that explores the pedagogical impacts of faculty considering their experiences abroad and their pedagogy with other faculty who share the experience of having taught abroad. Of the small body of literature that focuses on faculty in the context of study abroad, there is clearly a need for research that explores the ways that faculty, regardless of discipline, consider their time abroad impacting their own pedagogical approaches to teaching.

Purpose of Study and Research Question

To understand how the experiences leading programs abroad impact their own learning and pedagogical development, the ways that faculty who design and lead the programs describe their own learning experiences related to program host cultures, course content, and pedagogical development should be explored. Understanding how faculty members become knowledgeable and practiced in pedagogy, in the context of study abroad, would help institutions implement policies and systems that help prepare faculty to lead meaningful study abroad programs as well as encourage a pedagogically focused faculty body committed to improving their own teaching in general. Also, examining how leading programs abroad can function as experiential learning opportunities for faculty could inform programming and practices to encourage pedagogical development in the context of study abroad and on-campus teaching. Exploring the ways that faculty members, who have led a program and intend to lead future programs, view their experiences and associated pedagogical development could not only fill a gap in the literature on study abroad and faculty but also result in a model for pedagogical development through experiential learning for faculty program leaders. The study aims to answer the following research question:

- How do faculty members experience learning through planning and leading study abroad programs?

The purpose of this study is to explore faculty members' experiences leading short-term study abroad programs and the ways those experiences shape their development as faculty members. Emphasis will be placed on understanding faculty members' learning experiences, the ways faculty see these experiences as opportunities for learning, and the value of study abroad to faculty members' pedagogical development.

The second chapter provides an overview of faculty and teaching approaches as well as surveys of the literature related to faculty and study abroad and experiential learning. The third chapter discusses the methods that guided data collection and analysis for the study. The fourth chapter provides results from the participant interviews that are relevant to study abroad, learning experiences, and teaching, and the stages of the experiential learning cycle act as an organizational structure for the exploration of faculty accounts. The final chapter offers discussion that makes sense of the results, proposes a model of experiential learning for faculty who lead programs abroad, and discusses implications and future research.

CHAPTER II

LITERATURE REVIEW

In the literature that focuses on faculty teaching in the context of study abroad, the emphasized elements tend to be faculty member discipline, institutional type, and student outcomes. Much less attention has been paid to outcomes for faculty and the specific ways that faculty teach in study abroad programs. This literature review will pull together works on faculty, teaching, and study abroad to create a narrative that supports this study on faculty study abroad teaching. The first section will focus on faculty teaching in general, beginning with a history of faculty teaching and its evolution in U.S. higher education. The second section will outline faculty approaches to teaching, with emphasis on teaching skills, effective teaching, and pedagogical development. The third section will explore study abroad and the ways faculty experience and facilitate experiences in faculty-led study abroad programs. Finally, the fourth section will introduce the theoretical frameworks and models used in the study.

Faculty Teaching

While faculty have various goals as professionals, one that is commonly agreed on is fostering student learning (American Council on Education, 1949; Barnett, 1992; Spellings Commission, 2006). Much of the student learning that happens at higher education institutions takes place through student interaction with faculty members, and the importance of faculty to student learning has been well documented (Kilgo et al., 2015; Umbach & Wawrzynski, 2005; Lundberg & Schreiner, 2004). One way to ensure that faculty have the capability to make

positive impacts on students is for their teaching and interactions to be guided by pedagogical practices that result in effective instruction.

Both teaching that leads to student learning and teaching that does not can have lasting impacts on students. While teaching effectiveness can be measured in various ways, including student grades, graduation rates, student teaching evaluations, and graduates' future job performance (Berk, 2005), the underlying assumption is that all teachers should be able to foster student learning through effective teaching. Given the lasting impact that faculty have on student learning and the fact that tenure-track faculty are expected to be successful teachers in order to have a lasting career in academia, the quality of teaching is important to both students and faculty. However, faculty members learn how to teach in various ways, and training is not always part of their graduate studies (Postareff et al., 2007). While many institutions have resources and professional development for faculty to improve their teaching, such as teaching and learning centers (TLC), faculty members must be motivated or incentivized to take advantage of these resources (Ehrlich & Fu, 2013). Surveying the history of faculty teaching in U.S. higher education shows the complexity of faculty as a diverse body of professionals with various characteristics that impact their approaches to teaching.

History of Teaching

The model of faculty in U.S. higher education institutions has evolved alongside shifting philosophies of higher education. From instruction with a narrow focus on religious matters and discipline in the earliest colleges and universities to the broader focus on science and research during the late 19th and early 20th Century to the post-WWII growth of specialized expertise and faculty responsibilities in teaching, research, and service. Throughout this evolution, there has been an expectation, to one extent or another, that faculty will teach students. However, the way

that faculty members teach has largely been left to the individual faculty member to decide. In fact, academic freedom, the philosophy underlying how faculty members operate, is based on the idea that faculty have the freedom to teach and research as they see fit, and the tenure system, which grants some faculty this academic freedom, is generally meant to ensure that faculty members are productive and effective in their teaching, research, and service. While teaching has been a consistent and large part of what faculty members do, the evolution of the faculty model provides a way to understand how approaches to teaching have also changed over time.

Early American Colleges and Universities

In the earliest iterations of American colleges and universities, educational approaches took cues from the residential living and learning format of English institutions such as Oxford and Cambridge, and instructor roles were as often disciplinary in nature (Morison, 1936). Institutional missions were focused on perpetuating the existing social order by providing curricula based in language, religion, literature, some science, and social values for young, white men from families with enough income to pay for the experience (Thelin, 2019, Chapter 1). While one of the purposes of institutions may have been to train future clergymen to serve the colonial churches and communities (Morison, 1936, p. 247), a more accurate description of institutional goals would emphasize their role in providing a liberal education that would prepare students to “play a prominent part in the affairs of men” (Thelin, 2019, p. 21). These colleges were committed to serving young white men on their way to becoming Christian gentlemen who would inherit family businesses or become part of the governing class (Morison, 1936; Thelin, 2019). The instruction of the colonial colleges of the 17th and 18th centuries also seems to have been tied to students’ expectations rather than faculty members’ deliberate pedagogical practices. While many of the faculty members tasked with educating these students were intellectuals

before being educators and brought broad intellectual perspectives to institutions (Humphrey, 1972), they were considered tutors and tended to be paid lower wages than artisans, save for the institutions' presidents, who generally also had teaching responsibilities but were compensated more generously (Thelin, 2019, p. 17). Instruction was carried out largely by these tutors in tutoring sessions, and because of the costs of books and paper at the time, oral recitations were the most common way student learning was measured (Thelin, 2019, p. 21).

Given that these institutions intended to prepare men for futures in a ruling or elite class, the emphasis on oral recitations and oratory seems apt. Regardless of the field of study, students were expected to be capable of communicating what they had learned orally, which was particularly suitable preparation for their future careers as politicians, lawyers, or community leaders. While students gained a liberal education in a variety of topics, the means of instruction and assessment aligned with the governing and leadership roles they would assume after their time at an institution. Because widespread use of books was financially infeasible at the time (Thelin, 2019, p. 21), the recitation pedagogical approach seems to have stemmed more from necessity than a deliberate pedagogical consideration.

While lectures were often given in areas such as law or politics, most institutions did not actively prepare students for these types of learned professions. Degrees were not conferred nor was a coherent curriculum provided, and apprenticeships were more valuable than college for those who practiced in such professions (Thelin, 2019, p. 31). In fact, it was not uncommon for students to leave college without completing a degree (Thelin, 2019, p. 20). Even though students may not have often had a tangible certificate or diploma at the end of their time in college, the lecture-heavy instruction and declamation-focused assessment served them well to step into the leadership roles they tended to have waiting on them as adults.

After the Revolutionary War, American institutions of higher education experienced significant growth, such that by 1860 there were more than 240 institutions in operation (Thelin, 2019, pp. 41-42). This growth allowed room for changes in curricula offered, institutional missions, and student body demographics (Thelin, 2019, Chapter 2). After the war, the purpose of higher education came to be considered differently, and George Washington saw education as “one of the surest means of enlightening and giving just ways of thinking” to citizens (Thwing, 1906, p. 183). One aspect of colleges that did not change was the role of faculty as instructors and disciplinarians. In fact, the assumption of the time was that students were more or less immature and morally deficient, and it was instructors’ responsibility to teach and oversee them in such a way as to inculcate discipline (Metzger, 1955, pp. 4-9). This approach to discipline was a result of the influence of religion, which also precluded any kind of academic freedom in teaching for faculty—pedagogical approaches would largely remain traditional until after the civil war. However, the influence of religion began to give way to science, largely due to the rise in Darwinian views of evolution (Metzger, 1955, Chapter 2). The growth of faculty in number and the dilution of religious influence also paved the way for the emergence of academic freedom in faculty instruction. After the civil war, the material institutions taught students and the responsibilities of faculty changed in ways that left behind elements of the Oxford/Cambridge college model in favor of the German university system.

The German Influence

As the purpose of higher education institutions began to emphasize science and the influence of religion weakened, American institutions were positioned to borrow elements of the German university system and its emphasis on faculty as researchers. According to Hart (1874, p. 274) the German faculty member was “not a teacher, in the English sense of the term; he is a

specialist. He is not responsible for the success of his hearers. He is responsible only for the quality of his instruction.” While this description emphasizes a teacher-centered approach and seems to discount any responsibility for student learning, it also implies that faculty should have had a deliberate method or philosophy to their teaching. Hart goes on to say that to become a professor, one would have to have shown his ability to perform research and produce results, and while the approach to teaching is still based in lectures, the view of students is markedly different than the colonial college idea of depraved students. The role of faculty as disciplinarian is absent in the German system as “the professor, as such, has nothing to do with the university discipline. Unless he happens to be a member of the university court [...] he is not called up on to pass sentence on a student’s conduct” (Hart, 1874, p. 273). Regarding instruction, the German professor “addresses his pupils as men who know perfectly well what they are about” and is a teacher in an informal way because students should learn out of pure interest in the subject and a desire to win the professor’s approval (Hart, 1874, p. 268-270). These aspects of the German educational philosophy allowed professors to focus on research and teaching in ways that American professors were not yet able to, and the idea of *lehrfreiheit*, loosely translated to teaching freedom, provided them the academic freedom to teach what and how they saw fit.

The German idea of the university could not exist without academic freedom, and this perspective took hold in American academic thought as well (Metzger, 1955, p. 119-120). The growing importance of scientific inquiry in American institutions made freedom of research and teaching that much more important to American professors. This emphasis on research had an impact on teaching because the make-up of the faculty began to include professors who had specialized expertise rather than the jack-of-all-trades instructor who taught a variety of topics, which had previously been the norm (Metzger, 1955, p. 101). The emphasis on research also

coincided with the beginning of advanced degree options at American institutions—another import from the German university model (Thelin, 2019, p. 90). These new graduate programs often resulted in the production of future faculty, as professors were trained by graduate schools at universities for graduate schools at universities (Metzger, 1955, p. 107-8). The American adoption and adaptation of German academic freedom changed how faculty taught by the nature of how faculty were trained. In addition, academic freedom also allowed faculty to decide how they taught and loosened some of the constraints of the prior religious- and discipline-focused instruction.

During this period, the Morrill Act of 1862 and the subsequent establishment of land-grant institutions had meaningful impacts on instruction. The new land-grant institutions focused on providing a liberal education as well as practical training that supported the agricultural and technical revolutions and the increased need for skilled labor (Boyer, 1992, p. 5). With the associated growth of undergraduate programs, new faculty were hired from a range of fields, especially natural sciences (Thelin, 2019, p. 104). One of the results of the second Morrill Act of 1890 was the growth of Black land-grant institutions, which were pioneers of extension programs that provided support for communities and farmers (Thelin, 2019, p. 136). Because of these new aspects of the institutions, faculty were able to combine service and teaching in ways that resulted in practical instruction.

In addition to the shifts toward liberal and practical education, the work of John Dewey promoted the idea that education had a responsibility to produce a better society. Dewey (1897) argued that schools are social institutions and education a social process, and schools should deepen students' sense of social values. The ideas that students should be educated to become good citizens and that education is growth, which can be an end in itself rather than a means to

an end (Dewey, 1923), gained popularity during this period of time. Dewey's ideas helped propel the idea of education as a social good and a major force for social reconstruction (Hofstadter, 1963), which was integral to the progressive movements in the early 20th century institutions.

The Great American Universities

At the beginning of the 20th Century, the number of American universities continued to grow as did the size of the universities. One of the main reasons for this growth was the newly abundant wealth generated by industry. According to Thelin (2019, pp. 110-115), wealth enabled the next evolution of universities through the increasing number of leaders of industry on university boards of trustees as well as philanthropy driven by the same industry leaders. While the instruction and curriculum evolved in the direction of more research-heavy specialization, religion was still an important factor in the growth of universities as the philanthropic gifts were often tied to universities' affiliations with churches (Thelin, 2019, p. 113). The influx of money helped the universities grow and evolve, and the body of faculty teaching at these institutions grew and evolved along with them.

Faculty members at universities were increasingly becoming experts in their disciplines, and this trend was accommodated by the creation of disciplinary groups, journals, and rank and promotion policies. As faculty narrowed their research interests to specific disciplines or fields, groups were established that provided outlets for the research and community for the researchers. Groups such as the American Historical Association and the American Psychological Association sponsored conferences and journals for faculty to share their research, and universities also benefitted from the prestige that was associated with funding and producing the journals (Thelin, 2019, pp. 127-28). In addition to discipline-specific groups, the American Association of University Professors (AAUP) was created as a professional group for all faculty

members who taught. The key accomplishment of the AAUP was the institutionalization of academic freedom and the related idea of tenure (Thelin, 2019, p. 128). The formation of the AAUP was significant, in part, because it was a means to ensure that faculty members' rights to academic freedom were not infringed on, particularly by the industry leaders that wanted to exert control over educational decisions in the institutions they provided donations to. One of the main objectives of the AAUP's early work was to limit the ability of boards of trustees to fire faculty members because of "aberrant opinions" (Metzger, 1955, p. 206). At the same time the group was working to ensure this element of academic freedom for faculty, the AAUP was also working to formalize the means by which faculty enjoyed that freedom through a promotion and tenure system.

Near the middle of the 20th Century, the AAUP, along with the Association of American Colleges, outlined the connections between academic freedom and tenure in a joint statement, saying "institutions of higher education are conducted for the common good" which "depends upon the free search for truth and its free exposition" (American Association of University Professors [AAUP], 1940). In the same statement, academic freedom in teaching is described as "fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning" and connected to tenure, ensuring "freedom of teaching and research and of extra-mural activities" and "economic security to make the profession attractive to men and women of ability" (AAUP, 1940, p. 14). Through academic freedom and tenure, the AAUP helped ensure that faculty members were able to teach as they, the actual discipline experts, saw fit to teach.

The growth and evolution of universities during this period also allowed a significant shift in instruction. As the institutions could now afford libraries stocked with books to be made

available to students and faculty enjoyed more freedom in their instruction, two pedagogical innovations emerged: lectures and seminars (Thelin, 2019, p. 129). Both forms of instruction are related to the freedom of faculty to teach and students to learn established by academic freedom. In lectures, faculty members, as experts in their disciplines, were granted a large audience of students to which they could pass along their knowledge with little discussion or interruption. The seminar was both antithesis and complementary to the lecture as small groups of students were able to meet with faculty members and discuss research on narrowly defined topics (Thelin, 2019, p. 129). Academic freedom was an integral component of the faculty position because it allowed faculty to shift from instruction that focused on enforcing discipline in students to instruction that allowed them to embrace discipline-specific research in their interactions with students.

In the first half of the 20th century, how faculty were trained to teach also began to be examined in more detail. During the Institute for Administrative Offices for Higher Institutions conference of 1930, the subject of teacher training and preparation was the central theme (Marting, 1987). Papers presented at this conference found that academic expertise was not a problem for faculty as much as the lack of understanding of the educational system, the psychology of learning, and experience in teaching (Marting, 1987, p. 3). Despite several potential ways to remedy the issue of a lack of teaching training, many institutions still claimed that they had no intention to begin teacher training for prospective college faculty (Marting, 1987, p. 4). During this period, the prevailing thinking seems to have been that discipline expertise was either sufficient for effective teaching or that institutions did not see the value in expending time and resources on implementing programs that would prepare future college teachers to actually teach their discipline-specific subject.

Universities After World War II

Higher education underwent several changes after World War II that led to even more growth, means of funding, and the specialization of faculty. The GI Bill enabled access to college for many Americans who may not have otherwise enrolled and contributed to the shift from elite higher education to mass higher education (Boyer, 1992, p. 11). Federal government funding, particularly in the area of national defense, led to expansive growth in applied sciences and scientific research. The expanding enrollment meant that many institutions then had a shortage of qualified faculty to teach the rising numbers of new students (Thelin, 2019, pp. 280-281). One result of the faculty shortage was more favorable working conditions for faculty and more prospects for faculty unions (Thelin, 2019, p. 321). By 1950, graduate enrollments had more than doubled (Thelin, 2019, p. 281), and these new Ph.D.s “sought to replicate the research climate they themselves had recently experienced” (Boyer, 1992, p. 10; Geiger, 2019). This contributed to the shift from general to specialized education and a promotion and reward system that began to prioritize research over teaching (Boyer, 1992, p. 11-13). Even during times of lack of support for, or threats to, academic freedom, particularly during the anti-communism McCarthyism of the early 1950’s (Geiger, 2019, p. 35), the number of faculty members was growing, and for a time this meant more opportunities for personal and professional advancement.

Another development resulting from the further professionalization of faculty and growing enrollment was the growing use of teaching assistants. Because of the increases in the number of undergraduate students, institutions relied on more teaching assistants, and this benefitted universities by providing a means to instruct more students without hiring more faculty members (Thelin, 2019, p. 282). The teaching assistants themselves also benefitted by

gaining supervised experience in teaching as well as funding, which was all the more important in fields that did not attract much in the way of research funding (Thelin, 2019, p. 282).

However, the use of teaching assistants did not necessarily benefit the students who were in their classes. At a conference on teaching preparation in 1949, concerns about prospective teacher training and potential solutions, including required pedagogical courses for doctoral students, were discussed, and many of the concerns echoed the discussions at the teacher training conference held in 1930 (Marting, 1987, p. 9). However, while over the course of the next few decades many discussions about the need for teacher preparation and who should be responsible for it took place, less action on developing and implementing that preparation actually happened.

By the 1980s, the faculty hiring boom had produced more Ph.D. graduates than institutions had tenure-track positions for. One of the consequences of this oversaturated job market was that institutions also began relying more on adjunct faculty rather than investing in tenured or tenure-eligible faculty (Thelin, 2019, p. 332). This approach to hiring has been cited by administrators as a way to meet financial constraints, provide flexibility in staffing due to the short-term or yearly contracts offered to adjunct faculty hires, and allow tenure-track faculty more time to focus on research (Baldwin & Chronister, 2001, pp. 34-35). One of the consequences of this approach was the weakening of academic freedom, the tenure system, and collegiality between faculty of all ranks (Baldwin & Chronister, 2001, pp. 128-138). While institutions have given several reasons for their increased reliance on non-tenure track faculty hires, the hires are more often attributed to cost savings than improved instruction (Baldwin & Chronister, 2001, pp. 24-30). Regardless, the reliance on non-tenure track faculty is a trend that has shown little sign of change in the last 40 years of higher education.

The 21st Century

During the last 20 years, the rise of for-profit institutions and distance learning, as well as the changing demographics of students and the rising costs of college, have had a variety of effects on faculty and how they teach. As shown by Douglass (2012), for-profit institutions of higher education have served student populations since the beginning of the 20th century, but since the turn of the 21st Century, these institutions have experienced substantial growth despite having much lower graduation rates (22% in 2008) than not-for-profit institutions (55-65%). The growth of these institutions may indicate that they are appealing to students in ways that not-for-profit institutions are not, but the philosophy of for-profit institutions is markedly different than the traditional college or university (Tierney, 2011, p. 28; Thelin, 2019, Chapter 9). The for-profit business model encourages the kind of continuous growth that provides profitability by widening the gap between revenue and expenditures, and the measure of success is defined in profits rather than student learning, research, or service (Tierney, 2011, p. 28). In addition, faculty at these institutions do not enjoy the benefits of tenure, academic freedom, or even personal course design as the curriculum and course offerings tend to be standardized (Tierney, 2011, p. 28). While the goals of for-profit institutions are different enough from not-for-profit institutions that a case could be made that teaching approaches should also be largely different, one of the trends from for-profit institutions that has impacted instruction at not-for-profit institutions is the growth of online distance instruction.

Technology that has made online distance instruction viable has allowed for new sources of revenue for institutions offering online degree programs that appeal to a wider variety of students than the traditional 18- to 22-year-old residential students as well as new approaches to teaching these students. Now, most institutions offer online courses, whether these courses are

part of online degree programs or part of programs offering a mix of online and face-to-face courses (Thelin, 2019, p. 426). This growth in online learning has led to faculty regularly using digital technologies as part of their instruction, including the use of course management systems, social media, and games (Perna & Ruiz, 2016). However, the growth of online learning and the use of technology depends on whether faculty embrace them in their teaching (Perna & Ruiz, 2016, p. 451-452), and it seems that so far this has not been the case.

While the goals of institutions and faculty have changed along with changes in the cultural, societal, global, financial, and technological environments outlined above, there continues to be the expectation that faculty members instruct students. How effective faculty are at teaching depends on their approaches to teaching, their development as teachers, and to some extent on how teaching is measured.

Faculty Approaches to Teaching

Across the different types of higher education institutions, missions often vary in ways that place more or less emphasis on research, teaching, and service, which results in faculty who also place varying importance on these aspects of their professional responsibilities (Austin, 1990). However, as mentioned above, instructional faculty are expected to teach and interact with students in ways that result in students learning course content and demonstrating that learning (Smart, 1982). The approaches to teaching that faculty implement comprise a variety of skills or rely on skills that are learned or developed and could all be part of effective teaching.

Instructor Teaching-Learning Goals

Institutions of higher education often have mission statements and strategic plans that outline broad goals for student learning that apply across the various academic colleges and

departments. In order to realize these institutional-level learning goals, instructional faculty must also have goals for the teaching and learning that takes place in their courses. In a study of faculty teaching approaches situated in Holland's (1959) theory of personality and environment congruence, Smart (1982) found statistical differences in how faculty from different disciplines valued undergraduate teaching goals of character development, intellectual development, and vocational development. These goals support long-standing ideas that the purposes of higher education are student learning (intellectual development), job preparation (vocational development), and educating future citizenry (character development). While institutional goals vary depending on mission, institution size, funding, and other factors, the common missions of teaching, research, and service of all institutions allow for teaching to be a key aspect of how goals are met (Birnbaum, 1988, p. 11-12). Another of the difficulties in settling on a clear shared goal for all institutions stems from the loosely coupled nature of higher education institutions and the fact that academic departments and faculty tend to have control over their own curricula and teaching methods (Birnbaum, 1988, p. 28). Faculty across disciplines and institutions may value the intellectual, vocational, and character development goals differently (Hativa, 1997), but conveying the basic knowledge of a given discipline remains an important aspect of how the goals are achieved.

Studies on the goals of teaching show how faculty and student goals may differ, and how faculty goals affect their approaches to teaching. In an examination of how students' goals align with instructors' goals, Lemos (1996) interviewed instructional faculty and found that the most frequently cited goals were student learning and compliance, while the most common goals for students were completing work and getting good grades. Even though the goals of faculty and students did not align, the finding that faculty most commonly saw learning and complying

(adapting to teacher demands) as the goals of their work in the classroom may help explain teaching approaches used to effect learning. In another study focusing on student goals, Ames (1992) categorizes achievement goals for classroom teaching as either mastery or performance goals and offers instructional strategies such as designing tasks for student interest, helping students establish goals, and giving students opportunities to develop responsibility and independence. In this case, students learning skills and demonstrating those skills are the goals of instructional faculty, and there are clear methods to help achieve those goals. Ames (1992) also emphasizes how classroom climate and student perceptions affect student motivation and how instructor goals can be situated in beliefs about the causes of poor student performance. These studies focus on primary education teachers and students but still indicate the importance of learning to instructors and how different approaches to teaching may be implemented to different levels of success.

Teaching Approaches and Teaching Skills

The aforementioned study by Smart (1982) found differences in how faculty treated the outcomes of character development, intellectual development, and vocational development based on their disciplines and areas of expertise. Faculty across disciplines and institutions may value the intellectual, vocational, and character development goals differently (Hativa, 1997), but conveying the basic knowledge of a given discipline remains an important aspect of how the goals are achieved.

Instructors' disciplines affect not only the goals of their work in the classroom but the course delivery methods they use to achieve those goals as well. The different delivery methods, and blends of methods, introduce opportunities and constraints for the teaching approaches of instructors, and understanding the strengths and weaknesses of each delivery method can provide

insight into the ways that different instructors are able to achieve their classroom teaching goals (Black, 2002). Whether a method is student-centered or teacher-centered can have meaningful impacts on student learning as well (Brown, 2003; Emaliana, 2017).

While faculty may have slightly different goals for instruction depending on the discipline, it seems clear that they generally intend for students to learn content knowledge and get meaningful experience (Smart, 1982). The methods faculty members use in their interactions with students, whether based in lecture, a studio classroom, or online, can affect the extent to which students accomplish these goals. However, some practices, such as instructional design and mixing teaching methods (French & Kennedy, 2017; King & McSporran, 2005), can have similar effects across the types of teaching methods. These methods are situated in classroom teaching, but faculty also have ways to directly and indirectly impact the success of students through their own pedagogical development and out-of-class interactions with students.

Lecture

The most commonly practiced form of teaching in higher education institutions is the lecture (Bligh, 2000), during which the instructor lectures to students who are expected to absorb the content presented. The effectiveness of this teacher-centered approach relies heavily on the performance of the instructor and the ability of students to pay attention and retain information. As such, there have been arguments that the lecture is ineffective because it is passive, boring, and antiquated (DiPiro, 2009; Palmer, 2012) as well as studies that claim the lecture can be informative, engaging, and transformative (Charlton et al., 2015; Furedi, 2013; Worthen, 2015). In French and Kennedy (2017), several benefits of lectures are described, including that they provide context for a subject, are able to motivate and challenge students, improve students' listening and note-taking skills, are cost effective ways to teach large numbers of students at

once, and promote a sense of community and shared understanding. These benefits of lectures are possible when delivered by instructors who are practiced and engaging in their speaking and organized in their presentation of content, thus the effectiveness of the lecture is directly related to the instructor doing the lecturing.

Alternatively, Bligh (2000) claims that lectures are more effective at reinforcing students' accepted values rather than changing them, are not very effective at inspiring interest, and do not promote self-adjustment because the practice is teacher-centered rather than student-centered. Much of this argument relies on the passive nature of the students receiving information from instructors as they lecture. This passive nature of the lecture is one of the working elements of Freire's banking concept of education in which "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing" (Freire, 2011, p. 118). At its worst, the lecture can result in this type of hierarchical and transactional relationship between the instructor and students that does not encourage or even allow students to actively engage in the classroom experience.

When considering the effectiveness of lectures, it is important that lectures are not treated as an isolated form of teaching. While outlining several problems with lectures, Bligh (2000) notes that it has its place as a method of teaching but that it is too heavily relied upon while other methods of teaching can be equally effective (p. 13). French and Kennedy (2017) also indicate that lectures are rarely the sole teaching method but can often be mixed with other forms of teaching, such as tutorials and labs, to positive effect. One point made by French and Kennedy but not explored is that the reason lectures can be problematic is that overreliance on them leaves less time for other valuable teaching methods to be used. There may be engaging and well-prepared instructors who primarily lecture, but they are missing opportunities to incorporate

teaching methods that can provide students with more varied learning experiences in the classroom.

Seminar

As a method of teaching, the seminar has been implemented as far back as the 19th Century and was borrowed from German universities as a way to create knowledge in the classroom (Owen, 1970). However, the seminar is much less commonly used than the lecture, and Hativa (1997) found that among instructors at research institutions only 30% of instructors used a seminar format for teaching. There is not a clear single reason for seminars being used so infrequently, but the smaller class sizes and instructors' lessened control over the content and pacing may help explain why lectures are so much more common than seminars. When it is implemented, the seminar, a student-centered teaching method, offers a more discussion-based experience for students than lectures, but as more work is placed in the hands of students, the effectiveness of the method depends, to some extent, on the students. A clear strength of the seminar is its ability to promote student discussion and discovery in ways that are less likely to happen in lecture classes.

As discussed in a larger study of teaching through discussion, Parker and Hess (2001) describe the seminar as a discussion-based method of teaching that intends to develop, expose, and explore meanings. This approach provides students with a more hands-on and active experience in which their own discussion is a more significant element of the learning than lecture-based instruction. Griswold et al. (2017) singles out the Socratic seminar as one based in posing a tiered system of questions (literal, interpretive, and evaluative) to allow students to work together toward a deeper understanding. While this form of seminar still relies on the student discussion, the instructor's role of designing or choosing deliberate questions for the

discussion provides guidance and direction and should allow for relevant discussions that result in student learning.

Flipped Classroom

The flipped classroom method of teaching prioritizes student discussion and/or practice during class meetings and relegates the lecture component of a course to homework (Bergmann & Sams, 2012; Herreid & Schiller, 2013). By devoting class time to the work that students would have traditionally done at home, students are able to participate in discussion or practice under the guidance of the instructor. In STEM classes, this teaching method also allows students more time to work on equipment that they do not have access to at home (Herreid & Schiller, 2013). In addition, as Herreid and Schiller (2013) note, the flipped classroom provides instructors with better insight into students' performance and learning while it also allows classroom time to be used more effectively in engaging learning activities, such as collaborative learning, peer feedback activities, and problem-based learning (Poole 2021). Because students are doing the work in the presence of the instructor rather than at home, instructors are better able to clear up misconceptions that students might have about the content or its application before graded deliverables are due (Bergmann & Sams, 2012). By flipping the instruction with the work, this method also balances teacher-centered and student-centered learning in ways that may better serve student learning (Bishop & Verleger, 2013). This blend of instruction provides students with a more dynamic and active learning experience while allowing the instructor to guide and organize the structure of the learning experience.

As Bishop and Verleger (2013) clarify, the at-home component of the flipped classroom can be particularly useful when it employs computer-based instruction. However, given that students' access to resources outside of the class may vary, this reliance on computers and

internet access could be a barrier to some students fully participating in the flipped classroom experience. Another aspect of flipped classrooms that can keep them from being effective is students' reluctance to actually do the at-home instructional work (Herreid & Schiller, 2013), although instructors can incentivize the homework with quizzes or grades based on the homework. Poole (2021) also indicates that there is a potential for barriers in that students may not be fully prepared after the at-home instruction, resulting in poor performance on the in-class activities or graded deliverables. This underlines the importance of students being given space to put their learning into low-stakes practice as well as instructors deliberately planning the at-home instruction and in-class activities to ensure students are learning. This integration of the at-home instruction and in-class activities (Tucker, 2012) is what allows the flipped classroom to best serve student learning.

Online Instruction

Since its beginnings in the 1990s, online instruction has become an increasingly substantial part of many institutions' course offerings. Research on the benefits of online instruction often cites increased access, flexibility, and innovative use of technology, but the actual positive impacts that online instruction has had on student learning are still debated (Dumford & Miller, 2018; Graham, 2019; Merisotis & Phipps, 1999; Ryan et al., 1999). Some of the common issues cited in Ryan et al. (1999) stem from technological and internet connectivity problems as well as the need for more self-discipline on the part of students. While the promise of a more accessible and flexible form of instruction is appealing, the literature indicates that there are usually problems that balance out the benefits of online instruction. Kebritchi et al. (2017) found the most prominent problems to be studied were learners' readiness, expectations, and participation, instructors' transitioning to online teaching, and content development.

Studies often compare the benefits of online instruction to those of traditional face-to-face instruction (Figlio et al., 2013; Ryan et al., 1999), which implies that one teaching method should be preferable to the other as opposed to beneficial in different ways. Both Ryan et al. (1999) and Figlio et al. (2013) conclude that the potential benefits of online instruction may not outweigh the benefits of face-to-face instruction and that implementing online instruction requires careful design and organization on the part of faculty. In other words, faculty may have to work harder to create effective online classes than traditional face-to-face classes.

Other studies focus on best practices for faculty teaching online courses. In Crawford-Ferre and Wiest (2012), best practices for online instruction are collected and summarized from the literature as an aid for the many instructors who lack pedagogical training in teaching online. Similar to best practices for face-to-face courses, Crawford-Ferre and Wiest (2012) cite course design, interaction among participants, and instructor preparation and support as important areas that instructors should consider when teaching online. Keengwe and Kidd (2010) also found similar themes in the literature that instructors must be cognizant of course design and pedagogy specific to online instruction. Course design, instructor pedagogical preparation, and student engagement were also identified as prominent themes in the literature by Lockman and Schirmer (2020), who note that many of the strategies for effective teaching face-to-face apply in the online setting. One implication in the literature review is that early studies of online instruction tended to only compare it with face-to-face instruction, but future research should focus on the conditions and strategies within each that promote student learning, satisfaction, and persistence (Lockman & Schirmer, 2020). There is clearly room for research into what makes online instruction effective, but it seems that beginning with an understanding of what makes face-to-

face instruction effective may be a promising path forward for researchers because many of the same strategies can be effective in an online setting (Lockman & Schirmer, 2020).

Hybrid/Blended Instruction

The hybrid or blended model of instruction combines, ideally, the most effective elements of traditional face-to-face and online methods of instruction (Bernard et al., 2014; Snart, 2010, p. xi). In Vo et al. (2017), the effect of hybrid/blended instruction was measured using students' final course grades and when compared to face-to-face instruction it had a statistically larger effect size on student performance. However, Vo et al. (2017) point out that student characteristics and disciplines can affect how effective hybrid/blended instruction is in practice. As this method is a combination of face-to-face and online instruction, it would follow that many of the same issues with those methods apply. The students' acceptance of the hybrid method was found to be related to instructors' attitude toward the method and the ease of participating in the class (Ahmed, 2010). This study also highlighted the importance of organizational support for online instruction as a way to ensure students were accepting of the hybrid method (Ahmed, 2010).

While the phrase "the best of both worlds" is often used to describe the hybrid/blended method (Bernard et al., 2014; Snart, 2010), the potential problems from both methods also apply. In Ahmed (2020), students' access to technology and the internet were both identified as potential barriers to effective learning in hybrid instruction. This study was also done during the COVID-19 pandemic, and as such it addresses the fact that the sudden change to hybrid instruction was a complication for students as well as faculty. King and McSparran (2005) consider blended instruction as a combination of many different types of instruction, including

face-to-face and online, but they also indicate that poor instructional design can detract from the learning experience.

Studio and Lab Instruction

Studio and lab environments for instruction can both have impacts on the ways teaching methods affect the learning experience. Studio courses, typically used in fields such as architecture and interior design, allow students space and ample time to work on problem-based or project-based assignments (Bender & Vredevoogd, 2006; Brandt et al., 2013). While the meaning of studio learning can be interpreted differently by instructors, it usually refers to situations in which instructors work intimately with students through dialogue and examples (Brandt et al., 2013). As noted in Bender and Vredevoogd (2006) studio environments tend to result in faculty members spending more time with students because the studio allows students to spend more time in the instructional space and work with faculty one-on-one. Blending online and face-to-face studio instruction may also result in better access to instructional materials and an improved quality of faculty feedback and interaction (Bender & Vredevoogd, 2006).

In several ways, the lab resembles the studio in that it is an instructional environment where students work on the problems and objectives of practical work with increased access to the faculty member and instructional materials (Kirschner & Meester, 1988) with the key difference being that it is traditionally used in science-based courses. Some of the problematic aspects of lab instruction are that it is expensive in terms of personnel and materials/equipment and that the work done in the lab is often not designed with strong pedagogical reasoning (Kirschner & Meester, 1988). This lack of instructional design is a key factor that keeps lab-based instruction from being as effective as it could be.

Effective Teaching Skills

In order to be effective instructors, it is important for faculty to understand the characteristics of effective teaching. Aside from knowledge of discipline content, what allows instructors to teach effectively is often their relationship with students and how they operate in the classroom. While approaches to teaching may vary according to a number of variables, including faculty discipline, personality, or course delivery method, there are certain qualities that research on teaching suggests can help faculty improve student learning. As Lowman outlines in the two-dimensional model of effective college teaching, faculty should generate intellectual excitement and develop an interpersonal rapport with students (1995, p. 20-37). The key result of faculty teaching in ways that accomplish both these goals is that students have increased interest in the content being taught and drive to thoroughly learn it. To produce intellectual excitement in students, faculty need to create clear and organized lessons and learning environments so that students feel emotional stakes in what they are learning (Lowman, 1995, p. 26). Developing interpersonal rapport with students also involves relating to students on an emotional level. Rapport can be established by faculty who are able to elicit positive emotions between student and instructor by, for example, interacting with students in a way that makes mutual respect clear or shows that the instructor sees students as individuals who are capable of excelling in the course (Lowman, 1995, p. 27). Another important element of establishing rapport is avoiding the stimulation of negative emotions toward the instructor, such as anger or distrust. This study highlights several ways that faculty are able to create intellectual excitement and interpersonal rapport through their interactions with students in and out of the classroom.

If the primary goal of a teaching-learning situation is student learning, then the approach to teaching should similarly be focused on the student, rather than on the instructor. The benefits

of student-centered teaching for student learning are well established (Emaliana, 2017; Scheurs & Dumbraveanu, 2014; Trigwell & Prosser, 1996; Trigwell et al., 1999; Wright, 2011), and student-centering strategies such as having students solve problems, form questions of their own, debate, and work in teams are more likely to lead to students taking a deeper approach to learning. In Trigwell et al. (1999), a study of how teaching approaches impacted student learning shows connections between an information transmission teaching approach and a surface approach to learning on the part of students. One of the stated implications of the study is that the link between approaches to teaching and approaches to learning could inform the development of programs that will lead to student learning. This implication could strengthen an argument that faculty who have sound pedagogical reasoning behind the cultural experiences they plan for students more meaningfully affect student learning during the experiences.

Instructors that exhibit a student-centered approach to teaching while also showing caring, empathy, and flexibility may find it easier to connect with students and elicit deeper student learning. In Walls et al. (2002), teachers described their ideas of effective teaching to be related to teachers who are caring, organized and prepared, enthusiastic, and likely to involve students in interactive learning and discussion. In Hamachek (1969), qualities such as flexibility, ability to communicate, and willingness to experiment are said to be representative of effective teachers. Hamachek also describes a good teacher as one who is also a good person, and clarifying statements make clear that good people are those who are selfless and at peace with themselves. In addition, because there is no single type of student, Hamachek proposes that there is no one kind of best teacher but only a continuum of teachers on a scale ranging from good to poor (1969, p. 343). Similar qualities are listed by Stronge (2007) as characteristics of effective teachers, including clear communication skills, flexibility, being caring, and treating all students

equally. This study will highlight the importance of these qualities in instructors as it explores the ways these qualities are exhibited by faculty as they describe their experiences and the ways that faculty recognize the qualities in their own teaching.

Faculty Pedagogical Development

Efforts to ensure effective teaching-learning, such as TLCs and out-of-class interactions with students, can be helpful for faculty looking to improve their teaching through pedagogical development. To understand how faculty pursue pedagogical development, it is helpful to first understand how faculty learn to teach and apply pedagogical reasoning in general. As shown in Hativa (1997), the main ways faculty report having learned to teach include trial-and-error classroom experience and self-reflection. Based on the survey responses from faculty, it seems that neither learning from their own experiences as students nor holding teaching assistant positions in graduate school had much impact on their approaches to teaching (Hativa, 1997). If faculty often learn from classroom experience, it may also be that they often learn to design and lead study abroad programs in a similar manner, and exploring the ways that faculty perceive their pedagogical development through study abroad programs could indicate different approaches to improving teaching than are typically covered in faculty pedagogical development programs on campus. Given the likelihood that faculty will lack pedagogical training, Chism et al. (2002) propose a model for faculty pedagogical development that could benefit all faculty. By focusing on communities of practice and reflective practice, this model aims to affect faculty growth and teaching innovation across institutions (Chism et al., 2002). Faculty pedagogical development programs like those proposed by Chism et al. (2002) offer needed opportunities for faculty, regardless of previous training, to learn how to improve their teaching. In their study on the impacts of a faculty development program, Camblin and Steger (2000) suggest that faculty

who improve their pedagogical skills are more likely to be open to changes in their teaching and share their experiences with colleagues. This study underlines the importance of a strong pedagogical basis in faculty teaching and how it could be useful in a study abroad context that requires approaches to teaching often different than non-study abroad courses.

Some common issues with faculty pedagogical development are that barriers often exist, such as lack of time, lack of incentives, and insufficient training (Brownell & Tanner, 2012). In their study of faculty in scientific disciplines, Brownell and Tanner (2012) suggest that meaningful commitment to pedagogical improvement for science faculty requires envisioning faculty professional identities to be more inclusive of teaching, rather than being focused solely on research. While focused on a specific subset of faculty, this study highlights issues that could easily apply to faculty of all disciplines and shows that the way faculty perceive their professional identity can impact their ability to be effective teachers and willingness to improve their teaching when possible.

Redesigning courses and modifying incentives for teaching via evaluations, promotion and tenure processes, and new conceptions of research are also common ways that institutions improve teaching-learning (Cross, 2001). These efforts align with recommendations for improving teaching in Boyer (1992) and Carless (2007). Cross (2001) also points to the future of teaching-learning by noting the impact that national organizations can have on collaboration and innovation and emphasizing the need for better assessment of student learning. Improved assessment of student learning would help make faculty and their departments more aware of their progress in producing learning (Cross, 2001), and using direct measures of students' critical thinking, problem solving, or writing would provide more relevant and usable data than retention or graduation rates.

Study Abroad and Faculty Experiences

Much has been written about study abroad programs and the benefits of participating in these programs, but the literature tends to focus on the student experience abroad rather than the faculty experience. In both cases, study abroad programs offer unique opportunities to combine classroom learning with extra- or co-curricular learning, and the connections between courses and the program locations contribute to immersive experiences for students and faculty. The specific qualities of FLSTSA programs allow for faculty to experience many of the same learning benefits that are often studied only in terms of students and provide faculty with situations that encourage pedagogical development in ways that on-campus teaching does not.

Study Abroad

A sizable body of research illustrates the ways that study abroad programs provide students with opportunities to simultaneously experience new cultures across the world while also completing courses toward their degrees. In addition, study abroad programs have been touted as a High Impact Practice (HIP) by the American Association of Colleges and Universities and the National Institute for Learning Outcomes Assessment, and as such have been researched extensively (Finley & McNair, 2013; Fry, 1984; Ingraham & Peterson, 2004; Kuh et al., 2006; Kuh, 2008). A key reason they are categorized as an HIP is that they allow students to be immersed in cultures in ways that non-study abroad courses do not. These programs have also been shown to be an important part of institutions' internationalization (Brajkovic & Helms, 2018; Niehaus & Wegner, 2019), and this internationalization can lead to development and outcomes for faculty members as much as students.

Short-term study abroad programs are one of several types of study abroad opportunities and typically span two to eight weeks in duration (Forum on Education Abroad, 2011). Faculty-

led programs are “credit-granting college-level study abroad program where faculty accompany students from their university as teachers and trip leaders” (Keese & O’Brien, 2011, p. 5) and some of the benefits of these type programs are that the courses are more seamlessly integrated into an on-campus curriculum, and faculty members are able to easily provide assistance as necessary to students during the program. These types of programs require faculty members to put in substantial work in planning, recruiting, supervising, and evaluation, and they must also take on new roles in addition to their usual teaching roles (Bathke & Kim, 2016; Keese & O’Brien, 2011).

The relatively short duration of these study abroad programs can affect how participants experience the cultural elements, often in positive ways. In Hamad and Lee (2013), the length of the study abroad program was connected to changes in students’ cultural and ethnic identification. The researchers found that the amount of time students spent abroad impacted their own ethnic and cultural identities in ways that allowed them to more easily engage with the culture of the host country. A similar approach might be taken to understand how the length of a program (or trips made prior to the program/site visits) influence faculty members’ cultural competence. Linder and McGaha (2013) illustrate ways that students experienced semester-long programs and short-term programs and found that students in the short-term program were more likely to be comfortable assimilating and adjusting to the experience and students in the semester-long program were having difficulty recognizing that things were merely different in the host country rather than wrong. By considering short-term programs, Gaia (2015) discusses the practical benefits for students led by faculty members they know versus longer, semester-length programs. After collecting student performances on a Global Perspectives Inventory, this study finds that short-term programs are capable of having transformative impacts on students’

understanding and awareness of other cultures. In addition to providing models for examining how short-term programs could impact the cultural competence of faculty, both these studies underline the importance of the cultural experiences in study abroad programs and the need for understanding how faculty members might also be impacted by their experiences abroad.

Study Abroad Impacts

In their various forms, study abroad programs have been shown to impact learning outcomes such as understanding global issues, applying disciplinary knowledge in global contexts, improving linguistic and cultural competencies, and working with people from other cultures. While the literature often emphasizes students as the beneficiaries, faculty stand to benefit in similar ways as students. These skills can be categorized broadly as global competencies, which is a common term used to describe abilities that students need to succeed in an increasingly globalized environment, as described by Hovland and Schneider (2011). While it is possible for students to acquire and develop these skills on their home campuses, the types of international experiences made possible during study abroad programs are uniquely situated to promote students' development. Several studies have focused on evaluating how study abroad impacts students' global competencies (Braskamp et al., 2009; Clarke et al., 2009; Hovland & Schneider, 2011; Hunter et al., 2006; Stebleton et al., 2013; Tarrant, 2010) as well as global citizenship (Dolby, 2008; Rundstrom Williams, 2005). In their multi-institution study, Stebleton et al. (2013) show that students' skills in these areas seem to be impacted by study abroad programs most when the international activities within the programs are intentionally designed and structured.

The specific aspects of study abroad programs that impact participants tend to be situated in experiences that require reflection and the intersection of their own cultures with the cultures

of the program location. Based on their findings in a focus group study, McLeod and Wainwright (2009) propose that impacts on students may stem from how they navigate their expectations and the realities of the program and their perceived abilities to affect their environment. Also, they predict that students who feel a lack of control on their environment would benefit from more structured and specific program designs. From their focus group data, McLeod and Wainwright identified themes suggesting that successful programs led to students' changes in perception and increased self-confidence (2009). In the oft-cited study by Engle and Engle (2003) that established a hierarchy of classifications for study abroad programs, the authors state that the important distinction between the various types of study abroad and on-campus courses is reflective interaction with host cultures. This element of reflective interaction appears often in subsequent studies as a key impact that study abroad programs can have on students. Davis and Knight (2018) also found that reflection was an integral component of the impact a program had on students. The study found that student participants developed in cognitive, meta-cognitive, and behavioral dimensions by completing a semester-long, pre-trip course focused on cultural intelligence followed by a two-week study abroad module. While the study shows quantitative growth in these dimensions resulting more from the pre-trip course, the reflective essay data showed that the trip offered the potential for students to develop cross-cultural communication and that reflection itself was important for students to develop this communication skill (Davis & Knight, 2018). Similar to Davis and Knight (2018), Paras et al. (2019) also found that pre-trip intercultural training leads to positive outcomes for students. This study suggests that the combination of pre-trip learning and the experiential learning during the trip leads to more successful student learning outcomes (including intercultural learning), and the researchers also note the importance of service-learning components to student learning and student reflections as

a useful source of qualitative data (Paras et al., 2019). A similar finding is arrived at by Hudson and Tomás Morgan (2019), as they find that learning and community engagement experiences had positive impacts on students' cognitive, intrapersonal, and interpersonal growth. This study also found that having previously studied abroad or having on-campus intercultural engagement led to students being more likely to deeply engage while abroad (Hudson & Tomás Morgan, 2019). The aspects of study abroad that seem to most impact students, whether inherent to study abroad (e.g., cross- and inter-cultural communication) or supplemental to study abroad (e.g., pre-trip training), could also be put into practice for faculty who lead short-term programs. Exploring how faculty who have led programs understand the ways that students are impacted, and the ways they describe the impacts on themselves, could show more clearly how faculty often benefit from study abroad programs in similar ways to students.

Faculty Experiences Abroad

For faculty to plan the cultural elements in a host country that are best suited to a study abroad program, they must begin with some understanding of and/or experience with that host country and its culture. Sandgren et al. (1999) explore the personal experiences of faculty who attended three-week study abroad seminars in various countries in South and Central America and Africa as well as India. One of the intentions of these seminars was to influence faculty members' teaching in ways that produced a more globalized curriculum for students. The study first collected student perceptions of the globalization of faculty members' instruction via a questionnaire, and then faculty experiences were documented via interviews. While it focuses on how teaching is impacted as a result of studying abroad, this study also shows how experiences abroad can affect faculty members directly and students taught by those faculty members indirectly.

In Olson and Kroeger (2001), the researchers evaluated survey results from faculty and staff to show the importance of global, intercultural, and professional development for faculty and staff. Through the use of surveys, the researchers found a need for continual development opportunities for faculty and staff in order to better educate and prepare students for a global and diverse society. Similar to Sandgren et al. (1999), this study makes a case for impacting students by first impacting faculty members. Before considering how faculty members make choices about the study abroad programs they lead, exploring how study abroad and professional development experiences impact faculty members themselves could provide understanding of what elements of location and culture faculty see as relevant to their teaching.

When faculty lead study abroad programs, they assume several roles in addition to being an instructor. Their responsibilities can range from administrator of the program to counselor, guide, and mentor to students (Keese & O'Brien, 2011; O'Neal, 1995). Goode (2007) explores how faculty members who lead study abroad programs conceptualize their role in addition to how their experiences inform their roles as program leaders and how they approach the intercultural development of their students. After interviewing faculty study abroad program leaders and having them complete a survey that measures an individual's intercultural development, Goode found that faculty had little formal preparation for leading a study abroad program but were influenced by informal and/or personal experiences abroad. The study also discusses how faculty perceive themselves as impacting students' intercultural growth. Keese & O'Brien (2011) show the variety of roles that faculty take on when leading programs abroad, and they note the high level of commitment required of faculty. In addition to describing the multiple roles faculty take on, they also highlight the benefits to faculty of leading programs abroad. They find that faculty return from abroad with new ideas and material that they are able to use in

future classes, both on campus and abroad. Looking at how faculty members conceive of their roles as program leaders could provide ways to understand how they experience learning while abroad and how that relates to their conceptions of impactful student experiences.

In Gillespie et al.'s (2020) study on faculty as global learners, they explore the perspectives of faculty who have led programs abroad with special emphasis on faculty and teaching, as well as logistical and administrative issues. This study highlights the stories of liberal arts faculty to show how leading programs abroad impacted them and offers recommendations for promoting successful programs through a combination of institutional and administrative support, faculty training, and internationalization efforts on campus. While they find that faculty perceive a lack of consistent institutional support for their programs abroad, they also find that faculty reported positive changes such as becoming more multidisciplinary, improving problem solving skills, and finding a renewed interest in their work. By exploring the accounts of faculty members themselves, detailed and specific descriptions of not only the faculty experiences are possible, but also how the faculty understand those experiences.

Experiential Learning

The work that faculty do to prepare and lead study abroad programs is grounded in experiential learning. First, as faculty are planning programs and gaining understanding of the connections between place, course material, and potential student experiences, experiential learning theory can help show the different ways that faculty are actually learning during the process. Second, because study abroad programs themselves are a common form of experiential learning for students, experiential learning theory can also be useful in gaining an understanding of how and what faculty learn from leading the programs and how doing so might shape their teaching when not abroad.

As far back as Dewey (1938), experience has been tied to education as an essential and powerful means of learning. Dewey notes the importance of the teacher in regard to the quality of experience and that useful experiences should lead to future useful experiences (Dewey, 1938). Another important component of experiential learning explored by Dewey is reflection as a means toward solving problems and constructing meaning (Miettinen, 2000). Dewey's writing on experience and learning influenced subsequent researchers who built on his ideas in education as well as other fields. In his work with action research, Kurt Lewin found that experience and reflection were necessary aspects of education, specifically reeducation (Coghlan & Jacobs, 2005). Lewin's work in action research and education that led to democratic change echoed elements of Dewey's work in that active participation and experience were integral parts of meaningful change (Adelman, 1993). Similar to both Dewey and Lewin, Piaget (1964) considers experience a necessary part of education, or more specifically, development, but it is only one of a set of factors that explain the development of cognitive structures. These researchers laid the groundwork for much of the later work in experiential learning.

The context for experiences is explored in Dale (1946) to show how experiences occur on spectrums ranging from *direct* to *indirect*, *concrete* to *abstract*, and *doing* to *symbolizing*. While intended to illustrate different ways to incorporate audio/visual materials in teaching, Dale's Cone of Experience also highlights the importance of experience to learning and offers a system for categorizing different types of experience and the ways these experiences promote learning. Dale's work echoes Dewey's in underlining the need for experiences to be personally meaningful in order to have value to learners (Lee & Reeves, 2018).

Kolb's Experiential Learning Theory (2015), which pulls from earlier works by Dewey, Lewin, and Piaget, describes experiential learning as a process in which "knowledge is created

through the transformation of experience” (p. 49). The four-stage process of concrete experience, abstract conceptualization, reflective observation, and active experimentation offers a map by which faculty can have an experience, come to understand it, and then work toward improvements in the next iteration. Kolb’s process builds on Dewey’s cyclical concept of experiential learning and offers more nuanced ways to understand each step, in terms of learning styles.

Other researchers have built on these early studies of experiential learning in ways that emphasize practice. In Roberts (2006), a model of the experiential learning process synthesizes the works of Dewey, Kolb, and Joplin to emphasize the learner as part of the cyclical process. Estep et al. (2012) further built on the ideas presented in Roberts (2006) by retooling the Experiential Learning Model to apply to faculty development.

As a particularly immersive form of experiential learning, study abroad programs provide rich opportunities for faculty to learn and develop while they lead the programs and facilitate student learning. The elements of experiential learning theory that emphasize reflection and experimentation can be especially useful faculty when considering study abroad as an intervention for faculty pedagogical development.

Theoretical Frameworks

A combination of theories will serve as the theoretical frameworks for this study. In order to ground the discussion of faculty members’ study abroad experiences, constructivist learning theory and phenomenology will be used to shape the analysis of participants’ accounts and conversations. Both experiential learning theory and the model of experiential learning will be used to situate the ways participants refer to pedagogical reasoning and development in broader pedagogical contexts.

Constructivist Learning Theory

In this study, the use of constructivist learning theory will provide a point of view and language to help make sense of faculty members' accounts of their learning experiences and pedagogical development. One of the main tenets of constructivism is that meaning, or knowledge, is constructed by the individual and/or a community of learners (Hein, 1991). According to Hein (1991), following constructivist theory necessitates following "a pedagogy which argues that we must provide learners with the opportunity to: a) interact with sensory data, and b) construct their own world" (para. 7). Thus, basing this study of faculty experiences abroad in constructivist theory aligns the interactive and reflective elements of experiential learning, and study abroad experiences in particular, with the ways knowledge is created according to constructivism. An understanding of faculty pedagogical development can also be best understood through a constructivist lens as it is well-suited for situations in which faculty would discuss and make meaning of their experiences in a social/communal setting such as a workshop, community of practice, or conversations with other faculty.

Phenomenology

This study is also well-suited to a phenomenology framework as the participants will have all experienced the phenomenon of leading a study abroad program as well as designing a program in ways that connect the cultural elements of location with the courses. This common experience shared by faculty members will be treated as the phenomenon to be explored (Bhattacharya, 2017). Through a phenomenological approach, this study will emphasize the experiences of faculty and their reflections on and discussions about these experiences. Given the variability of locations, cultures, and course content in study abroad programs, the lived experiences of faculty can provide a wealth of information that shows what faculty perceive as

the important aspects of their programs' design and their roles as instructors and program leaders. Focusing on faculty members' discussions and reflections can also provide insight into the pedagogical approaches they employ when aligning course content and cultural aspects of the programs.

Experiential Learning Model

An experiential learning theory model will provide a frame through which to understand the different ways faculty learn through experience. Kolb (2015) established one of the most often cited models of experiential learning, which breaks out the learning process into four stages: Concrete Experience, Abstract Conceptualization, Reflective Observation, and Active Experimentation (Kolb, 2015, p. 50-51). The model provides an organized way to understand how faculty go through steps to process experience into new knowledge (Kolb, 2015, p. 50-51). Building on this model, Roberts (2006) designed a model of the experiential learning process that introduces an explicit cyclical structure to show how the learning process is ongoing. Further building on Kolb (2015) and Roberts (2006), Estep et al. (2012) created the Experiential Learning Model of Faculty Development in Teaching that is specifically adapted to faculty pedagogical development and outlines a cyclical structure of learning. By building on Kolb's (2015) model of experiential learning, Estep et al. highlight both the reiterative nature of experiential learning and the planning, feedback, and follow-up that make faculty development useful and lead to improvement in teaching (Estep et al., 2012, p. 82). The Kolb model of experiential learning will be particularly helpful in organizing and making sense of faculty experiences abroad and how they have reflected on the experiences in ways that suggest the potential for pedagogical improvement.

CHAPTER III

METHODOLOGY

The purpose of this study is to explore the learning experiences of faculty members who have designed and led short-term study abroad programs and to understand the ways these experiences abroad influence faculty pedagogical development. Most studies focusing on study abroad have investigated the benefits for and experiences of students (Braskamp et al., 2009; Davis & Knight, 2018; Dolby, 2008; Hovland & Schneider, 2011), but this study is centered on the ways faculty experience learning during study abroad programs. Specifically, I gather information about experiences faculty members have had during study abroad programs and their reflections on these experiences. Interviews were conducted to document faculty accounts and provide a means for them to describe their lived experiences in depth and with some perspective of hindsight. Faculty participants talked about their learning experiences in connection with their study abroad programs because understanding how faculty members experience learning in the context of their program courses, locations, and activities helps provide a more comprehensive picture of the different ways these types of programs are of value to faculty and may lead to pedagogical development.

Faculty learning experiences during study abroad can be explored best through faculty participants' own stories, so a qualitative research approach that is based on faculty members' verbal accounts of their experiences is used. The theoretical frameworks for the study are constructivism and phenomenology (Hein 1991; Sokolowski, 2000). These frameworks provide

ways to categorize and interpret the learning experiences of faculty and how they perceive the experiences to affect their own pedagogical development.

In this chapter, I describe the methodological approach used to answer the research question: How do faculty members experience learning through planning and leading study abroad programs? The first section introduces the epistemological and theoretical foundations for the study and the rationale for their selection. The second section outlines the research design and procedures, including data sampling, collection, and analysis. The rationale for selecting participants and the forms of data necessary to understand their experiences is discussed, and the process of analyzing the data, including an explanation of the experiential learning model previously described in Chapter II, is explained. In the third section, I discuss my role as researcher, emphasizing the similarities between my experiences and those of the participants. I also discuss the incorporation of heuristic inquiry during the personal vignettes (which appear throughout the study) as a means to recognize how my own experiences, which are similar to participants', are integral to the study rather than elements to be bracketed from the study.

Epistemological and Theoretical Foundations

This study is based in specific epistemological and theoretical foundations, which inform the methodology and methods used to collect and analyze the data. The nature of the research question and the type of knowledge it seeks to create requires particular care to be taken in choosing the approaches and orientations of inquiry (Crotty, 1998, p. 2-3). Introductions of these foundations and discussions of how they inform the study are presented below.

Constructivism

At its core, constructivism refers to “the idea that learners construct knowledge for themselves—each learner [...] constructs meaning—as he or she learns” (Hein, 1991, p. 1). Experience is more than an integral component of learning; the act of meaning being constructed (learning) happens only as a result of a given experience the learner has had. Knowledge is only gained when the learner constructs meaning from an experience. Thus, in order to learn, learners must be provided with an experience (i.e., interact with sensory data) and make sense of the experience (Hein, 1991). The emphasis on the learner as an individual making meaning of an experience is a defining characteristic of this epistemology. In fact, the distinguishing element between constructivism and constructionism is that the former focuses on the construction of meaning by the individual and the latter focuses on a social, collective construction of meaning (Crotty, 1998). By highlighting the individual as the meaning maker, constructivism highlights the way that learning is a personal process rooted in personal experiences.

This study follows a constructivist epistemology to explore the connections of learning and experience and how the two are understood by faculty members who have designed and led study abroad programs. The unique combination of course content, program location, students, and pedagogical approaches make each study abroad program a singular experience for the faculty members; so an emphasis on individuals making meaning of their experiences brings to light aspects of the experiences that they find important and that may lead to personal and pedagogical development. An exploration of faculty pedagogical development can also be accomplished through a constructivist lens as it is well-suited for situations in which faculty make meaning of their experiences in ways that lead to considered and deliberate changes in their approaches to teaching. Grounding this study in constructivism provides a framework and

context for the interactive and reflective elements of experiential learning, and study abroad experiences in particular, and the often intense experiences of being abroad and leading a study abroad program can best be understood and made sense of through a constructivist lens.

Phenomenology

The intent of phenomenology is to uncover common meaning in the lived experiences shared by multiple individuals (Creswell, 2013). As defined by Sokolowski (2000), phenomenology is the study of human experiences and how things appear to humans through those experiences. Based in the work of Husserl, and others in the mid-20th Century, phenomenology focuses on the subjective interpretations of lived experiences to arrive at deeper and/or new meanings that arise from these experiences (Lavery, 2003). An emphasis on consciousness as the key to understanding the reality of objects, and the idea that consciousness of an object is integral to its reality, tie together subject and object (Creswell, 2013). Through a phenomenological lens, a universal truth about reality that exists separately from an individual is less important (if possible, at all) than an understanding of the reality as experienced by an individual—reality and the individual’s experience of that reality being inseparable (Lavery, 2003; Webb & Welsh, 2019). This exploration of a phenomenon as the intersection of individuals’ lived experiences, based on individuals’ reflections on these experiences, can lead to meaningful interpretations of the nature or essence of the experiences.

I employ a phenomenological framework as I seek to document and explore faculty members’ lived experiences leading study abroad programs. A phenomenological framework is appropriate because the participants have all experienced the phenomenon of leading a study abroad program as well as deliberately designing a program to connect course material and location. This common experience shared by faculty members is the phenomenon explored to

provide an understanding of the nature of these experiences and their connection to faculty learning (Bhattacharya, 2017; Creswell, 2013). Through a phenomenological approach, I emphasize the experiences of faculty and their reflections on these experiences. Given the variability of locations, cultures, and course content in study abroad programs, the lived experiences of faculty can provide a wealth of information that shows what faculty perceive as the important aspects of their programs' connection of course content and location. Focusing on faculty members' descriptions and reflections also provides insight into the pedagogical approaches they employ when aligning course content with program locations.

Author Reflection #5: Epistemology and Language

Early in my doctoral coursework, I took a class that introduced the various epistemologies and theories that are commonly used in social science research. While my background in English had given me some familiarity with these kinds of concepts, I still had much to learn about the theories and how they fit into social science research.

Reading about the tenets of constructivism and phenomenology, for example, in the context of social science, and discussing these perspectives in classes, gave me new ways of understanding and talking about how people and systems functioned. They also gave names to ideas that I felt like I already had but did not have language for, such as the constructivist idea that meaning is created socially rather than existing independent of the people who perceive the reality or the kind of rhizomatic learning found in post-structural thought.

Probably because of my background in English, the thought kept coming back to me that just having access to the new language of these epistemologies enabled me to think and communicate differently and more widely—in other words, it was becoming clear to me

how situating discussion in one epistemology or another could provide guidance for research not only through its area of focus (e.g., economics in Marxism, shared lived experience in phenomenology) but also in the way it used language to push meaning in spaces that were often too complicated or abstract to discuss with existing language. And on a personal level, I enjoyed the mental acrobatics sometimes involved in reading about the different epistemologies and discussing them, but I also saw how learning the language within these epistemologies had real impacts on the way I thought about things. On both of my study abroad experiences in Munich, an important part of the course has focused on engineering ethics, and to talk about these complicated ideas, we based our discussion on engineering in Germany under the Nazi regime, with particular focus on engineering involved in the Holocaust. I had students read some articles on engineering during this period, and we toured the Dachau concentration camp memorial site, both of which gave students important context and knowledge of the topic. However, the class discussion often circled back around to points about engineering ethics in the US. This makes some sense as the students mostly had little to no experience working as engineers or traveling to different countries/cultures. Looking back on this part of the class, it seems as if students had difficulty thinking outside of the US context they were used to. Since the last study abroad program, I have learned a specific German word that refers to an idea that came up often in our cultural tours of Munich: *vergangenheitsbewältigung*, or struggling to overcome the [negatives of the] past. Germans tend to be open about acknowledging the terrible parts of their past in World War II, and memorials often talk about the need to reflect on this past in order to come to terms with it. When I learned of this word, it seemed important to me for a few reasons. First, the fact that there is

language for this very specific cultural process helped me understand how the Germans approached their history, their memorialization of that history, and their responsibility to act on that history. Second, bringing the word up during class discussions of engineering ethics and the Holocaust might provide students with a little more context as well as a different way of thinking about engineering ethics and personal responsibilities. Last, if one of the goals of experiential learning is learning from an experience and improving in the future, *vergangenheitsbewältigung* provides a literal new language to the often difficult process of reflecting on the past with intent to improve in the future.

Procedures

Choices made about participants, types of data, the collection of data, and data analysis are discussed in this section. First, the selection of participants and forms of data sampled are explained and rationale for selections are discussed. Next, the process of collecting the data is outlined. Last, an explanation of the data analysis procedure is provided, with specific emphasis on the coding and interpretation aided by Kolb's (2015) Experiential Learning Model.

Participant Sampling

Because one of the goals of the study is to understand commonalities among faculty members' experiences learning during study abroad programs, a phenomenological approach that leads to data illustrating these experiences is appropriate. This study employs a nonprobability purposeful form of sampling as I intend to explore the experiences of faculty rather than arrive at a quantitative effect-based set of findings or conclusions (Merriam, 1998). Purposeful sampling has been shown to be appropriate for qualitative research, particularly when the sample is capable of providing information-rich data (Merriam, 1998). This approach is well-

suited to studying faculty who have led study abroad programs because any faculty members who have led these types of programs should be knowledgeable and capable of providing information-rich accounts of their own experiences. Institutional Review Board approval was applied for and exempt status was granted (see Appendix D).

Sample Size

A group of nine faculty members with study abroad experience provides a heterogeneous sample of participants necessary to explore the shared phenomena in their experiences and bring relevant insights to light (Creswell, 2013, p. 78). While including more participants could potentially have led to a more complex and wide-ranging study, limiting the number to this size allowed for more in-depth discovery of shared phenomena. The single sampling criterion for participants was that they had to have led a short-term study abroad program between 2018-2022. I chose to not select participants using additional criteria because the intent of the study is to focus on participant's learning experiences abroad, which happens regardless of variables such as the type of institution they teach for or the discipline they teach within. Also, because of the qualitative and non-experimental nature of the study, controlling for variables such as discipline, rank, gender, etc., is less important.

Emails were sent to study abroad offices at 11 research institutions in the southeastern US to inquire about faculty members who would fit the criteria and would be interested in participating in the study. The directors at these study abroad offices were then asked to forward the invitation to participate in the study to any faculty who had led a short-term study abroad program since 2018. Included in the invitation to participate was a link to a Qualtrics survey that interested faculty were asked to complete. This survey asked for contact information, discipline,

tenure status, years of teaching experience, and number of study abroad programs led. A total of 11 faculty members completed the Qualtrics survey, and nine of those faculty members actually followed through by choosing interview dates/times for the study via a Calendly calendar. Email reminders were sent to encourage (1) the study abroad directors to forward the invitation to their faculty and (2) the faculty who completed the Qualtrics survey to choose an interview time on the Calendly calendar. Each of the nine participants completed the two interviews, which provided a complete data set for analysis.

Data Collection

The data collection process for this study included interviewing participants about their time leading study abroad programs. A phenomenological approach to data collection often centers on participant interviews (Creswell, 2013) and on at least two interviews per participant (Billups, 2021). Giving participants the charge of describing their learning experiences abroad in two interviews, with time between for participant reflection on the experiences, allowed for more carefully considered reflections, discovery, and meaning making on the part of the participants.

Participant Interviews

Participant interviews were chosen for data collection as they are the primary form of data in phenomenological studies (Creswell, 2013; Webb & Walsh, 2019) and because they allowed for a broad but still nuanced account of participants' experiences (Billups, 2021). Given the nature of the study's focus on faculty experiences with study abroad programs, interviews were especially well-suited as these past experiences cannot be replicated (Merriam, 1998). Two semi-structured interviews, no more than 60 minutes in length each, were conducted with each participant. The duration of the interviews provided enough time to explore participants'

experiences in detail and allowed for a relationship of cooperation to develop between the researcher and participants (Billups, 2021). This flexible form of interviewing resulted in data that focused on the specific area of inquiry in FLSTSA programs, but it also left room for participants to discuss what seemed most important to them about their experiences (Merriam, 1998). In addition, the semi-structured interview process allowed for the impromptu addition of questions as the participants' perceptions of their learning became apparent during the conversation (Merriam, 1998).

These interviews were well-situated to capture information relevant to Kolb's (2015) Experiential Learning Model. Semi-structured interviews provided space for me to ask questions and direct the conversation in ways that encouraged the participants to explore how their learning experiences abroad led, or did not lead to, reflections and changes in planning and designing aspects of their teaching (Kolb, 2015). The two-interview design also allowed for participants to engage in some reflection in the interim between the two conversations, and this act of reflection is an important component of the experiential learning process. The pairs of interviews provided the kind of thick and rich description that helped illustrate faculty members' understandings of their experiences and how they are processed into new knowledge (Estep et al., 2012; Kolb, 2015; Roberts, 2006).

Procedure for WebEx Interviews

Each participant was asked to meet with me for two recorded semi-structured interviews that provided some direction for the conversation while still leaving space for impromptu questions and participant-guided discussion. The interviews were conducted via WebEx to allow for participation regardless of geographical location and because COVID-19 safety precautions made virtual meetings preferable to face-to-face meetings, particularly for those with

immunodeficiency conditions. The virtual meeting format also facilitated recording the interviews, and the software transcribing capabilities aided in the transcription process by producing a rough first draft of the interview transcripts.

The interviews were scheduled at least one week apart for each participant, and this supported the development of rapport over time with each participant (DiCicco-Bloom & Crabtree, 2006), and the ideas of faculty learning experiences and pedagogical development could be introduced in detail during the first interview with time for the participants to reflect on their experiences before the second interview. Following the exploratory and cooperative phases outlined by DiCicco-Bloom and Crabtree (2006), the first round of interviews focused on engaging the participant in in-depth description of their background as an instructor and study abroad program leader, and the second interview was designed to elicit more of a conversation between the participant and me about specific experiences they had while leading their study abroad programs. The second interviews were intended to help participants feel comfortable enough to correct any assumptions or interpretations on my part that they saw as inaccurate. Questions for the interviews were designed to be open-ended and incorporate language related to learning and pedagogy to ensure that the conversations touched on the subjects relevant to the research question.

Interview 1 Protocol

The protocol for the initial interview comprised questions intended to have each participant describe and reflect on their backgrounds as instructors and their initial introductions to study abroad programs (see Appendix A), and these protocols were standard for all participants. The questions were not given to participants ahead of the scheduled interviews, but

the general topic of the study was outlined in the correspondence with each participant leading up to the first interview.

The first interview questions were loosely grouped into questions about the participant's discipline, general teaching experience, and initial experiences designing/leading a study abroad program. The first group of questions were intended to have the participants explain how they came to be a faculty member in their discipline and how they perceived the value placed on teaching in their departments. The second group of questions asked participants to describe their background in teaching and elements they considered indicative of effective teaching. The third group of questions focused on participants' introductions to leading study abroad programs, and in particular asked them to describe their expectations for the students and themselves as well as their approaches to designing and leading their first study abroad programs.

Interview 2 Protocol

For the second interview, each participant was asked a standard protocol of questions that required reflection on specific experiences they had while leading their study abroad programs. These questions focused on the participants' positive and negative experiences leading the programs, perceptions of their own preparedness to lead the programs, their own learning experiences during the programs, and ways that they think leading a program can be a learning experience for faculty, in general.

The questions in this interview allowed for participants to describe a wide range of their own experiences and explain why they saw those exact experiences as relevant. Because the questions often asked for specific examples, there were times when the participants seemed unsure of what kind of example to provide. In these cases, I was able to share some of my own experiences with the participants to show them the kind of example I was asking for.

Data Management

After the interviews were conducted and recorded, the audio/video files of each interview and the transcripts were downloaded for data analysis. These recordings were stored in my Mississippi State University (MSU) OneDrive account, which is password and dual authentication protected and in accordance with MSU's Institutional Review Board's guidance for data storage. The data analyzed for the study comprised nine interview transcripts (each combining participants' first and second interviews), totaling approximately 232 pages, in Microsoft Word files and an Excel spreadsheet used for data analysis.

Data Analysis

Data were analyzed after the interview transcripts had been cleaned and corrected. The WebEx-generated transcripts provided a rough draft of the conversations, but it was necessary to correct transcribed words and phrases that were mistranslated by the WebEx transcription. Each interview transcript was converted into paragraph form for ease of reading and coding, and each transcript was read while listening to the interviews to help correct mistranslations.

Coding Procedures

The analysis phase of the study involved two rounds of coding for the interview transcripts. Kolb's (2015) Experiential Learning Model and phenomenology provided frameworks to interpret the learning-related themes and pedagogical themes that emerged from the analysis. As the intent of the study is to explore participants' experiences, inductive coding was employed so that themes were allowed to emerge from the collected data rather than imposed on it by myself (Saldana, 2011; Thomas, 2006).

Coding the interview transcripts began with a first round of open, descriptive coding that identified some of the broad ideas from participant accounts. In order to focus on elements of participants' experiences related to their own learning, a combination of descriptive and in vivo coding was used (Saldana, 2011). Descriptive coding was useful in summarizing the basic contents of the data (Saldana, 2011). Originally, value coding was intended to help in categorizing elements of the interviews that indicated participants' values, attitudes, and beliefs regarding their learning experiences and development (Saldana, 2011), but in practice, only descriptive and in vivo coding were used. During the first round of coding, in vivo coding was employed as much as possible to allow for the process to remain authentic to the participants' manner of describing their experiences. After the first round of coding, all codes were clustered in similar categories to help provide more direction for the second round of coding. Also, I practiced reflective memoing to document the coding process, with particular attention being paid to reflecting on the choice of codes, emergent patterns, and possible connections (Saldana, 2011). Elements of these reflective memos appear in the author reflections throughout the study.

The second round of coding for the interviews focused on refining the categories and themeing the data. At this point in the coding, reorganizing the categories into themes and concepts to be discussed in more abstract and higher-level ideas helped make the findings more transferable and meaningful outside the scope of the study (Saldana, 2011). During the process of themeing the codes from the first round, attention was paid to manifest and latent meanings and how they resulted in different themes (Saldana, 2011). While themeing the data, alignment of the data with the research questions helped ensure that the findings were relevant to the purpose of the study, and the four stages of Kolb's experiential learning theory (concrete experience, reflective observation, abstract conceptualization, and active experimentation)

helped guide the themeing and interpretation of the data (Kolb, 2015). Reflective memoing took place at this point in the coding process to solidify my thinking about how the themes were interrelated and relevant to the research question (Saldana, 2011).

Researcher's Role

My role as researcher put me in a position of power relative to the participants but given that the participants were also faculty members who may have had more experience with research and higher positions than my status as doctoral student, there were times when the position of power could have shifted to the participants. As an instructor with some experience leading study abroad programs, I was positioned on the participant-observation continuum depending on whether I was interviewing participants or reflecting on my own experiences. My identity as a white male with several years of experience teaching a course in engineering could have led some participants to initially consider me a greater authority on pedagogy and study abroad than I actually am, but through a flexible interview protocol, I worked to assure participants of the limits of my experience with study abroad programs so they felt comfortable sharing their experiences designing and organizing their own programs. Almost half of the participants were either tenure-track or tenured faculty who are experienced in research and pedagogy and the other half were administrators with teaching responsibilities, which helped balance any potential power differential in ways might have hindered participants' openness to share their experiences.

There was the possibility that my status as a doctoral student with little research experience could allow room for participants to be skeptical the quality of my work. However, my identity as an instructor helped me form kindred relationships with the participants as we had shared experiences as instructors and program leaders even though the specific contexts and

contents of the programs were different. The flexibility of my participant-observer role and the relationship I developed with participants made it important that I acknowledged my subjectivities and managed them so that the participants' experiences were not portrayed in a way that was less reflective of their perspectives and more reflective of my own.

On Bracketing

In order to manage my subjectivities, I practiced reflective journaling throughout the research process that allowed me to track how the study was taking shape relative to the literature, my original research question, and my interactions with participants. However, this journaling was not an attempt at bracketing. As the use of bracketing within a phenomenological study has the potential to be problematic (LeVasseur, 2003), this reflective journaling was a way to document my subjectivities and interpretations rather than try to separate them from the study. In fact, adopting elements of heuristic inquiry throughout the journaling, such as identifying with the focus of inquiry, self-dialogue, and tacit knowing, helped me incorporate the journaling into the study in ways that make transparent my own background and interpretations (Djuraskovic, 2014). Rather than seeing my subjectivities as a liability for an effective study, I reflected on my own experiential learning similar to if I were also a participant in the study.

Consistent journaling helped me stay aware of how my research will contribute to the body of knowledge about faculty learning experience in the context of study abroad programs rather than repeating the findings of researchers before me. Before my interviews with participants, I journaled so that my subjectivities as a study abroad program leader of a technical writing course for engineering students did not lead me to assumptions about the participants' disciplines that would affect my questions in ways that could steer the discussion away from what the participants see as important in their experiences. These reflective pieces have been

incorporated into the study at specific places as they are relevant to the discussion. As in Chapter I, these author reflections serve to provide context and background on my own experiences and connection to the topic of study. Including the reflections throughout the study allowed me to acknowledge my own experiences and learning in ways that were transparent and honest about the influence I have over the study.

Reflexivity

Because I and the participants have some general shared experiences as leaders of study abroad programs, attention was given to the possibility that participants may describe their experiences in ways that they think are favorable to the direction of my research. In order to alleviate this possibility, I designed the interview protocol so participants are encouraged to focus on what they see as important in their experiences abroad. Giving the participants the ability to steer the conversations about their study abroad programs, learning experiences, and pedagogical approaches made it less likely that my own perspectives colored or skewed the participants' perspectives. In my observations, care was taken to identify my personal assumptions when analyzing interview transcripts in order to avoid conclusions that reaffirmed my expected findings rather than authentically reflect the participants' experiences.

Positionality

I was a program leader and instructor of a study abroad technical communication course for engineering students in July 2017, 2019 and 2022; and while my familiarity with the general experiences of leading a program may have helped with identifying important themes, it was important that I document and reflect on my own subjectivities throughout the data collection and analysis process. In order to avoid superimposing my own perception of important elements

of the learning experiences onto participants' accounts, I used the aforementioned reflective journaling to reflect on my understanding, experiences, and assumptions so the participants' experiences were authentically reflected in the study.

As a researcher with experience leading study abroad programs, it was important to recognize that my own biases or experiences may influence the participants, their responses, and my interpretation of their responses (Bourke, 2014). I am a full-time manager of assessment and technology, adjunct instructor and designer of a technical communication short-term study abroad program, and a doctoral student in a Higher Education Leadership program. In addition to my experience with short-term study abroad, I am a white, heterosexual, cisgender male who has been a student or employee of a higher education institution since 2000. Because many of the aspects of my identity situate me in a dominant position of power or oppressor, relative to faculty of minoritized populations, it is important that I am able to establish trust with the participants in order for them to be comfortable offering honest and authentic accounts of their experiences and ideas (Bourke, 2014). One of the goals of this study is to understand the ways that faculty conceive of their own learning experiences abroad and ways those experiences may influence their pedagogical development, and my lack of familiarity or experience at institutions other than a land-grant, research institution in the southern United States made it critical that my interactions with faculty who completed degrees and/or taught at various institutions did not imply that approaches to teaching different than those that I am most familiar with were any less valid or relevant to the study.

The emphases in this study on learning experiences and pedagogical development made it important that aspects of my cultural identity and elements of the experiences I have had abroad also did not influence the faculty participants. The participants' conceptions of their own

learning and development are an integral part of the study, and it was necessary to avoid interacting with participants and interpreting the data in ways that suggested a culture-blind approach (Milner, 2007).

Trustworthiness

This study is not intended to produce generalizable knowledge, but the transferability of findings, which contributes to trustworthiness, is a goal (Saldana, 2011). The various data sources and attention to context in the research design, analysis, and presentation of findings contributes to the transferability and thus the trustworthiness of this study. The emphasis on participants' own descriptions and wording should also lead to interpretations that are plausible and represent a holistic understanding of the participants' experiences (Mathison, 1988). The small sample size allowed for a group of participants who could provide an understanding of the learning experiences of faculty who have led short-term study abroad programs and the value of those experiences to their pedagogical development in rich detail. The reflective journaling done throughout the study helped document and call attention to any ways that I may have the potential to alter the data or interpret it inconsistently with the participants' intentions (Merriam, 1998). The two rounds of interviews helped me establish rapport with participants so that authentic and honest accounts were given in the interviews. Member checks were done throughout the interviews so participants had opportunities to correct any misinterpretations (Merriam, 1998). The researcher's positionality with regard to the participants was also explained, which Merriam (1998) argues is an important part of reliability and trustworthiness.

Limitations

It is important to recognize ways that this study may be limited in design, data, and interpretation. First, this study focuses on the experiences of faculty who have led study abroad programs in the past, and participants may have had more or less detailed recollections of their time abroad depending on the time elapsed between the program and the interview dates. Further research may incorporate data collection methods that are able to capture participants' experiences during their time abroad. This study will present the experiences of faculty without regard to institutional type, discipline, or other defining characteristics, and while the findings are not intended to be generalizable, additional research with attention paid to institutional and personal identifying characteristics could provide a more comprehensive and nuanced understanding of how faculty engage in experiential learning in different ways through designing and leading study abroad programs.

CHAPTER IV

FINDINGS

The purpose of this study was to explore the learning experiences of faculty members who design and lead short-term study abroad programs and how those experiences might lead to pedagogical development. The research question guiding the study is: *How do faculty members experience learning through planning and leading study abroad programs?*

This chapter is organized into two main sections to introduce participants and highlight the major themes distilled from the approximately 18 hours of interviews conducted with nine participants. The first major section will introduce the study participants by drawing on information shared in the participant intake survey as well as the interviews themselves. The second major section will present the findings as they describe phenomena that fit into Kolb's four stages of experiential learning (i.e., Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation). This section will be further subdivided into sections that provide evidence of participants' progress through the four stages of experiential learning, with Abstract Conceptualization and Active Experimentation combined into a short section. A final subsection will explore potential reasons for the lack of substantial evidence for the conceptualization and experimentation stages. Throughout these sections, my own reflections as a study abroad program leader will be added.

In the second section, Concrete Experience, the phenomenon of gathering new information via tangible experiences will be explored in the first subsection. The participants

often spoke about their own experiences abroad in terms of student experiences—frequently, this was the case because they participated in activities with the students, but there was also evidence that the participants felt they experienced things through students.

The next subsection, Reflective Observation, discusses how participants often reflected on their experiences abroad during and after returning from the programs. Participants described their experiences abroad in ways that made clear that regular reflection helped them understand how best to lead the program and make changes during the program. Because the study interviews themselves were largely an act of reflection, participants often called attention to ways that they explicitly engaged in the act of reflection, but there are also instances when their reflections were less planned or deliberate.

The third subsection details ways that participants experienced learning through planning or analytic thinking (Abstract Conceptualization). As participants described the ways they began the process their experiences leading a study abroad program, they discussed the fact that they had to be flexible and adaptable during the programs, so as they planned and led the programs, they often made sense of their experiences by generalizing what was happening on the trip and thinking about what it could mean for them as teachers in various contexts. This subsection will also detail the final step in the experiential learning cycle, Active Experimentation, and instances when participants described engaging in experimentation both after returning to campus. Some participants discussed how the study abroad experience led to experimentation in their teaching on-campus, and their accounts show ways that they view the experience of leading study abroad, and teaching in general, as a cyclical process that should lead to improved instruction, student experiences, and student learning in each iteration. Finally, the last subsection will explore

potential reasons why the conceptualization and experimentation stages of the learning cycle were less commonly shared experiences in the participants' accounts.

Participants

This section provides some context for the nine participants in the study. Each of the participants was interviewed twice about their background as an instructor, their introduction to study abroad, and their experiences leading study abroad programs. The profiles employ pseudonyms and are based on information from the the participant intake surveys and accounts given during the interviews. The table below provides an overview of the participants and their professional profiles.

Table 1

Participant Information

Participant Name	Academic Teaching Discipline	Faculty Status	Years of Teaching Experience	Number of Study Abroad Programs Led	Institution Type*
Lisa	Kinesiology	Tenure-track	6-10 years	1	4-year, public, doctoral granting, very high research activity
Frank	Civil and Environmental Engineering	Tenure-track	10+ years	2	4-year, public, doctoral granting, very high research activity
Dylan	Biological Engineering	Tenure-track	10+ years	20+	4-year, public, doctoral granting, very high research activity
Lara	Business Administration	Non tenure-track	10+ years	3	4-year, public, doctoral granting, very high research activity
Carson	Environmental Engineering	Tenure-track	6-10 years	1	4-year, public, doctoral granting, very high research activity
Alan	Educational Psychology	Non tenure-track	10+ years	6	4-year, public, doctoral granting, very high research activity
Melissa	Engineering	Non tenure-track	10+ years	8	4-year, public, doctoral granting, very high research activity
Bob	Engineering	Non tenure-track	10+ years	4	4-year, public, doctoral granting, very high research activity
Julie	Animal and Dairy Sciences	Non tenure-track	10+ years	7	4-year, public, doctoral granting, very high research activity

*While all institution types were the same, participants came from three different southeastern US institutions.

Lisa

Lisa grew up in a family of educators and had close experience with teachers and academics from an early age. She has a parent who was a professor in kinesiology, and she eventually pursued her own degrees in kinesiology and business. When asked how she got started teaching college students, she describes experiences she had before she was actually a college student:

I think from the ski camp [...] So I attended every ski camp at my father's university since I was in middle school. I attended their instructors' training as well as the ski camp. So, you know, because I got the instructors training from my young age, by the time I graduated high school, I got to teach skiing as I guess they call it an instructor assistant in this camp, after my senior year in high school. So that's the first time I taught college students.

She often mentioned enjoying sharing her experiences with others, both as a way to explain her interest in teaching in general and in teaching a study abroad program. She also described being amazed that the instructors in the ski camp got to share their interests with others and that she found that aspect of teaching appealing herself.

Among all the participants, Lisa is unique in that she has led a study abroad program in the country where she grew up. Having grown up in South Korea but having experience as a student at both Korean and US institutions, she often spoke of the cultural differences and how she enjoyed providing experiences to students that got them to think about the cultural differences, particularly during the study abroad program. She also shared her own approach to teaching as providing students with fundamental knowledge and preparing them “to apply that knowledge in a real life setting so they can use the knowledge in their job.” As a faculty member whose institution is located in a country other than their home country, Lisa's introduction to study abroad seemed more natural as she had personal international experiences as a college student and faculty member, even though they were not short-term study abroad experiences.

Frank

As a faculty member in engineering, Frank has what he considers an uncommon background in teaching training. After completing his doctoral work, Frank attended a week-long

intensive teaching training program for civil engineering instructors. He also served as a coach for two years after completing the program. When asked whether his teaching training was typical of instructors in his field, he explained, “in my field, I probably have more experience or have tried to learn about teaching methods more than others.” Frank mentioned that in his experience, most faculty do not learn how to teach during their graduate education, and other participants echoed this observation. A combination of teaching and science seems to run in his family as well, as Frank indicated that one of his parents was an elementary school teacher and his other parent was a physicist.

After attending a conference in Italy as his first trip abroad early in his academic career, taking students on a study abroad trip was something Frank considered and thought would happen at some point in the future. He tells a story of being on campus during the summer and noticing a group of student campers wearing shirts that advised getting out of one’s comfort zone, which Frank says was advice he took to heart. He began planning a study abroad program to take over a course that had been previously taught abroad by a recently retired faculty member, and he chose the location of his program based on the conference he had attended years before in Italy.

Dylan

Dylan is a faculty member in biological engineering who described having a life-long interest in healthcare and research, which led him to pursue a PhD and then accept a faculty position. When describing how he considered himself a self-taught instructor, he said: “I learned on the job. I don't think most professors ever get formal teaching in how to teach. I have always mentored, I guess you'd say, students in in the research area. And that led to me being selected to teach in my discipline [...] so I had to learn basically on the job as to how to teach.” Dylan’s

account was similar to many of the participants in this regard, and the phrase “baptism by fire” appears in Dylan’s and other participants’ accounts of their own teaching training.

One of the main reasons Dylan became interested in leading a study abroad program was his personal experience studying abroad as a student and the positive impact he felt it had on him as a person. He describes how his experience was meaningful to him and how it made him want to share that experience with others, saying:

my first year out of high school I took a gap year and I studied abroad with an educational program in Germany. And I consider that a life changing experience for me and always wanted to get that element back into what I do as an instructor [...] my passion was truly that I considered it a life changing experience and a highly sought after opportunity for those that can, and I wanted to share that with our students.

The idea of study abroad from an instructor standpoint occurred to Dylan early in his career—in fact he says that “as soon as I was able to, the first year that I had some autonomy as a senior lecturer, I applied for an opportunity to receive some seed money from our study abroad office to start a new program.” For the last 13 years, Dylan has regularly led study abroad programs, and while he voices frustrations with some of the administrative elements of studying abroad, he nonetheless considers it a meaningful experience for students and for program leaders like himself.

Lara

After working in the private sector for some time, Lara transitioned to a career in academia that would allow her to use her experiences in international business. Because she completed her doctoral work in education, specifically higher education leadership, Lara gained some pedagogical training, saying, “as I pursued the doctorate, I took courses specifically related

to teaching graduate level classes.” Combined with her doctoral work in higher education, her course work in business offered some preparation for teaching as well as preparation for study abroad. Lara describes her educational background as having offered “a lot of courses on leading and working in an international space as well as doing some projects with international companies.” In addition, she indicated that her approach to teaching was somewhat built on her experience as a student: “I started teaching before I earned my doctorate. So originally, I really tapped into my experience as a student and what I liked and didn't like, in my graduate level courses.” Her doctoral work built on her previous international focus as her “dissertation was also in study abroad [...] I feel very passionate that MBA students should have international experience if they want to lead a team.” As an academic program director, Lara’s current role does not involve the kind of teaching typical for a faculty position, even though her experiences have prepared her, to some extent, for instruction.

Lara got started as a study abroad program leader after an existing undergraduate program abroad was looking to expand by adding a graduate program. She became the program leader because “[n]o one was interested, except for me. So, I joined [the existing program director] one day on his trip when he went one summer for undergrads, just to see what that experience was about, to see how it would work for MBAs. And that's how I got plugged in to that particular experience and then expanded.” Like some of the participants, Lara had previous experience with international travel and is not originally from the US.

Carson

With a background in mechanical engineering, physics, and philosophy, Carson is situated in an environmental engineering department that he says is not exactly his field but that has closer ties to his research in sustainability. During his doctoral studies in mechanical

engineering, he did not have any responsibilities as a teaching assistant, but he says he gained some teaching experience in “the last 6 months of my post doc, it was not research, it was what was called a teaching fellow. So they kind of revamped the freshman education at Stanford, and they had these basically critical thinking courses on different topics. And so I was teaching one of those [...] it was cotaught with faculty, but the teaching fellows, the post doctoral teaching fellows were basically the instructors of record.” During this experience, Carson says:

the faculty members developed the courses, but we were very much kind of taught about teaching styles and that kind of stuff [...] I've been pretty active, I would say, in trying to enhance my teaching. So, for instance, my course now is a critical thinking course, and so I went through a kind of two-day faculty workshop on that and then there was kind of assistance to revamp your course, to tailor it to be a critical thinking course.

Even with some training in teaching, Carson says that “in terms of course development, I guess I kind of learned by doing,” which echoes other participants’ accounts of learning by doing and baptism by fire.

For Carson, the entry to leading a study abroad program came about because an existing program was seeking to expand, similar to Lara’s case, and he happened to have a personal interest in international travel. He describes the events that led to his start as a study abroad program leader as follows:

there's a professor in bioengineering here at [institution], he's been running a study abroad program in Spain for 10 years now. And the people he was working with were interested in expanding their offerings and so he kind of cast a net at [institution] and because my wife is Spanish, then we were like, “oh, that could be an interesting thing to do.” So my wife also works at the university. She teaches courses as well. She teaches

in GIS, geographic information systems. So, we kind of thought, “well, this might be something good for us to do together.” We could offer my environmental sustainability course, and then a GIS course, and kind of bundle it together. So, yeah, that was kind of the route that we came into it by.

Like his spouse, Carson’s home country was also in Europe, and he indicated that their shared experiences of traveling internationally benefitted them as they led the study abroad program.

Alan

Alan is a non tenure-track teaching faculty member with degrees in the areas of psychology, business, and cognitive science, and his teaching experiences began when he took over a course that the original instructor was unable to continue teaching. While he pursued his graduate degrees with the intent of becoming a college-level teacher, he notes that, as far as teaching training goes, “professors aren't ever, they don't ever take a class on learning how to teach. I think in my assessments though, I moved from a lot of rote memorization into perhaps insight or discovery learning.” At earlier points in his career, Alan had split roles that involved research at a center on campus and teaching education courses; however, his current role as a full-time teaching faculty member allows him to focus solely on teaching.

Similar to many of the participants, Alan professes a love of travel, and his entry to leading study abroad programs stemmed from his love of travel. He says, “I love to travel. I was a part of a choir as an undergraduate and we traveled all over the world [...] So, I love to travel and thought this was an outlet to do so.” After going to an interest meeting for faculty-led study abroad programs, Alan describes putting off proposing a study abroad program:

I went to my first meeting or two, maybe in 2015 or 2016. That's also when maybe I went to the office of study abroad and talked to a couple of the staff. And the process was just

overwhelming. There were just so many things to do. There's a lot of work. And it was so much that I decided to initially just table it and take what I had learned and maybe revisit it a year later. And I did.

Since his first trip abroad in 2018, Alan has led several programs to multiple countries with various emphases related to psychology. Between the first and second interview with Alan, he actually led a week-long study abroad program in Greece.

Melissa

As a director of international programs for an engineering college, Melissa also has a role that involves part-time teaching. In her primary role, she helps organize and recruit for other study abroad programs in the college of engineering, both faculty-programs and semester long programs. Her degrees are in electrical engineering and taxation, but she also teaches courses in industrial engineering; she completed her first degrees in Europe, where she is from originally, and subsequent degrees in the US:

It's a little bit complicated in my case because I'm teaching so many different disciplines.

I have a lot of international experience compared to other people because I'm from a different country. I received my first couple of degrees over there. Then I received the master of electrical engineering and master of taxation here at [institution]. I have a master of optoelectronic engineering.

She began teaching when a department needed someone to cover classes for a faculty member who was on sabbatical, and she had the qualifications to teach it. In a similar way, she began teaching study abroad courses because there was a lack of interest from faculty in organizing and leading them, and as the director of international programs, it fell to her to create and lead a study abroad program: “nobody was wanting to take all the responsibilities of teaching and

organizing a program abroad. So I have to step in and find some class and offer it. That's how teaching started for me, teaching of industrial engineering." She now has several years experience teaching both abroad and on-campus.

Having a role that is so closely related to study abroad was the main reason Melissa began teaching abroad, but her international background also made her a good fit for leading programs abroad. She described being very familiar with international travel and interacting with different cultures, and she regularly voiced her interest in providing students with international experiences, saying, "To me, I always think about the students. I never think about what I can get out of it [...] But for students, it's the experience of their lifetime." Melissa often described her teaching abroad as being the same as her teaching on-campus, but she made clear that outside of the classroom, she and the students had many experiences in the locations they traveled to and with people in those locations. She has designed her study abroad program to have coursework completed in the first few weeks, and then the entire group travels to different countries for the remaining weeks of the program. During this time, she has regular contact with the students and provides a mix of group activities and time for students to explore on their own.

Bob

Bob has an educational background in English and writing pedagogy, and he has spent the last 20+ years teaching communication for engineering students. While he is not in a tenure-track faculty role and his responsibilities are "officially listed as 100% teaching," he says he frequently does committee service work and presents research at conferences occasionally. He began teaching as a teaching assistant in graduate school and found a position within the college of engineering through one of his graduate professors. While he gained teaching experience as part of his graduate education, he makes it clear that he learned to teach by teaching, saying "I

primarily learned how to teach college students by doing it and messing up a lot,” and the only reason he feels he improved his teaching is that he enjoyed it and took it upon himself to work at getting better. He described his approach to teaching as being there “to help students succeed. That's the primary focus and to me, I think that that sort of drives what being a good college teacher is.” He also talked specifically about the importance of student-centered teaching, saying “I do think it's about being student-centered. At the end of the day, it really is about thinking about what's gonna be best for them and what's going to be most useful for them [...] I think it's about keeping students and their needs at the center of what we're doing.”

Leading a study abroad program was not something that Bob had considered before being approached to do so by his supervisor, who was interested in creating more engineering study abroad courses. Because his supervisor proposed the program, and he had an interest in doing it, Bob describes his first program as being easy to get started: “[my supervisor] was lucky in that he approached somebody who was really, really interested in doing it [...] It was my boss's idea, and I loved it, and he and I just both kind of ran with it.” After having led four programs, Bob talked about how leading a program could be helpful to all faculty and how surprised he is when other faculty say they are not interested in leading study abroad programs. He also explains that while he enjoys the travel, leading a program actually impacts his teaching:

I just think that's beneficial [...] to the point that when I encounter faculty who are not interested in studying abroad I just, I don't, I'm like [...] how could you not be interested? Like, they're going to pay you to do this. Like, how? How are you not interested in this? I don't--I can't believe it. It's crazy to me because, and not just because it's fun, because it is. I mean, and I just I like travel, you know, it's enjoyable to go, but it's influenced my teaching so much.

Bob has led programs abroad for two different institutions, with his first three programs being taught for his previous institution and his most recent program being taught through his current institution. Both institutions are large, public research universities.

Julie

Similar to some of the other participants, Julie's current position is not a full-time faculty role, but rather an administrative role that allows/requires her to teach some courses. Her background is in animal sciences, and she has degrees in animal science, agriculture, and a doctorate in agricultural education. She spent several years as an instructor before moving into a role in the office of a college dean as the director of academic advising. She describes her start in teaching, saying "I learned to teach by doing. Really trial by fire. [...] I feel like, truly baptism by fire and I really don't know how to explain it any other way. For me, I had to learn my own style [...] I had to learn what my approach was going to be as an instructor." For her approach to teaching, Julie makes it clear that she is student-centered and tries not to be a talking head by including activities, discussion, and dialogue. Her role in academic advising also seems to influence her teaching approach as she says she wants students to feel comfortable coming to her with issues and that "I see myself as this person who is delivering content, technical content, but I want those students to know that they can come to me [...] I personally take on being a good college instructor as also a role of mentorship." Her approach to combining instructor and mentor roles also is evident in the way she describes her experiences abroad.

Julie's introduction to study abroad happened when she accompanied a veterinary science faculty member on programs abroad as a content expert, but her interest in leading a program seems to stem from her earlier experiences doing international mission work. Her first experience abroad as a program leader was intended to provide livestock education to farmers in

Guatemala by working with the Guatemalan ministry of agriculture. She describes the goal of this program as:

to work with the extension agents there. So their ministry of agriculture [has] *extensionistas*, which is really like our extension agents but [...] the structure is very different. But there was an obvious need to disseminate livestock management skills and knowledge in that area. And so [...] I just took it upon myself. I was in animal and dairy sciences and again kind of need based not only for the situation in Guatemala, but also students, we didn't have any type of program that existed like that in the College of Ag.

For Julie, the study abroad programs benefit not only the students who take the course and trip, but the people they collaborate with in the host location. She also recognizes the personal benefits of leading the programs abroad, saying “leading study abroad programs is my favorite part of my job [...] I really feel like I do best in that non-formal education environment. [...] it's really about, like, every student has a unique experience, and I love being able to have a small part in that because [...] I know how valuable that study abroad experience is and will be.”

Summary of Participant Profiles

These introductions offer some basic information about each of the participants, emphasizing their backgrounds in teaching and their introductions to study abroad programs. While some similarities are evident in their backgrounds, such as trial by fire experiences teaching and student-centered approaches to teaching, the next section will explore the participants' experiences as they align with four phenomena categorized by Kolb's experiential learning cycle (2015).

Themes from the Four Stages of Experiential Learning

Because this study focuses on the experiential learning that faculty experience while abroad, this chapter is organized to explore faculty experiences as they align with the four stages of Kolb's experiential learning cycle (Kolb, 2015): Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. These stages of learning serve as categories that help demonstrate how certain faculty experiences can be interpreted as phenomena that are likely to occur during a study abroad program regardless of location or course content. The participants' descriptions of their study abroad programs, the creation of those programs, and their views on teaching include detailed examples of participants moving through the stages of the learning cycle, and organizing those instances according to these stages will help show how faculty can process their experiences in a way that can lead to pedagogical improvement.

Concrete Experience

As participants described their experiences preparing for and leading study abroad programs, there were several instances when the stories made it clear that the participants had gained new information through the type of tangible, sensory experiences Kolb (2015) classifies as concrete experiences and through learning from the performance of a new task (Konak, 2014). In particular, participants often talked about the benefits of immersive experiences abroad for students while simultaneously describing immersive experiences of their own. Participants provided examples of concrete experiences that focused on sharing cultural experiences with students, the burdens of administrative work, the logistical decisions made in leading programs, and teaching experiences abroad, and these types of tangible and new experiences were shared by several, if not all, of the participants.

“It's Really a Learning Moment for Everybody”: Shared Experiences Between Faculty and Students

When asked about the study abroad programs they had led, participants often spoke about experiences in ways that emphasized the students rather than themselves. Even as the participants focused on describing the students' experiences in different cultures, their own experiences in the same cultures were evident. When asked what parts of the program he looked forward to, Carson explained “I was really excited about doing the field trips with the students. I thought that would be really interesting. Kind of different type of active learning than I typically do in my classes. I don't tend to do field trips from my classes.” He looked forward to students being able to experience elements of the host location as well as being able to experience the location himself. He goes on to expand on how the experiences with students were surprising, saying “I was surprised about was just the kind of community, not necessarily in the class type stuff, but just, yeah, getting to know the students outside of class and, yeah, that was something that was you just don't really, it's, it's not, it's pretty rare that you get to know a student in a class, in one of your classes in such a deep level that you do in study abroad.” The idea of the class as a community was brought up in other participants' interviews and will be discussed at more length later in the chapter.

In an example of participants learning how to deal with students, Julie recalled students making snap judgments about local people they observed and how it was handled in the class:

So there are a lot of malnutrition issues in Guatemala, and sometimes it's easy for the students to look through the lens in which they have grown up in. So, for example, looking through those lenses and how they've grown up also coupled with their technical knowledge, especially those in animal and dairy sciences, or perhaps those students that

have more of a human nutrition background. They see the stunting rates in Guatemala, I mean, nearly 70%, in some cases 80%, of the children under 5 are physically stunted.

You can see that.

But there's also cognitive something as well and so the physical piece of it is really kind of easy to see, um, and the students will get frustrated with that. They'll come back. I told you earlier, we do a nightly debrief, so every student has a different experience every day. I mean, we sit around every night and even if there's 30 of us in the room. We sit around and we really just exchange stories on what happened today. What what did you learn? What did you feel? Because, and where I wanted to go with this is we've had students say before well, they must not love their children because otherwise they would do better for them and that's just a good example of looking through, I don't want to say the wrong lens because sometimes there's not necessarily a right or wrong, it's just the student hasn't been in that environment and they take a snapshot. And go well, how on earth, like, we, we would not allow our kids to grow up in this environment or to, you know, they don't have shoes or they don't have this or that. And so our students will sometimes kind of pop off and get angry about some of those things that they feel wrong. And so it's really a learning moment for everybody to sit back and have that conversation around the dinner table.

While helping students reflect on how they understand the host culture, Julie took a visceral experience that was not planned and made space for students to talk about the experience and what they might have learned. Her final comment that the conversation is a learning moment for everyone is a good example of how the student experiences and faculty experiences overlap.

Recalling church tours in Rome, Frank talks about sharing learning experiences with the students. During a visit to St. Paul's church, Frank explains: "we went to St. Paul's church, and we learned there that in the New Testament, I think there's 27 books in the New Testament, but around 13 or 14 came from St. Paul right there. So that was pretty incredible. I think all the students, you know, that was news to most of the students, too." When explaining how he and the students get to know each other, Frank brings up another shared learning experience between himself and the students: "we meet on campus here before we go, usually in May before they leave [for the summer]. And so then I meet them [in Rome], and then the first day we go into the city and we go on a bike ride to get to know the place." For many of the participants, getting to know the students and the local culture often happens at the same time during these types of shared experiences.

One especially sensory-based experience mentioned by some of the participants was related to the weather in the host location, specifically the heat. When talking about things she learned during her program, Lara described one program that happened during an uncharacteristically hot period of time in the region. She described some of the ways she and students dealt with the heat, saying:

The heat wave was so intense there, there was nowhere to escape. There's no room you can go into, no grocery store you can go into, no restaurant that you can step into out of the heat to feel cool air.

There was physically nowhere. No house, you know, our town hall: no air conditioning. The kids, the students' dorm rooms: no air conditioning. The restaurants outside: no air conditioning. There was a hotel that had a restaurant that had some kind of coolish air. It wasn't cool but it was cooler than outside. We overpaid for food, just so we

could somewhat stop sweating, you know. They don't do ice. There's no ice water, there's just water.

You go to the grocery store to open the fridge, and the fridges malfunction. They were, they were blocked off. I took a picture of this. I've never seen anything like this. The entire fridge area of the grocery stores, they were blocked off with yellow tape because they had broken. The heat was so intense that it broke their engines.

Frank also brought up the heat when talking about his experiences in Rome with the students. When discussing the effort students put into course work, he explained that “we have AC in the rooms where we stay, but it only goes down to like 80 degrees F. And it kicks off at, like, 7pm. Yeah, so it's, if you're going to be trying to study in a room dripping sweat. So, that's the challenge there.” He also connected the students’ experiences to his own by saying he also did not want to try to grade students’ work while sweating in his hot hotel room.

Participants also frequently talked about their shared experiences with students and either explicitly or implicitly indicated how they learned things while having experiences with students. When describing some of the complaints her students have had, Lara described how her discussions with the students showed her how best to handle complaints going forward. She explains her students’ complaints, saying:

I've certainly had students, they're in their 50's, express to me on their first day: I don't want to be sharing a bathroom with anybody else, you know, and those kinds of things. I now know after all these years, they might be complaining about them, but they're gonna forget all about that once they're really experiencing what the program is meant for it to be, and it's meant to be an experiential process with other companies and people that are with them from various backgrounds [...] I had learned that early on in the first couple of

years and letting and shifting the focus and the purpose of the program and reinforcing that with the students has really changed their attitude towards all of the other expectations that they had that maybe may not have been met. And those expectations are primarily around the food is not as delicious or the, you know, the bed is not as comfortable or the room is too small or [...] I can't believe the showers are so tiny, you know? All of those things it's up to me as their leader to not dwell on.

After receiving complaints from students about the lodging and lack of amenities of the program, Lara realized that she would need to change her approach, which she described as “very focused on customer service and [...] very focused on great experiences.”

As she described doing field work with students, Julie showed that she saw the experience as one that led to student learning as well as her own learning. She begins by talking about risks in field work: “we work cattle in a very high stress environment while we're there. We call it cowboy day. Thankfully, nobody's ever been hurt, but there's always that risk in working cattle. And so you get to learn a lot about who the students are, how they process. You also get to help them.” In this case, the high stress experience helped Julie understand her students in a different way than might have been possible in the classroom. She goes on to explain that:

[y]ou also get to help them, so some of them are very introverted, and kind of pull students off to the side and just encouraging them to [say] ‘hey, look, I know that you're not the most extroverted individual, but you've got a skill that allows you to be a really phenomenal team member right now.’ And so being able to kind of inspire them in a situation where they may be a little bit uncomfortable, or they're homesick, or whatever

that situation may be. I feel like that's absolutely a role as the program director to oversee and make sure that those things are taken care of.

Being in the field with students allowed Julie to not only learn character traits of her students but to also understand her role as a program leader in a new way—as someone who can oversee the kind of situations that get students out of their comfort zones.

Lisa described getting to know her students during cultural experiences that, in her case, were opportunities to share her own culture with students. In addition to activities that were tied to the course content, Lisa included activities for students that introduced them to parts of her own Korean culture: “for the cultural activities, not just, you know, visiting places, but also learning how to cook, or we had a folk art drawing class together. So everybody had a fan and they drew a flower, like, kind of Korean flower on the fan. And they kept that fan as a souvenir after the class.” In another instance, Lisa described these types of experiences with the students as some of her memories of good teaching days, even though they were not always in the classroom: “going to different sport games were absolutely good teaching days. But also [...] the last couple days, I took students to the local night market and helped them, taught them, you know, different foods and a little bit about the background of the Korean food, and I teach them how to enjoy them.”

Dylan referred to a similar experience of enjoying students experiencing the local culture. He says “I just thoroughly enjoy watching the students thrive. And enjoy that, and tell me that it's, you know, a life changing experience.” In this case, one of his own memorable experiences abroad was actually observing students’ experiences and hearing their appreciation of the experiences. For Dylan, some of the appeal of leading a study abroad program was based in his own experience abroad as a student: “my first year out of high school I took a gap year and I

studied abroad with an educational program in Germany. And I consider that a life changing experience for me and always wanted to get that element back into what I do as an instructor.”

This kind of explanation of indirect experience, almost experiencing vicariously through students, recurred often in participants’ accounts. Because so much of the time spent abroad as a faculty program leader is spent with students, whether in class or doing out-of-class activities, it seems natural that faculty have some of the same learning experiences as students and that they have experiences with students in which they learn things about the students and/or about ways they lead the program.

***“Red Tape and the Challenges”:* Administrative Work in Study Abroad**

At some point in their interviews, each of the participants referenced the challenges of planning a study abroad program and the administrative work that was required. These comments were either explicitly negative in tone or they implied that the administrative work was not something to look forward to. The challenges they described ranged from work on budgets and proposals to general travel issues to the logistics of running the program in a foreign country. When asked what elements of study abroad she did not look forward to, Lara replied:

all the budgeting, all the dealing with the study of broad office, let's put it that way. I think that's probably the most painful. And as much as I enjoy my colleagues there and, you know, it's not against them, but the red tape and and the challenges that are just making it almost so unpleasant that it's easier to just say, you know what, I'm going to walk away.

While Lara did not give up on leading a study abroad program, her frustration with the logistics of planning a program seemed to make her seriously consider it. Other participants voiced similar frustrations in their experiences with logistics and/or administrative paperwork.

When talking about the responsibility a faculty member takes on as a program leader, Dylan had similar concerns to Lara:

it does concern me, and the university's, [...] their inability to to actually mitigate or minimize or help in situations [...] is always a concern. But the bigger concern is that they layer on a certain level of assumptive responsibility to the faculty, which is almost like, you know, we're gonna try and help, but if something does happen, your butt's on the line. And they don't really seem to to get it in terms of liability or risk that faculty take on and therefore, you'd just assume not do this. I mean, if you actually look at it, there's no way in hell you would want to do this. It's, there's just way too many unknowns and way too many ways that the university can screw you over if something went wrong, and they would hold you liable for it.

In this case, Dylan has more concerns over the perceived lack of support from the university amid what he calls “the random randomness of travel” to the point that he suggests leading study abroad programs is not something anyone should want to do because of the liability they would be taking on.

In addition to challenges related to administrative work, participants also talked about dealing with general travel issues. When describing the process of studying abroad during the Covid-19 pandemic in the summer of 2021, Melissa recalled her worries and concerns: “you had to find a way to get into the country, so I was worried about everything [...] the school, in this case, who helped me already a lot, were not willing to help me with travel arrangements. So I had to move all my train tickets.” On her most recent trip during the summer of 2022, Melissa had similar worries even though the pandemic restrictions had eased: “Worried trip. On the trip this year, it was back to France [...] So, I knew most of it and still from time to time, I cannot

make reservation with the organization that I was, had experience with. So every time I read something from a company that I deal with the first time, it's always a lot of nerves for me. A lot of uncertainties make me worry.” Trying to make accommodations with vendors or organizations in the host location (or in Melissa’s case, multiple host locations) is an experience that many of the participants shared, and often part of the challenge was related to a language barrier. Later in this chapter, experiences with language barriers will be discussed in more detail.

Because this study focused on faculty who had led a program in the last 2-3 years, Covid-19 restrictions were another common phenomenon that the participants found challenging. When attempting to get a program approved in 2021, Alan encountered policies that prevented the program from happening as planned, and he describes how he handled the situation:

the university had a COVID task force, and part of their recommendations were that you had to go on a study abroad trip for 3 weeks. Neither of my programs qualified for that. And one was, you know, 9 or 10 days. The other one's 11 or 12. I pushed back a little bit. “Why? What's the difference in 1 week, 2 week, or 3 weeks?” And the response was: “that's a really good question. Let me see.” And after some additional conversation, it was shared with me that we don't really know what's going to happen when a group goes abroad. We don't know if there's gonna be a delay. If there's gonna be downtime and 3 weeks would give a group sufficient time to at least have some sort of experience. So, hey, you know that's disappointing [...] I mean, it was, it was painful. I cried. You put so much work into something and you've done it, you've got there, and then you can't go. Nobody's fault by the way. Right? I mean, we're in an unprecedented time. But very, very hard.

However, after working with the third-party provider that helped with planning the program, he was able to get approval to take a program to Spain, which was a new location for him. He explains how the program ultimately came together:

apparently it wasn't just it was easier to get into Spain. It was easier for students to get in for educational purposes. Well, the next thing, you know: they can get me in. So now we have to start going through this logistical process of, hey, it's the middle of March, the end of March [...] all kinds of things were happening that made me think, what, if we all worked together in this way all the time how much could we accomplish because [...] protocols and guidelines give us pause. I'm not saying we shouldn't have protocols or guidelines, I'm not, but it was amazing how people worked together.

In this case, Alan was able to take the program to a new location because of variations in pandemic policies that allowed travel to Spain, but he also focused on how the relaxation of protocols made the process easier. He goes on to say that the process happened without intervention on his part: "I thought [Alan], you have not done anything to get this far in this particular process. It has all just happened [...] one thing after another thing happened, that typically would never happen under a normal situation." Alan's experience seemed to indicate to him that the administrative work and barriers required for study abroad are a deterrent to leading a program, and he implies that they could prevent faculty from attempting to lead a program. While participants did not seem to perceive administrative work in a favorable light, they also do not indicate that they learn from the experience of having to complete the work. In contrast, they often seemed to describe the logistics of running the program in ways that indicated they saw logistics as an inevitable part of the experience but one that led to obvious learning on their parts.

“I Bought the Tickets Myself”: The Logistics of Studying Abroad

Participants also described the logistics involved in leading a program in ways that emphasized newness or a learning-by-doing approach. Similar to how most participants described learning to teach as a trial-and-error process, their descriptions of logistical work and decisions often implied a certain amount of trial and error. When discussing the process of helping students acclimate to the host location, Dylan talked about the importance of guided activities early in a program. In his experiences abroad, he learned it was necessary to require students to participate in guided activities at the beginning of the trip: “I think there are some times that they're not experienced travelers. You have to shove culture down their throats sometimes. So don't expect that just because you take them somewhere, they're going to be all international travelers and go see six art exhibits and and all that kind of stuff.” As a program leader with more than 10 years of experience in study abroad, Dylan was speaking about his experiences over the course of leading several programs, and, in particular, times when he learned how to avoid mistakes after making them. He also talked about the benefit of requiring students to begin the trip with multiple group activities, saying “in the end, they are a small cohort in a distant land, and they need to build a rapport with each other. And the more that you make them stick together as a team, per se, the more they will invest in each other as humans and individuals that they probably don't know prior to that, and they won't abandon each other.”

Frank described a similar case in which he tried an approach to guided tours with students that he then realized was problematic. He describes touring cathedrals in Rome on his first program abroad, saying:

in 2019, we had a few guides. They're very expensive though. You know, go to a company, say you want to go see St. Peters, you go to a company, they get the tickets and

they're the guides. But the next time around, you know, I bought the tickets myself, which was way less expensive. 1000 euros less expensive. And I said, if you have questions, ask me or just read the plaques, you know? We did it without the guides there, you know, you wear the earpiece and they're such heavy Italian accents. We could barely understand with the static and all. It was just like: forget it.

While he seemed to recognize that paying for guides was easier, he indicates that the expense was not worth it in the end because of a combination of poor audio quality and language barrier issues. Later in the interview, he also comments on the appeal of touring churches even though some students had complaints about the number of churches they visited. He explains his rationale as “Well, you're going to Rome [but] you're not going to go? What do you expect? First of all churches [...] beautiful structures and [they have] priceless artwork in there. There's no tickets and there's usually no line [...] So it's free. The churches in Italy will not charge. They do not charge. Any church you went to. There's no ticket and there's no charge, and that's unlike museums.” Here, Frank justifies choosing experiences for students based on the practicality of visiting places that are inexpensive, easy to see, and have relevance to the course on engineering statics. His stories indicate that these instances of making decisions for the group is a learning process and one that may have different outcomes from program to program.

Another common issue that participants brought up was the students' lack of travel experience and how that determined certain logistical decisions they made in running their programs. With regard to traveling to the host location, Bob recalled his first trip abroad, saying:

for example, with the first trip, I folded airfare into the program cost because I was worried about not traveling together. And that was super hectic in and of itself, way more hectic than not doing that. The positive side of it is that I knew where everybody was at

all times and I didn't have to worry about, you know, them getting there. But that positive pales hugely in comparison to all the other stuff—all the other positives that come from not doing that.

Like Frank, Bob recognized the positive side of his original decision but because he personally experienced the travel with students, he came to see how not including airfare in the program fees and not requiring the group travel together was actually more beneficial for himself and for students.

During her first program abroad, Lisa recognized that a decision to pack a daily itinerary with several activities was not the best decision. She explains:

the first week of our trip, we planned a lot of itineraries for the first several days. And I know it was intentional because, you know, the professor who developed the itinerary intentionally included so many activities in one day so that students get tired after all the activities and they don't really go outside and do other things. So, it's just to reduce possibilities of, you know, things that can go wrong, right? So I know that was intentional, but I was not sure it was necessary and it was too many activities.

Here, Lisa acknowledges the inclination to tire students out so they are less likely to get into trouble after the organized activities, but she indicates that she came to realize the precaution was unnecessary and that it ended up giving students more information than they could feasibly process.

A common theme in participants' accounts of their logistical decisions is that the best course of action is usually not obvious, but experimenting and seeing what happens as a result of a given decision is a concrete way to determine what the best course of action might be in the future. In addition, there were instances when participants emphasized the uncertainties inherent

in many of the logistical decisions they had to make. For example, Dylan, who had several years of experience leading programs abroad, explained that “I’ve done [study abroad] now enough that it doesn’t faze me in the least, but there’s certainly still quite a bit of unknowns and and you just got to go with it. You can plan it all you want, but all the plans go out the window.” How the participants handled these uncertainties varied. Lisa describes the first week of her program by saying, “the first week, I was maybe too worried about what may, what can happen during the trip,” and she remembers her worry as a problem that she had to cope with rather than a justifiable concern that helped her lead the program effectively.

The length and location of the program also presented difficult logistical decisions for participants. When asked about what concerns she had before leading a trip, Melissa explained that “it requires much more effort for me to work with [students] because class is taught under pressure. So, yes, one worry for me as a teacher would be how good students can learn and perform under pressure? Because taking class in a short period of time outside of the regular lifestyle is what worries me.” Frank voiced a similar concern about the pace of program, but he makes it clear that the experience in and out of the classroom are equally important. As he explains:

I say [while abroad] you have to be very attentive in class because many times, right after class we are on the go. You know, we have tickets, we’re supposed to be somewhere, and so you have to be very attentive. Plus maximize the class period and how much you learn there because you might not have so much time to catch up. First of all, it’s only, the class is less than five weeks versus 16 in a normal term.

In these cases, Frank and Melissa acknowledge the difficulties of balancing class, out-of-class experiences, and a short trip length, and their comments indicate that they came to realize the

need for this balance because of their experiences seeing students have trouble finding that balance. Based on the way the participants discuss the logistics of study abroad, it seems that navigating these logistical decisions involves a flexibility or openness to trying things out. Because study abroad programs often force faculty outside of their own comfort zones, they often learn from decisions they make without the expectation of a certain outcome. It is also important to faculty that they learn from their experience abroad so any subsequent trips are improvements over the previous trips. The consequences of not learning from logistical decisions can often be financially expensive (e.g., Frank's tour costs) and have personal costs (e.g., Bob's stress in requiring group travel, Lisa's worrying about what could possibly happen) that are experienced by faculty members in ways that decisions made about on-campus teaching are not. So the need to learn from experience while abroad is more obvious and immediate to faculty than may be the need to make decisions that lead to improved experiences in the classroom on campus.

“We Taught Our Own Styles and It Turned Out Okay”: Teaching Experiences

While many of the experiences during a study abroad program, for students and faculty, happen outside the classroom, the classes themselves are still a necessary part of the program. As Alan comments, “without the study, there is no abroad,” so the experiences that faculty have in the classroom offer opportunities for learning, much as the activities with students or logistical decision making do.

In describing their teaching abroad, some participants voiced two oppositional ideas: (1) that their teaching while abroad was not substantially different than their teaching on campus and (2) that they incorporated elements of the host location into their courses during the programs.

These participants, when asked about their teaching approaches abroad, indicated that the classes

they taught abroad were the same as the classes they taught on-campus. When asked how teaching while abroad was different than teaching on-campus, Melissa explained that “I teach the same way as if I would teach it here. We just have some additional discussions maybe during outside activity, that's all,” and “it’s engineering, so you’re supposed to teach everything the same way [...] I didn’t change anything.” She emphasizes the importance of consistency in what is taught in her classes and that nothing is different while also indicating that there are additional discussions that happen during the program abroad. Her description of teaching as being the same indicates that she may not view the additional discussions as a substantial part of the course work.

Carson also indicates that his approach to teaching is largely the same abroad as when he teaches on-campus. He describes his teaching style abroad as “in the classroom, so, the main thing, it was basically lectures for my course anyway. It was lectures and then this project [...] and the students got to pick what topic they wanted to look at [...] but I really encouraged them to kind of weave it in with the sorts of things that they have been learning and seeing over their time in Spain.” Similar to Melissa, he does not seem to perceive his teaching abroad as different than his teaching on-campus, which is lecture-based. However, he also notes that he asks students to incorporate their experiences abroad in the projects they complete for the course.

When asked how his teaching approach has changed over the course of his programs abroad, Dylan voices a similar view that his teaching has not changed even if there are a few small changes in the work students do. He sees the consistency as a positive, saying “honestly, my program content, other than refining some of the activities or including more on the fun side of things, or taking the students to one extra place, or doing an extra lunch here and there, has changed very little. You know, as we've gone along, because it's, you know, it's been real good.”

Similar to Carson and Melissa, Dylan's account implies a distinction between teaching in the classroom and activities that students do in conjunction with the course. In these cases, the way participants viewed their teaching as an unchanged process suggests that either they did not learn through their teaching experiences or that they have not considered how they might be learning through their teaching.

In other cases, participants' teaching experiences seemed to lead to recognized learning experiences and/or changes in teaching approaches. As part of his program's design, Frank co-teaches his course in Rome with a faculty member from the host location, Federico. He describes his first program sharing teaching responsibilities, saying:

I didn't know how it would turn out because I hadn't met [Federico] before and so I'm in civil engineering, and he's in the mechanical engineering. [...] So I didn't know how that would turn out. And so the first time, I said, look, we're gonna just use a chalkboard. And this is in 2019, and we're going to go through the problems and you're going to teach my style. And so he did, and it was not what he normally does.

Similar to the case of logistical decisions, Frank had no expectations before co-teaching with Federico and was open to a certain amount of experimentation; however, not so much experimentation that he changed his approach to teaching from a blank chalkboard. On his subsequent trip, however, Frank changed his teaching approach to more closely resemble Federico's teaching:

the second time, I said, you know what, this was 2022, so we've been through the pandemic. And I, in the pandemic, I switched completely from a chalkboard or whiteboard to an Apple iPad Pro [...] so I use that to teach and Federico, my colleague there, he did the same. So, he used [...] PowerPoint presentations, but he would scribble

on it, but I start with it completely blank. I don't have any PowerPoint. And I start from scratch, but he would have a PowerPoint and then he would scribble on it to add emphasis there. And so we taught our own styles and it turned out okay.

It seems that through a combination of pandemic-related changes and having become more comfortable with his co-teaching situation, Frank decided he would try changing his approach to teaching, even if only in the technology he used in lectures. Later, Frank commented on the differences between the European and US approaches to teaching, saying: “it's quite different from what we have, and I don't think students would like it very much. It puts much more emphasis on the student. They also don't have all these quizzes and midterm exams. It's just one final exam and there's an oral part to it also in Italy.” Even after acknowledging these differences, Frank says he tried using the European approach in his regular courses (discussed in the Abstract Conceptualization and Active Experimentation section).

The examples in this section show different ways that faculty can learn through concrete experiences—experiences that primarily involved active work, decision making, or experimentation. The examples of experimentation fit within the concrete experience category as the ideal learning experience cycle repeats each iteration with an overlap of experimentation and experience. Regarding administrative work and, for some participants, teaching, there may have been missed opportunities to view these activities as learning experiences. Sharing experiences with students and making logistical decisions seemed more widely perceived as opportunities for learning when participants learned something about themselves, students, or processes. In comparison to the other stages of experiential learning, there was less evidence of learning through concrete experience, which may stem from the fact that so many elements of teaching and leading a study abroad program require planning beforehand rather than a trial-and-error

approach. However, there is certainly evidence of opportunities to experiment or make decisions in the moment, but the participants more often discussed their experiences in ways that suggested some amount of reflection on choices they made or activities they participated in. The next section will explore instances when participants made reflective observations about their experiences leading programs abroad.

Author Reflection #6: Experiences in Munich, Germany

After talking with the participants about each of their programs, I recognized several similarities to my own experiences leading programs in Munich, Germany, particularly when thinking about sharing cultural experiences with students, administrative work, and teaching. Like many of the participants, I did not have many expectations for my first trip abroad, and while I was comfortable with the course I was teaching, I had only spent a week in Munich before leading 17 students to the city for the five-week program. On my week-long preparation trip to Munich, I did two of the activities that I would go on to incorporate in the course and do again with the students (a bike tour of the city and a tour of the Dachau Concentration Camp Memorial site), but there were other activities that I experienced for the first time with students, such as touring the BMW factory and having large group meals at restaurants. (While eating at a restaurant with a group of 18 may not seem like an obvious cultural experience, the customs of eating out combined with the typical demeanor of Germans and German service workers definitely made it a learning experience for all of us.) Even on my second and third programs in Munich, I continued to have experiences that I figured out as they happened—similar to the baptism by fire experience that some of the participants described.

Having a group dinner with 17 college students in a restaurant where the wait staff speak little or no English, or don't want to speak English, was at times enjoyable, complicated, stressful, and satisfying. My first group dinner during my first program was at an outdoor beer garden, which did not require reservations but did require finding a space we could all fit together and then flagging down a server, who ended up speaking very little English. While I had assured the students that many people in Munich would speak English and that while it was helpful to try to learn some German, it was not a huge problem if they didn't, it became clear that we would experience together the work involved in 18 people ordering in English with a server who was less than patient with English speakers. We got the wrong drinks, and we had to communicate across the length of a long table to make sure everyone got what they ordered when it all came out. And we had to coordinate paying the bill. The dinner was paid for by their program fees, but because many of the students wanted to try the beer, we had to separate alcohol and food into two bills (institutional rules prohibit instructors from paying for alcohol) so students could pay for their beers separately. By the end of the dinner, I think the students had learned some strategies for eating in restaurants that kept them from getting on the bad side of the wait staff and minimized their own stress or uncertainty in ordering and paying. I, myself, felt closer to the students after the dinner, not only because we all talked about ourselves and the trip, but because we had successfully navigated a situation that can be stressful even at home. By our second group dinner, I had established a better process for dealing with the bills, the wait staff, and getting reservations.

Unlike most of the study participants, I do not have many complaints about the administrative work that I had to complete leading up to the program abroad. I filled out a

proposal form, submitted some course material, and completed a budget for the program, just as most participants did, but I had the advantage of a professional staff member who kept me aware of deadlines and gave me guidance on the process. In a way, I got some training-like experience when completing the administrative work, and I can imagine that without that guidance, I would have a similar negative view of the paperwork involved in getting a program approved. I also had the advantage of not being the first person to lead my program, which had been created and led twice before by a faculty member who has since left the institution. The work that faculty member had done served as further guidance and a template of sorts for the information I would need to provide the study abroad office.

Reflective Observation

Because this study is based on participants' recollections of their programs abroad, it may be stating the obvious to say that there were many instances of reflection. Obvious or not, the participants' descriptions of their time abroad and preparation for going abroad provided evidence that they had spent time thinking about their experiences, including some of the concrete experiences discussed in the previous section, and ways that the experiences had impacted themselves and their students. To be sure, participating in the interviews for this study could largely be considered reflective observation on their experiences. The topics that emerged as the most commonly shared phenomena had some overlap with topics in the concrete experience section (which would align with some criticism of Kolb's cycle—Forrest, 2004) and focused on administrative work, course content, teaching, and interactions with students.

“The Process Was Just Overwhelming”: Reflections on Administrative Work

As participants reflected on their experiences creating study abroad programs, they often recounted the complexities of completing the necessary paperwork to get the programs approved. In one instance, Dylan expressed frustration with how paperwork seemed to grow year to year, saying:

every year there's another set of paperwork that needs to be done and another constraint or regulation or a policy put in place [...] it was to the point where I almost quit. But then they instituted, you know, digital this and that, and so we, I used to get paper applications and now it's all, they've got some fancy new program that keeps track of everything and I swear that their, the study abroad program, administrative office has, like, tripled in the in 12 years I've been doing this, and I'm still doing the exact same thing with the exact, the same number of students.

As he recalls how the administrative paperwork seemed to increase each year, Dylan claims that the increase in work almost led him to stop leading study abroad programs. When he reflects on preparing a program during the pandemic, he also seems frustrated with the additional tasks involved in getting a program approved:

there's like a 15-thing checklist I gotta go through just to take students abroad now. And with COVID, there was an extra six or seven [...] They didn't let us go for two years and now they've retained a lot of the COVID policies that make it even more highly restrictive to allow me to get back to doing what we were doing. And costs continue to rise, even though my program costs don't rise. There's a lot of contingency fees and academic fees and administrative fees. So there's a lot of, a lot has changed administratively.

As he thinks back on working through the administrative tasks, he has no trouble identifying examples of how the process seems to be getting more complicated administratively while remaining the same from his perspective as a program leader and the experience he offers to students.

While Dylan remembers almost being deterred from leading programs because of the work, Alan actually did delay his first attempt to lead a program because of the amount of administrative work involved. He explains: “I went to my first meeting or two, maybe in 2015 or 2016. That’s also when maybe I went to the office of study abroad and talked to a couple of the staff. And the process was just overwhelming. There were just so many things to do. There’s a lot of work. And it was so much that I decided to initially just table it and take what I had learned and maybe revisit it a year later.” While he does admit that he committed to the process and led his first program the next year, his recollection of the amount of administrative work was the primary reason he did not attempt a program abroad sooner.

In describing her first program abroad, Julie also comments on the amount of administrative work and how it could be a deterrent for faculty. After describing the impetus for her first program, she adds: “quite frankly, I think faculty are a little bit—it takes a lot to get a program started, and I think faculty are intimidated by that process and perhaps don’t know the ins and outs or have good in-country context.” She also mentions the difficulty of getting approval for her program because of concerns for safety, saying: “I mean, Guatemala, I had to fight for several years—probably the first two or three years. The provost’s office would ask why Guatemala? Like, this is not a safe environment.” Julie was not deterred, herself, from leading the program, but she does reflect on the difficulty of her own experience and how it could be a barrier to other faculty leading programs abroad.

Melissa also expressed frustrations with the administrative preparation, and she specifically identified the way it impacted students. She recalls her early trips abroad, which took place before the study abroad office seemed to be very involved in the process, saying:

we had more freedom, and it saved a lot of money to students because right now they charge students, \$300 application fee and, to me, it's too much. HR software fee, I believe, oh, and health insurance fee. I tried to use health insurance. It was, I could not. So, to me, it's a waste of money. And I tried to use it for me, and I tried to use it for a student. It was—it didn't work.

Here, Melissa recalls a time when not only did she not have to complete as much administrative work, but she also remembers having more freedom in how she designed the program. She also correlates the growth in administrative work (i.e., involvement of the study abroad office) with additional costs to students. Her frustration is clear when she explains that the added costs of the required health insurance did not even result in insurance that she or student could use.

Some of the participants singled out administrative work involving budgeting as being particularly challenging. Lara made her feelings on the administrative and budgeting work clear, saying:

my absolute least favorite part about leading study abroad programs is all of the crap that you've got to deal with budgeting. You know, you've got to deal with all of these [...] all the dealing with the study of broad office, let's put it that way. I think that's probably the most painful. And and as much as I enjoy my colleagues there and, you know, it's not against them, but the red tape and and the challenges that are just making it almost so unpleasant that it's easier to just say, you know what, I'm going to walk away.

Here, Lara recalls almost being to the point of not leading a program, similar to Dylan, because of the “painful” process of working on budgeting and working with the study abroad office. Her caveat about enjoying her colleagues in the study abroad office is similar to statements made by other participants, but their frustrations with the more bureaucratic elements of preparing a program abroad are still made clear. Bob also implies that the budgeting work is particularly challenging when he suggests that there should be training for faculty program leaders: “I think faculty should get training in budget policies and procedures.” Other participants make similar suggestions, as Dylan comments: “Certainly an understanding that finances can go wrong really quickly, and that you have to be able to manage a buffer that's in the thousands [...] So understanding how the finances work with your university and your own personal side of it is important as well.”

Commenting on administrative work in general, Bob reflects on his experience a little more positively, saying: “I have not looked forward to it, and I do not look forward to it, but I've chalked it up as sort of a necessary evil. Like, in order to make all these other good things happen, I have to put up with that and it's fine. I mean, I'm resigned to do it, and hopefully I'll figure out a way to make it better.” While other participants did not express similar willingness to “put up” with the administrative work or a resignation to do the work, their accounts, and continued program leadership, imply that they have also resigned themselves to completing the work as the cost of going abroad.

In addition to administrative work leading up to a program abroad, some participants also remembered the challenges of administrative work after returning to campus. Lisa describes how she felt unprepared for the work upon returning to campus, saying:

what I was not prepared was after I came back, the entire reimbursement process was a bit shocking for me. Because, you know, the travel industry, I guess it's a little bit different in South Korea [...] when we make a reservation for a charter bus, we have to set aside the tips for the driver, and I was thinking tips are maybe, you know 30 to 40 dollars per day, but it was actually 200 or 300, you know, for one or two days. So that's something I was not prepared for, and then, you know, I learned a lot about how to avoid all the unnecessary processes of reimbursement. So, I can do things when I make reservations to prevent more paperwork during reimbursement. So that's something I was not prepared for.

While she recounts being caught off-guard with the reimbursement process upon returning from the trip, Lisa reflects on the process in a way that shows she's begun to think about how to better approach the administrative work after the next program. In this case, it seems that the experience with the administrative reimbursement process was ultimately a learning process that she thinks will allow her to avoid more paperwork in the future.

Lara also reflects on a lack of awareness regarding post-trip administrative work. While describing her experience, she identifies an opportunity for faculty training in the administrative process, saying:

I personally wish that I had more training internally on the whole postface that our institution requires in terms of the things that we have to write up and, you know, those reflections, those administrative kind of things. I don't know—no one told me. There was no, “here's a booklet on what we require.” Right? “Here's a booklet on all the steps that you're gonna go through before you go [...] and then when you return, this is what you need to do. These are the deadlines.” It was just kind of like. You know, it's assumed that

we all knew, but the very first year that I did that, no one, I didn't know, so it caught me off guard. And when I came back, I came back to my responsibilities and my role and catching up, you know, all the stuff that I had missed for the majority of summer II [session]. And then immediately was getting [...] emails of you missed the deadline of this post to review [...] So that was unnecessary stress that would be nice for institutions to have a program where you can provide guidance on that.

In this case, Lara seems less frustrated with having to complete the administrative, post-trip work and more frustrated that she was not aware that it was required. In her description, she also indicates that part of the post-trip work involved written reflections on the experience. Of all the participants, Lara is the only one who mentioned having to write a reflection after returning from study abroad, but she does not seem to view it as part of a learning experience. Instead, reflecting on her experience abroad seems to be grouped in with the “administrative kind of things” that she sees as a source of stress.

The ways the participants described their shared frustrations with administrative work indicates that, at best, they considered the work as a burden to be endured for the sake of being able to lead the program. There were few indications that participants perceived these experiences as opportunities for learning, even though the stories sometimes implied that they had learned ways to make the work less frustrating. The comments that there should be training for faculty in budgeting and administrative work does show that some participants recognized the potential for learning even if they did not recognize how they might be learning from the process already.

***“I Was Experiencing What I Was Teaching to he Students”:* Reflections on Course Content**

Having participants talk about their study abroad program courses and how they incorporated the program locations into the courses resulted in reflections on both things that went well and things that did not go well. Bob described using written reflections in his course to get students to think for themselves about the connections between things they had experienced outside of class and the course content. After describing the assignments, Bob explains that:

you can do a reflection like that if you're in Kansas. You don't have to be in a concentration camp memorial site. But the fact that we had spent all day in a concentration camp memorial site and then they wrote the reflection tying in all this other engineering ethics stuff, they seem to get a lot, you know, they seem to get a lot out of that. So, I mean, those are two ways that I'm very, very purposely using Munich as part of the content of the course in ways that [...] would be impossible at least in that kind of immediate firsthand account sort of way if we weren't already there.

While admitting that students could reflect on important topics from any location, Bob explains his thinking that the first-hand experience that students get in the program location makes for a more meaningful experience in and out of the classroom. The program location, for Bob, seems to be an integral part of the course itself, but other participants describe their program location in ways that suggest or explicitly state that the course could be taught anywhere.

For Dylan, the first few study abroad programs he led did not seem to tie together the course content and the location. He reflects on his early programs: "Content wise, you know, matching the content with the location was always a struggle with the first three years. I was teaching something that really had nothing to do with the location of interest, even though we did try and find activities and things to match. I was teaching a bio-mechanics course that I had proficiency in at home, but really no relevance to be done internationally." Taken together with

Dylan's other comments about the importance of students experiencing another culture and location, it seems that Dylan, at least in early programs, prioritized students' cultural experiences over having a course that was clearly connected to the program location. His phrasing suggests that he attempted to connect the course and location but that there was ultimately no substantial connection between the two.

Other participants were similarly candid about what they perceived as a lack of connection between location and course content. When asked to describe a time when a student may have shared thoughts about the course that were memorable, Frank commented: "I don't think it was any different than any course that I've taught. Study abroad or on campus [...] I tweaked the syllabus a little, but the main course and textbook is the same." While Dylan's phrasing implied that he had tried to connect course and location, Frank's comment suggests that such a connection is of no concern. Melissa also made comments that deemphasized the importance of connecting location and course content, saying: "As [with] most of our classes, it can be taught without traveling, but at the same time, it gives students some additional experience." However, here Melissa does acknowledge the benefits of teaching the course abroad (i.e., additional experience) and other comments made by Frank showed that he actually did make explicit connections between the course and location. Given that the interviews spanned two hours total for each participant, with at least a week between each interview, it is not surprising that some of their recollections might seem at odds with each other, but these comments are good examples of how faculty might often remember their past programs without necessarily reflecting on those programs in a deeper way. With more reflection, it seems possible that Frank would be less likely to say that his course is the same abroad as on campus and that Melissa would emphasize the ways her course incorporated aspects of the program location.

Later recollections of Dylan's support the idea that he has continued to try to connect course and location as he describes his approach to teaching abroad. He explains that students seem to appreciate the connection of location and course content, saying:

I just have to do the math and make sure that we have enough credit hours and we cover some content here and there and, you know, just as the classes I teach here, I could cancel classes anytime I wanted, or say, hey, we're going on a field trip, you know? And as long as I do, you know, the correct syllabus and have the right outcomes and collect the right assignments, I'm very little concerned about—that's the easy part. We could just as well do the teaching on a park bench, you know, if their classroom was closed. And the students appreciate that it's not overly academically difficult. That it's very contextual to where we are. That it's very applied and that the immerse, the immersive [experience] is included almost in the course work. And so I don't have very many concerns at all about the content [...] And so we're really more mentoring more than teaching.

This recollection of his course seems to imply that he could teach the class anywhere, but the main point Dylan is making is that he does not intend the course to be difficult (hence his comment that they could have class on a bench outside) and that what students get out of the course is application of content and an immersive experience. His final comment about mentoring more than teaching hints at one of the many roles faculty leaders take on during a program abroad, and this concept will be discussed further in a later section.

In a similar way, Julie recalls how an approach on her first program was ineffective and how changes were made in subsequent programs. Her program involves working with local officials and farmers, and she describes how this worked (or did not work) on the first program, saying:

we started, as I mentioned, with the extensionistas and taught them about program planning and program evaluation because nothing like that exists in the ministry of agriculture. And it still doesn't exist. We really didn't make a lot of headway there. I quickly realized after that first year that, while we still have really sound relationships with the ministry of agriculture there, it was really not the best approach for us to work with them and do training, like the train the trainer [training]. We instead rely on our in-country partners' relationships in various communities and have expanded our reach. But [we] also keep going back to some of the same communities and investing in those people.

As she reflects on her first program abroad, Julie describes how the first ineffective approach led to a more effective working relationship with in-country providers. She explains how these providers set up all lodging and transportation for her and the students and how it has allowed her to focus on the actual training that students will do during the program.

In an example of a challenging situation, Lara reflects on how she was able to take an unforeseen problem and turn it into course content. After one of the in-country partners had a medical emergency and was replaced, Lara experienced some communication struggles with the partner who took his place. She explains the situation, saying:

the individual that is our partner [...] suffered a stroke in the middle of our event actually. So his son took over, and I teach global leadership while we're there, and what I realize is what I'm teaching, [...] I was learning. I was experiencing what I was teaching to the students, if I can say it that way, right? There are things that I was saying that were coming from my cultural background that I was noticing are not translating to the person I'm talking to [...] that were meant to be helpful. The responses that I started getting from

him were more concerning the things that weren't going well with the MBA program there, right? And so it was really interesting, and I used those experiences immediately in the classroom, like that same day. I would talk about my experiences. Even though I teach it, I have, you know, a lot of years of experience, and at the tense situations, you know, and I was translating it to the students in a way that we're not going to be perfect in it, but the point of it is to be aware and be able to recognize when you're clashing, right? You're, we're falling into our, our behaviors that we're used to rather than really understanding this could be different, and it's okay as long as we're recognizing and are able to address it in the moment, rather than be scared of it or run away from it. So that was really interesting for me. We've not really experienced that in the past. And being able to use real live moments from our experience and apply them in the classroom and be able to talk about it in the classroom ended up being powerful. The students' feedback was really, really positive from that—that they liked hearing what I was going through while there, rather than just teaching out of the book.

Lara's description of how she adjusted her course content to incorporate challenges she was working through during the program shows that she was thinking about her conversations with the in-country partner and how they could be a beneficial addition to the course content as well as how she has been able to reflect on the entire experience and recognize that what started out as a problem actually made the course better. She went on to explain that that particular experience was what she might consider her best day of teaching: "We've had other days where everything was perfect. We had speakers and everybody was on time and, you know, the topics were phenomenal. Like all of that is really nice. But this to me was probably the best day because I felt like the students got out of it so much more than in just a typical lecture." In Lara's case,

taking the time to reflect on experiences offered an unexpected way to combine the experience in the program location with the course content.

“Study Abroad [...] Basically Took Over Our Lives for Five Weeks”: Reflections on Teaching

During the interviews, participants were asked several questions about their teaching, in general and while abroad, and their descriptions of teaching abroad often show evidence of thoughtful reflection on their experiences and the experiences of students. In some cases, it seemed that they had not done much reflection on teaching before the interview, but in many other cases, participants seemed to have given thought and reflection to their teaching abroad and what it might mean for their teaching in general.

When asked about a memorable day of teaching, Dylan recounted an example when students seemed to be surprised by how interesting a topic, in this case ethics, actually was. He describes introducing students to bioethics, saying:

it was at that point where we let them know that there was an entire, you know, conference on [bioethics] at one point, and they defined, you know, a list of all of these fundamental human rights. And that there was, you know, there was this list of human rights, and they started reading down it and they're like, oh. Oh, hey, that's a good one. And, you know, and never really had they had to think about that before, right? And so they're just sitting there, and their eyes are getting bigger and bigger and they're getting more meek and humble at the same time. And at that point, I knew that, like, the entire summer was going to be full of them discovering and working on those particular activities. And they had no exposure to it at all before then. Almost, you know, it was like they were learning a new language almost. Yeah, and you just sat there and you were just like. Wow, okay. That's pretty cool. Well, y'all are going to have a fun time with this.

While this example could have taken place in an on-campus course, the part of Dylan's recollection that seems most memorable to him also implies that this situation was unique to study abroad: "the entire summer was going to be full of them discovering" seems to refer to their exploration of bioethics as well as the program location and the immersive activities planned for the program.

When asked what lessons he had learned from teaching abroad, Carson identified aspects of his teaching that he admitted were not ideal. He explains:

typically, I would say, I've kind of designed my courses to be the least amount of effort that I can possibly make them, because I'm already, like, overwhelmed with research.

And so that doesn't work very well for this kind of intensive [study abroad program] and I don't know that it's necessarily because it's study abroad, but just the intense kind of full five-week period that you're doing it in. And then, like, this study abroad is, I mean, it basically took over our lives for five weeks. It was very difficult to get anything else done that wasn't related to the program, which doesn't really align with how I kind of tend to do the rest of my teaching.

By leading a program abroad and having to devote much more time to teaching and interacting with students, Carson came to see his approach to teaching as very hands-off, and he goes on to admit that this approach is "maybe not the best type of instructor or whatever to be running this type of program. Right? Because you want someone that's much more kind of invested in building community." This reflection on his own teaching practices was brought to light by the time commitment involved in leading a program abroad, which takes over your life, in his words. In his reflection here, he also alludes to the community building that happens with students while

abroad, and this phenomenon will be explored in more detail in the next section on interactions with students.

While explaining the course she teaches abroad, Melissa shows that she has reflected on how she teaches each class the same and what she does to keep students' attention. She describes her approach to assigning work as:

I do allow them to have group work. So, from time to time, I would post the problem on the board or on slides and allow them to work together to give me a solution. Because I think that it doesn't matter how many times I tried to explain to students, I always will explain how to solve the problem the same way even if I try to come out from the other side, I might not see that I am repeating myself. Sometimes for students to discuss it between each other helps them to understand how the problem can be solved.

Melissa has recognized that how she explains concepts might not be the best way for all students to understand them, so she assigns group work as a way of allowing students to help each other understand the concepts. Another of her comments, "It's engineering, so you're supposed to teach everything the same way. I didn't make it easy any single time. I didn't change anything," seems to back up her approach to teaching the same in each class, and her justification that engineering should be taught the same (meaning, all engineers should learn the same information) shows that she has thought about why she teaches the way she does.

Echoing Carson's realization of the time commitment involved in leading a study abroad program, Frank also reflects on leading his program and the amount of time and energy required. He begins by explaining what would help a new faculty member excel at leading a program abroad, saying: "it definitely helps to have teaching experience and, you know, I don't know. It's really a full-time job while you're there [...] at least I found it that way. It's not like you can teach

your class and relax too much. The only time I really had a chance to relax is when the students went away on independent travel.” Frank’s reflection shows that while he thinks teaching experience is beneficial for a program leader, which may seem obvious, the level of work involved in teaching and leading the program is much different than what is involved in a regular course.

In addition to their recollections of teaching abroad, the participants often made reflective observations about their teaching in general as they talked through their experiences teaching abroad. Several participants made comments describing effective teaching, and Lisa’s explanation of effective teaching incorporates the experiential elements that have been associated with teaching abroad. She describes what good teaching means to her, saying: “I keep thinking about what [good teaching] means, and I think to me, because sports management is a discipline of applied social science, the application is really important. So, I think, I as a college professor try to provide more opportunities for students to have exposure to real-life experiences. So I try to give more hands on experiences.” For Lisa, the real-life experiences are part of what makes all teaching effective for students.

When reflecting on what he attempts to do in his teaching, Alan also emphasizes practices that he uses abroad but that could just as easily apply to teaching on campus. He explains how he thinks about what he tells students, saying “a great deal of my commentary, whether in front of the students [or] casually in conversation is directed toward learning something. And helping them make a memory that they’ll always have but may change the way they think going forward.” Here Alan is specifically referencing his commentary in and out of class while abroad, and he shows that he thinks teaching can happen formally or casually and it can be memorable and persuasive. Another of his comments also suggests his thinking that

teaching can have multiple purposes as he paraphrases Aristotle (he was preparing for a program abroad in Greece that would take place the week after the first interview), saying “if I educate the mind but not the heart, then perhaps no education has taken place at all. And I think I'm able to do that.” In thinking back on his teaching, and thinking forward to his teaching in the future, Alan recognizes ways that his approach to teaching reaches students and how it impacts them.

As Julie reflects on what she thinks is effective teaching, she draws attention to an additional role that faculty tend to take on during programs abroad: mentor. She explains how she wants to see herself as a good teacher and mentor:

You may deliver content and the students may understand that content, and they are able to successfully complete various assessments, whether it be an exam or projects, or however you decide to gauge their learning. But to me, it's more than that, I think. It's almost like a mentorship in a way. It's like, I see myself as this person who is delivering content, technical content, but I want those students to know that they can come to me, I'm not saying from, like, I don't need to know your whole life story/personal issues that are going on all that kind of thing. If they want to tell me those things, that's fine, but I just want them to know that I'm approachable.

Being an approachable figure that students can rely on is a quality that emerged in several of the participants' accounts, especially as they reflect on their time leading study abroad programs.

Here, Julie describes how she wants to teach and how she wants students to perceive their relationship with her in general, whether abroad, on campus, in class, or out of class.

As Bob reflects on his teaching abroad, he emphasizes the similarities between his approach to teaching on campus and abroad. His rationale for why he approaches teaching the

same is quite different than some participants who focused on consistently covering material, and he explains why he views all teaching the same, saying:

in terms of sort of my view of the class and what we're going to tackle, it's not that it's not that different and my enthusiasm level doesn't change a whole lot, I'm just as enthusiastic and excited about what we do on campus here, you know, as I am when we're doing it in Germany, when we're doing a study abroad. Which I like, I love that. You know, it would be, it would be understandable, but it would be kind of a bummer if I got back to [campus], it was like, well, I mean, it's a great class and all, but it's not, we're not studying abroad.

As special as Bob finds the study abroad courses, he still emphasizes that, to quote another participant, “teaching is teaching,” but for him, the teaching is the same because he brings the same enthusiasm to his teaching regardless of the location. Here, reflecting on what is enjoyable about teaching abroad sheds light on what is enjoyable about teaching in general, and it highlights that the enthusiasm for teaching ideally does not change based on the location of the course.

“Study Abroad [...] Taught Me That It's Okay to Show My Personality in the Classroom and Have Fun With Students”: Reflections on Interactions With Students

The amount of time the participants recalled spending with students while abroad varied to some extent, but it became clear that time spent with students is one of the more enjoyable and important parts of leading a program abroad for each of the participants. They often pointed out meals spent with students and tours taken with students as particularly engaging and rewarding aspects of their time abroad as well as the communal feeling of spending time with students outside the context of the classroom.

For Lisa, interacting with her students while abroad led her to a realization that she could be more open with students. She describes how she learned to share more of her personality with students, saying:

after this trip, you know, because I learn, I can have fun and enjoy being with my students, I guess how I behave, how I teach in the classroom is also different now. I learned that I can show my personality. I can open up. I often talk about, you know, my personal stories in the classroom now. I guess the study abroad trip helped, taught me that it's okay to show my personality in the classroom and have fun with students and, you know, enjoy teaching and learning moments in the classroom on campus, too.

Lisa explained that before her program abroad, she had been concerned about whether students would see her as an authority figure if she opened up to them more, but interacting with students on the trip alleviated these concerns while also showing her the benefits of opening up to the students. She goes on to describe how getting to know her students helped her teaching:

I learned more about them. And I also learned that everybody's learning is different. Everybody's—how students perceive each experience is different for individual students. So I apply that to my on-campus teaching and so learning, building relationships, and learning more about individual students, you know, enhances teaching. Because, you know, as you understand more about your students, you can customize your teaching better for them. That can fit better for them.

The activities and meals that Lisa shared with her students abroad led her to reevaluate how she saw herself in relation to her students, and she recognizes that getting to know students better has real benefits for her teaching and the students' learning. She also mentions that building bonds with students enhanced her teaching in the classroom and led to more trust on students' parts.

Author Reflection #7: Group Bonding and Opening Up to Students

Reflecting on my previous example of meals with students, and my conversations with Lisa and other participants, I see now how the meals with students were group bonding experiences that could be helpful to both students and myself. Before talking with the participants, I could have identified how meals with students led to a certain amount of bonding, but I don't think I would have been able to articulate why that bonding mattered or should have mattered to me or the students. I would have understood the bonding as only a bonus feature of the program, rather than an integral part of my and the students' experience. Hearing how many of the participants referenced group bonding and then described still being in touch with the students, being invited to weddings, or having meals with them months after the program made me regret that I did not have similar connections to my students. The realization that Lisa has about opening up to the students as a person (discussed above and in the next section) resonates with me in particular because I think I also close myself off to students in attempt to draw a line between student and instructor. Now I wonder whether opening up more to students would help us feel like more of a cohesive group that is sharing the experience of living in Munich and working through the course material together.

Reflections on Interactions With Students, Cont.

Meals were a common way that participants recalled interacting with students, and other participants came to similar realizations as Lisa about the benefit of getting to know students. When describing what elements of the program she thought were valuable to students, Lara explained that:

probably the most valuable time is just sitting around at dinner talking, or even going to a pub and talking there together about their careers, about their program, about where they want to go career-wise in the future. They valued both my and especially the professor that comes with us, our corporate background experience, and that bonding is really important to them.

Reflecting on what students got out of the program led Lara to see bonding with faculty as a particularly important experience for students, and her interactions with students also led her to see her purpose in academia in a new way. She describes how study abroad led to this realization, saying:

what I learned from the study abroad experience is the reason I do it, it's a lot of work. (You can imagine a lot of preparation domestically, and then while you're there, there's a lot of work.) It's really seeing the change in the students. That, to me, is like fuel. It's so rewarding, seeing them coming in with a particular expectation and then they're frustrated the first week. They're so frustrated. And then they are changed by the second week in so many ways. That is the most rewarding thing and something I learned as to why I actually am an academic.

Reflecting on her interactions with students allowed Lara to see both how the interactions benefit students and herself, and the interactions, at a pub or a restaurant, are ones that are fairly common on programs abroad but much less common, if not non-existent, while on-campus.

Participants found that the type of interactions that are made possible or even necessary leading up to and during a study abroad lead to a deeper understanding between students and faculty. Frank describes meeting students for the first time and getting to know them, saying:

so that's nice to meet them. And then they follow the Instagram accounts, right? So [...] you really get to know the students, you really do. Not, you know, where they grew up, what sports they played in high school. You know what they do and what they want to do when they go into the workforce. Really get to know them all, much more so than we would on campus. And they get to know me, too. I mean, they see me, the only time I've taught in shorts is in Rome, right? I think every day I'm in shorts there. I've never thought of [wearing] shorts on campus. So kind of a whole different style there.

Frank's reflection on his relationship with students shows that he credits study abroad with being able to know students' aspirations, career and otherwise, and he recognizes that students get to know him better as well. His anecdote about wearing shorts shows a less serious, but still telling, way of opening up with students that Lisa also described as important in her own teaching.

When describing time spent with students, Carson used the term community often to talk about how he got to know students, and in one instance he explained, "what I was surprised about was just the kind of community, not necessarily in the class type stuff, but just getting to know the students outside of class, and that was something that was [...] it's pretty rare that you get to know a student in one of your classes at such a deep level that you do in study abroad." Similar to Frank and Lisa, Carson emphasizes the deeper relationships he formed with students that were possible because of the out-of-class study abroad activities. He also pointed out that scheduling regular group lunches "helped with building community in the program" as well.

In addition to building a communal relationship with students, Carson also likened his relationship with students to a parental relationship. He describes having to communicate logistical information to students, saying:

So when you're in class [...] during the semester, the only things that, you know, I don't need to give housekeeping about are about the course. Whereas for [study abroad], it's stuff, like, oh, remember if you don't have enough toilet roll then you need to tell the accommodation and they're supposed to provide that. And just, there's just all this extra stuff that you have to kind of keep in your head to talk with the students about. It becomes much more like the sort of communication you do with your family at home but with students.

He also realizes that having counseling or parenting skills would be beneficial for study abroad program leaders, explaining that "I'm sure it would be helpful to have [...] some sort of counseling skills or something like that. Just because, I mean, you basically become kind of mum and dad for the students for the time that you're there." Alan also used parental terms to explain his relationship with students, although with a slightly different perspective than Carson's. Alan describes his approach to interacting with students as:

it's not that I'm not available anyway [...] recently the office of study abroad has started these follow-up surveys. And they ask students a lot of questions about me and my ability and my availability, and I don't know what to think about all that yet. Right? It's almost like an evaluation of the entire program, but again, there's some very specific questions about me as well, but, hey, I think I'm as prepared as anybody, you know? I don't have children, so I don't think I'm very fatherly or motherly in that regard. You know, when a student maybe comes to my office aside from study abroad, I don't know that I'm very compassionate always to their situation. Not that I don't care. I care about them. I don't care about their grade.

Alan, even though he claims he is not parental in his approach, shows that he is more invested in the students' well being than a particular grade they may get in the course. While his example is not situated in study abroad, he makes it clear that the realization of how he interacts with students stems from his time with students abroad and the follow-up evaluations from the office of study abroad. Both Carson and Alan were able to look back on their time with students abroad and recognize how the closer relationships changed the way they related to students in general.

When reflecting on activities that were specifically about getting to know students, Bob told a story about an activity that he was initially worried about but resulted in group bonding. He frames the story as a learning experience, saying:

I really learned that this most recent trip that I took, because I think it was the last week we were there [spouse] and I had found this, and I told you about it, the Ferris wheel thing in Munich [...] and you pay to get on it and it goes around real slow. Which, I mean, when you explain this to somebody they're like, who would want to do this, like, it sounds like the worst thing in the world. It's actually great because you get a great view of the whole area and it's like a 35 or 40 minute, you know, literally round trip and, you know, you get this great view and everything. But they had this cabin with a table. And so trying to figure out what to do the last week I had landed upon that. We should take the students to do this. And I was, I was anxious about it the whole time we were leading up to it, thinking they're going to hate this. They're gonna think this is the dumbest thing in the world. That we're in a frigging slow moving Ferris wheel, just staring out, and they're going to hate it. It turned out to be one of the highlights of the trip because we had 15 of us in one of those cabins, I guess is what you call it. And everybody had brought stuff to drink and, like, we did toasts and, you know, crack jokes, and there was one

student who was afraid of heights, and he was a little bit freaked out, but not so much that it was a problem [...] it was very unguarded and very personal, I guess, almost personable. And I had a student tell me not long after that, maybe right after we got done, [...] we're riding the train back in and he said you should really do that or something like it closer to the beginning of the semester because it, you know, that kind of brought everybody together in ways that, you know, other stuff that we had didn't. And it was a real light bulb moment. I was like, okay, I mean, I've been thinking the opposite. I've been thinking that, like, they wouldn't want to do something like that and certainly not early on when they're trying to figure everything out [...] I think he had a good point, and I think I may do that earlier next time.

Here, Bob hits on a few important points. First, he recognizes that the activity with the students was a learning experience, and he credits one of the students with leading him to a key realization. Second, he seems to connect the fact that the activity got people out of their comfort zones while also forcing them to spend time together that could potentially be boring. Finally, Bob comes to a realization, with the help of the student mentioned above, that timing the activity so it is earlier in the trip would allow more group bonding that could be beneficial to the students for the rest of the trip.

Alan also referenced learning from his students as a result of spending out-of-class time with them. He recognizes his time in restaurants and during other activities with students as a learning experience, saying:

I look forward to interacting with the students because I learn so much. You know, they have phrases and words, and they talk about things that are just so interesting to me. I can just listen to them talk. And I have so many questions because we're not in the classroom,

right? We're in a restaurant. We're on a tour, a guided tour. We're walking around in free time and I want to get to know them.

By calling attention to the fact that the activities with students are taking place outside the classroom, Alan shows how regular interactions with students eating or walking around can lead to learning that is either difficult or not possible when interacting with students in the classroom.

The participants' stories of time spent with students show how many different situations can be learning experiences and/or bonding experiences. Each of the participants' reflections on time with students indicated genuine enjoyment in spending time with students and being able to spend time with students outside of the typical classroom context. Reflecting on these experiences also made it possible for participants to recognize how building closer relationships with students actually benefited their teaching, in addition to making the trip enjoyable. Also, several of the participants' explanations could be seen as confirmation that the teacher learns from the students sometimes as much as the other way around.

Author Reflection #8: Plans and Fitting Square Pegs in Round Holes

When I began compiling the findings and pulling excerpts from the participants' accounts that showed them progressing through the stages of the experiential learning cycle, I planned to have a section for each stage that organized their accounts according to the progress they made in the learning cycle. This seemed like a plan that would provide a clear structure to the findings and illustrate how studying abroad functioned as a complete experiential learning experience for faculty.

Finding elements of participants' stories that described concrete experiences was not difficult—their accounts often focused on specific things that they had done or that had happened during their programs abroad. Even when they spoke about their experiences in

a general sense, they often added specific details, if not lengthy stories, about a specific experience. In a similar way, finding evidence of reflective observation in the participants' accounts was fairly easy. Arguably the entirety of each interview was an act of reflective observation, so I was able to highlight many examples of instances when the participants were thinking back on their experiences and emphasizing details that seemed important to them and or relevant to the questions I was asking them.

However, as I was organizing the examples of reflection into an ordered subsection for the findings chapter, it started to become clear that there were not as many obvious examples of participants' working through the abstract conceptualization and active experimentation stages of the experiential learning cycle. Some of the participants had only led one or two programs abroad, so they may not have had the time to actually think/work through their experiences and do any active experimentation. Even participants who had led multiple programs did not talk very much about how they made sense of reflecting on their time abroad and then took specific courses of action in subsequent courses, abroad or on-campus. At this point, I worried that while I thought I could make a solid argument for shared phenomena in the first two stages, I would not be able to make the same case for the participants sharing phenomena that fit in the third and fourth stages. I wasn't sure whether there was a lack of examples because I had not asked questions that would get them to describe how they made sense of their reflections or if I had not pushed them to be specific when they relaxed into giving general examples of their time abroad. I also wondered whether longer interviews would have led to the examples I was looking for. After second-guessing different parts of my methods and discussing the issue with my wife as well as my committee chair, I decided to think about

what my perceived lack of evidence might mean as a finding rather than as a lack of findings. I liked the simplicity in showing how participants completed the experiential learning cycle when they led study abroad programs, but it began to seem like I was forcing their accounts into the last two categories, and I was spending more time thinking of ways to justify why this particular quote showed abstract conceptualization rather than reflective observation.

In an attempt to assure myself of my process, I revisited Kolb and the experiential learning cycle to try to solidify what each category meant and what happened when learners were at each of the stages. In doing this, I came back to the understanding that the learning cycle was just that: a cycle. Instead of assuming that the participants had completed the experiential learning cycle after they had completed the experience abroad itself, I realized that it was possible the participants had not only not worked through each of the four stages of the learning cycle, but that they may not have even considered that leading a program abroad could be treated as experiential learning. If this was the case, then what I saw in participants' accounts could be evidence of them working through the first two stages of the learning cycle with the study interviews acting as the intervention that prompted reflective observation.

So I came to the realization that I had probably been approaching my findings and presenting my findings as a way to confirm what I wanted to be the case: that study abroad could be experiential learning for faculty just as it was for students. It became clear that the approach more in line with my qualitative methods was to let the participants' own accounts of their experiences lead me to the findings rather than force square pegs into round holes and try to fit their accounts into the structure I thought

would lead to my expected conclusions. The findings chapter I needed to write would show how faculty were able to work through the first two stages of the experiential learning cycle and then discuss the gap or lack of evidence of them working through the third and fourth stages.

Abstract Conceptualization and Active Experimentation

Evidence of participants working through the third and fourth stages of the experiential learning cycle was less prevalent than the first and second stages. There were some examples, particularly in the descriptions of participants who had completed multiple programs abroad, of the theorizing and action that are associated with the third and fourth stages of the cycle, but the examples were not as widespread or common and, as such, will be presented in a combined section to show what is possible when faculty work through each of the stages. The subsequent section will explore possible reasons for the lack of findings in these two categories.

Abstract Conceptualization: Theorizing About Study Abroad Experiences

In some instances, participants' accounts of their time abroad showed that they had gained certain insights after having reflected on their experiences. Participants who had completed several trips abroad, in particular, seemed to reference ideas they had about how their experiences abroad might affect or not affect their teaching. Some of the phenomena that emerged from their accounts were insights into flexibility/adaptability and self-realizations.

While describing her programs abroad, Julie often talked about her experiences leading and teaching as exercises in adaptability and flexibility. She explained what she means by adaptability in a story about harvesting farm animals, saying:

I'm going back to adaptability. Sometimes you have to adapt because the students, when we were doing the rabbit project, [...] I had a student that was literally in tears. We do farm-to-fork training, and so part of what we do in rabbit training is that we teach the ladies how to build a hutch. We teach them about appropriate forage and how to feed these animals, reproductive management, and the last thing that we do is harvest that animal on site. And then they cook it and we share a meal, and so I had a student who was paralyzed over the thought of killing an animal in this environment [...] so I think having to kind of work through some of those difficult situations, allowing her, you know, I mean, we're working in a developing country and so even if rodents are your thing or bugs are your thing, or whatever, maybe you're not an animal person at all, this is the nature of what we're going to do when we go in-country. We, and I felt like I did a pretty good job of explaining and helping her understand the value of why while we're doing this, we're not just gonna show a video to them. We do this together so that [the farmers] trust us [...] and we share a meal so that they know we're not giving them something that's tainted, you know? I mean, relationships in this particular environment and establishing trust and rapport is extremely important and so I feel like I've been able to adapt, whether it be activities that we do, or you know, trying to articulate a certain point in a way that certain students understand it. I think I've had to work through that.

Here, Julie has made a connection between the experience of talking with an upset student and the benefits of her ability to be adaptable as a teacher and program leader. Later, she reiterates how important she sees adaptability being, saying “you have to be adaptable. I would say adaptability is probably the single most important characteristic that anyone, but [especially] the directors of the study abroad program and the students have to have, as you roll forward.”

Thinking on her experiences abroad, which in some cases seemed to force her to be adaptable, has allowed Julie to conceptualize adaptability as one of the most important qualities to have when studying abroad.

Similarly, Bob sees flexibility as an important quality in his own teaching and program leadership. He explains how leading programs abroad led to a self-realization that he needed to work on his own flexibility:

I think one thing that I've discovered is that I am a little more set in my ways than I was aware and willing to admit. That I do like to think of myself as somebody who has a general structure, but then, you know, I'll try to bring students on board in terms of determining content or assignments or getting feedback from them and using it. But, like the Deutsches museum example, I talked about earlier, I think I can be a lot more flexible with it. And so, to me, that's another benefit of study abroad is, you know, getting outside your home base.

The lack of awareness of his inflexibility, and the willingness to be flexible, have only become evident and important to Bob after he has reflected on his experience and searched for ways to improve his teaching experience and the learning experiences of the students. Bob also explicitly credits his study abroad experience with drawing attention to his need for change and making it possible to make the change.

From her experiences abroad, Lara also has decided that flexibility is a necessary quality for a program leader. She suggests a need for program leaders to receive training in flexibility, saying:

they definitely need training on flexibility. If somebody is super stuffy and can't pivot, or it angers them or throws them off, frustrates them a lot, that's awful for them and the

students because something will always go wrong. Not wrong, but it will just be different, something will get canceled, something—you'll need to pivot. Something will happen, you know, a student doesn't get their visa in time. Doesn't show up. That's happened to us. This summer too is intense. So, you know, you have to be able to be flexible.

In her explanation, Lara mixes hypothetical cases with some from her own direct experience to show not only that study abroad can be unpredictable but that from her experience, it is necessary that the leader is flexible and can, as Julie says earlier, roll with the punches. Lara goes on to provide a specific example of an inflexible leader, saying, “We had an individual in the summer that really wanted to go, but they were not flexible. They were not only stressed out the whole time, they were stressing everybody else out and ended up angering [others]. It was just, it was not good.” After reflecting on her experiences abroad and working alongside others on study abroad programs, Lara makes sense of the difficult prospective program leader and the unpredictable nature of studying abroad by coming to the realization that flexibility is needed to navigate the experience.

Active Experimentation: Turning Experience Into Action

Examples of participants “closing the loop” on the experiential learning cycle were also fewer in number than examples of reflection or concrete experience. However, there were some instances when participants described having made changes to their courses or to their teaching as a result of study abroad. One challenge was identifying whether the changes and experimentation participants discussed were due to a deliberate consideration of their previous experience or were implemented for other reasons or no special reason at all. The examples from

experiences abroad that had been reflected on and carefully considered highlighted ways that the participants altered their teaching on campus and abroad.

Julie explicitly credits leading study abroad programs with changes she has made to allow more student creativity in her courses. She explains how she changed her teaching, saying: the same approach that I've taken on study abroad has also bled over into my teaching style and the formal classroom because I'm not a good test taker, personally, and so I hate giving exams. I would rather do projects, and so I try to do in-class projects and allow students to be more creative [...] I had them do a TED talk, or maybe they create a video presentation instead of simply regurgitating information about what they've learned in that class. I think leading the study abroad has actually helped me, in some ways, be a better teacher in the classroom.

After leading programs abroad and considering the ways that students experience those programs, Julie made changes to her teaching on campus so that it incorporated more active learning and different types of tests/assessments. In this case, her experience leading study abroad convinced her to try different, more active types of assignments with the intent that they lead to improved learning for students.

Incorporating more active learning was also the conclusion Bob arrived at after considering his experiences leading programs abroad. He explains how study abroad led to his changes:

I think one way that it, if not an evolution, it made me, or got me to think about it a little bit differently, I think study abroad pushes me when I'm not on study abroad to think about ways that I can do active learning more than I already—I already do it a lot, but how can I use this even more? How can I make sure that I'm not just standing up there

talking, you know, for 30 minutes or 75 minutes or whatever, how can I get them engaged doing something? And that seems so comparatively easy with study abroad that I think that's gotten me looking for more things when I'm not on study abroad that are more like active learning and less just regular old classroom stuff. I would say the study abroad has really helped push me in that direction.

Without naming a specific assignment or activity that he now incorporates into his on-campus teaching, Bob does note a change in his approach to teaching that he directly associates with how he teaches abroad. For Bob, the frequent active learning that happens abroad led him to the realization that more active learning could and should happen on campus, and he has worked toward making those changes, even if the only tangible change he has made so far is lecturing less.

In a slightly different way, Alan explains that leading programs abroad has given him more material to discuss in other classes. He describes how he incorporates his experiences abroad, saying: “Do you know how many times I'll reference places I've been to in class? I mean, all the time, all the time. I am sure that this upcoming spring semester, you know, not every week or anything, but throughout the class, I'll talk about what I learned from Socrates and what Plato may have said about this, or Aristotle said about that. And I'll try to reference it, you know?” Later he also describes how he uses his experience abroad in on-campus teaching: “This may be an exaggeration, but perhaps every class I teach on this campus, [...] for sure every week, there is something I am able to take from my study abroad experiences and incorporate it into that lecture. Now I think that's awesome.” Alan’s use of knowledge or material that he learned while abroad is a different kind of change to teaching than using different assignments, but he has decided that what he has gained in his experiences abroad can be beneficial to students on

campus and has acted to incorporate his experiences in his subsequent teaching for the better of his students.

Frank also describes how he took experiences from his programs abroad and experimented in his regular, on-campus courses. In particular, he had reflected on the difference between European and US style teaching, as made evident to him through his co-teaching experience with Federico in Rome, and he decided to try some European strategies in an on-campus course:

I kind of did a little [recently]. What we did was in my class here, is we basically had take-home quizzes. So on a day when we would normally have a quiz, I call them quizzes, they're essentially like mid term exams [...] But on a day when we have a quiz or a midterm exam, we would not have class. I would just send it to the students, and I'd say, you know, it's due in a few hours. And they would submit it to me online and we go from there [...] But it definitely puts more responsibility on a student to, you know, be honest, first of all. And then on the final exam, which we just had, it was traditional in-class. My eyes are right on them. No nonsense. And I could tell you that the performance on the final exam was awful. So, I think what happened there is there was probably some collaboration on those quizzes. Cause the quiz grades were pretty high [...] You know, if you give the European style, it's all the students, you know, there's no, they don't really give practice problems. No assignments. They don't have any midterm exam so you can see how you're doing. So, it's all the final exam. And so they have to, you know, have more discipline there and pace themselves and the students here currently do not have that kind of discipline at all. You know, and so I kind of did a little European style and I think it's gonna turn out badly, you know?

While he did not think the outcome of trying a European approach to his quizzes and test was necessarily good for student learning, Frank nonetheless took his experience observing Federico's teaching and experimented with it in his on-campus teaching.

These examples show some of the ways that faculty might use their experiences leading study abroad programs to change the way they teach and the types of activities or assignments they ask students to complete. In each of these cases, the participant has only undergone making changes after thinking on their experiences and developing an understanding of how the new approach stemmed from study abroad and how it could lead to improved classroom experiences for students.

Why Conceptualization and Experimentation May Not Be Phenomena

Barring the few examples above from participants' accounts that show them theorizing and acting on what they have learned by leading study abroad programs, it seems to be a much less prevalent phenomenon among faculty than reflecting on their experiences abroad is. In an effort to explore why this might be the case, this section will propose some rationale for why participants did not all "close the loop" on the experiential learning cycle after what seemed like extensive reflection on a variety of experiences. The apparent lack of plentiful evidence in the last two categories may stem from the interview protocol, participants' experiences, or institutional post-trip processes.

One reason why there may be a lack of extensive evidence of participants theorizing and acting on their experiences abroad is that the interview protocol did not include questions that would elicit the right examples. Had there been questions that explicitly asked participants to consider how they might use their experiences abroad, it is possible that they would have described returning from their programs abroad and thinking about how they could apply things

they learned to their regular teaching. The interview protocol generally employed questions that were less leading or directed participants toward specific answers, but there were questions that allowed for participants' explanations to touch on how they conceptualized their experiences and/or applied them to subsequent courses. In particular, questions such as the three below allowed for participants to describe what they learned from leading a program and how they might use the learning experiences:

- If you could go back to the beginning of the study abroad experience, what skills, knowledge, or competencies would you have liked to gain BEFORE setting out on the trip and its relevant coursework?
- Looking back upon the experience, what would you say are some key lessons you learned from facilitating study abroad trips about yourself as a college teacher after the study abroad experience?
- How might study abroad enhance a faculty member's general approach to teaching after the trip, when they return to the more conventional on-campus teaching-learning contexts?

In fact, the examples that did relate to conceptualization or action tended to come from answers to these types of questions that hinted at how experiences abroad could be useful to faculty. The question asking how teaching may be enhanced by study abroad comes closest to asking how their own experiences led to better teaching, and a possible revision to how it might enhance "your" teaching rather than "a faculty member's" could lead to more specific examples of participants experimenting based on their understanding of their own experiences.

Another way the interview protocol may have led to a lack of examples in the third and fourth stages of the learning cycle is the limited time and number of interviews. Each participant

was interviewed twice, for up to an hour each time. Some of the participants' interviews did not last the full time allotted. Had there been a third interview, or lengthened time frames for the two existing interviews, it is possible that more specific stories would have appeared in the participants' answers. However, given that the questions discussed above could have prompted answers that discussed conceptualizing experience and acting on it, it seems doubtful that simply adding more time for answers would result in more relevant answers.

The reason participants did not all have clear examples of conceptualizing and acting on their experiences after reflecting on them could also be that they did not have experiences abroad that would actually be useful in improving their teaching. This explanation, too, seems at odds with the stories participants told of their times abroad. All of the participants described experiences they found meaningful in both personal and professional contexts, and their reflections on their experiences highlighted areas where learning could have happened (e.g., administrative work, interacting with students, teaching within the constraints of being in a foreign location). While some of the participants' answers could have been more specific at times, it seems clear that none lacked for experiences that could lead to learning and pedagogical improvement.

The most likely reason for the sparse evidence of conceptualization and action is that the participants had not been asked to reflect on their experiences and actively work to improve their teaching based on their experiences abroad. While some participants described administrative expectations they had to fulfill after returning from their programs abroad (mostly budgetary and travel reimbursements), only one (Lara) referenced or discussed any kind of debriefing or reflective process that was required of them by the institution or study abroad office. Without any incentive or requirement to consider how their experiences might be used to enhance their

own teaching, faculty would have to take it on themselves to deliberately think about how their experiences might lead to learning and pedagogical development and then actively work to make changes in their own courses and teaching.

Chapter Summary

After introducing the participants and some relevant background for each, this chapter explored the findings from participant interviews as they related to the research question. Evidence of faculty experiences was discussed and organized into the four stages of Kolb's experiential learning cycle to show how the participants came to perceive their experiences and their impact, or potential impact, on their teaching as they progressed through the cycle. The findings showed ways that faculty who led study abroad programs experienced interactions with students, administrative work, teaching, and how they handled logistical concerns. In their reflections on their time leading study abroad programs, they emphasized administrative work, teaching, student interactions, and course content, and there was evidence of learning in each of these contexts. There was less substantive evidence of participants conceptualizing their experiences and experimenting with what they had learned, but some examples are provided for each of these stages. Finally, the last section discusses potential reasons for the lack of findings in the last two stages, including that there was no systematic process or incentive for participants to look back on their experiences abroad as learning experiences that could lead to pedagogical improvement. In the next chapter, these findings will be discussed in the context of the research question, relevant literature, and experiential learning theory.

CHAPTER V

DISCUSSION AND CONCLUSION

The intent of this study was to explore the learning experiences of faculty who lead short-term study abroad programs and ways those experiences could result in improvement in teaching. Chapter IV presents findings from participants' accounts of their time abroad that were representative of one of the four stages of Kolb's model of the experiential learning cycle (2015). These findings illustrated learning experiences that participants had before and during their programs abroad and ways that these experiences had been reflected on.

This final chapter first discusses how the findings provide answers for the research question. Next, the findings will be discussed in terms of how they align with or diverge from literature on pedagogical development, experiential learning, and study abroad. Then, implications for practice will be discussed, and a model of experiential learning for study abroad program leaders will be proposed. Finally, limitations of the study will be outlined along with areas for future research.

How Faculty Experience Learning While Abroad

This study aimed to answer the research question: How do faculty members experience learning through planning and leading study abroad programs? In Chapter IV, detailed accounts of participants' experiences abroad showed several ways that planning and preparing to lead a study abroad program as well as actually leading the program offered experiences for participants that either did or had the potential to lead to learning. In the spirit of

phenomenology, this discussion is structured to highlight how participants perceived their experiences according to three themes that became evident in the course of reading and interpreting their accounts. These accounts served as a window into how participants understood their experiences and whether they considered them opportunities for learning with students, challenges to overcome, or experiences with no potential for learning at all.

Opportunities for Learning with Students

When explaining their study abroad programs, participants described experiences in ways that showed they considered them opportunities for learning, and these opportunities happened often in the context of sharing experiences and interactions with students and cultural experiences. The participants emphasized how they shared a number of experiences with their students, whether they were meals, field work, or other activities, and as they shared these experiences with students, they noted how they learned about their students and from their students. The ways participants described learning about their students, on a deeper level than is possible in regular on-campus courses, showed that participants were interested in getting to know the students as fully-rounded people, outside of a classroom context, while also getting to know them as students in a classroom context. Some participants explicitly commented on the fact that knowing their students and understanding their students was one of their responsibilities as an instructor and that having that understanding actually enabled them to be better instructors who could tailor their teaching to the students' needs. Seen in this manner, learning about their students is a way for faculty to improve their teaching by both highlighting the importance of student-centered teaching and making it possible to see how changes in their instruction could work toward that end.

As participants described learning about their students outside the classroom, it became clear that they saw this as an opportunity to build a communal relationship between themselves and students, in addition to the instructor/student relationship. These observations were overwhelmingly positive in nature and led to perceived benefits for both instructors and students. Seeing the group as a community seemed to come as a surprise for many of the participants, but they recognized how it allowed them to open up to students, thus becoming more fully-rounded people themselves to students. Learning about their students and creating a communal feel between the group also had the benefit of ensuring that the group actually functioned as a group when they did out-of-class activities rather than several small groups that splintered off.

Learning about their students through these interactions also led participants to see themselves in roles other than instructor, particularly parental and mentor roles. Whether participants had their own children or not, they came to understand one of the aspects of their role as a program leader as being parental in nature. Parental roles were described in relation to leading students on tours as well as helping students navigate health and personal issues while abroad. While the participants did not explicitly describe these instances as opportunities for learning, given the importance placed on learning about the students as people, the times when parental roles overshadow instructor roles could lead to even deeper understanding of students, more communal-type relationships, and stronger feelings of trust between faculty and students.

Participants also learned from their students, which contributed to group bonding and the communal feeling within the group and also created a reciprocal learning experience. Being able to relate to and interact with students on a personal level made it possible for students to learn from instructors and instructors to learn from students. The participants who described learning

from students emphasized how the learning was fulfilling and enjoyable because it enabled them to better understand the students and increased the feeling of camaraderie within the group.

While touring and exploring the program locations with students, participants also recognized the ways that these cultural experiences were opportunities to learn about the local culture for themselves. Learning about local cultures is an important element of study abroad for students, but faculty participants also perceived personal and professional benefits from being immersed in the culture. Several participants linked the benefits they experienced abroad to students' experiences: enjoying seeing students experience a new culture and learning the historical significance of a place at the same time students did. Participants also learned from colleagues based in the host location, and this ranged from learning about places to visit and eat to learning differences in teaching cultures.

The findings from participants' accounts showed that participants often recognized the experiences they had abroad with students as opportunities for learning. While the focus of planning study abroad programs and leading them tends to be on what the students will experience and learn, these findings show that faculty who lead the programs also find ways that the programs offer paths to their own personal and professional learning and in some cases how that learning might impact their teaching both abroad and on-campus.

Challenges to Overcome

The findings in Chapter IV also showed ways that participants understood their experiences as challenging situations that they had to successfully navigate for the sake of the students and the program. It was less obvious how participants had learned from these instances as they did not frame them as learning experiences often, but their descriptions made it clear how they had better understandings of issues or processes after having dealt with the challenges.

Participants focused on challenges that were practical or logistical in nature, but the descriptions of their approaches to the challenges indicated that learning was taking place similar to the instances they recognized as learning experiences.

The logistics of planning and leading a study abroad program are complicated and entail more elements than the logistics of teaching an on-campus course, and for the participants, most of whom acknowledged that they had little guidance when preparing for their first program abroad, making logistical decisions about travel, lodging, course content, or program locations was often a learn-by-doing process. The phrases “trial by fire” and “figure it out” appeared often in the participants’ accounts and speak to the trial-and-error learning process that they experienced. With little training or guidance, the participants made decisions that seemed correct at the time, and then they often described reflecting back on those decisions as they were preparing for subsequent programs abroad. In these cases, the challenge of handling logistics was that they often did not feel prepared and so had to make decisions without expectations of specific outcomes.

As leaders of their programs abroad, the participants also had to make decisions about travel and be able to troubleshoot travel issues that arose for themselves and for students. While all the participants had some level of experience with international travel before leading their programs, navigating through an airport with a group of students, for example, was a new experience for almost all participants (one participant reflected on his previous experience traveling with boy scouts as having prepared him to travel with students). The descriptions of their approaches to handling cases when students forgot passports or when COVID restrictions made traveling into certain countries difficult showed that participants were often learning by trying an approach, seeing how it would or would not work, then adjusting their approach for the

next time, whether during the same program or for the next program. These experiences were not necessarily considered learning experiences by the participants, so there was no deliberate or structured process for recognizing and documenting the learning that was taking place. However, the participants' approaches to working through challenges resembled the experiential learning cycle of experience, reflection, conceptualization, and experimentation, although the process sometimes occurred quickly and with little time for reflection and conceptualization.

One of the most commonly described challenges that participants worked through was the pre- and post-trip administrative work involved in leading a program abroad. Almost all participants brought up this type of work as one of the elements of study abroad they liked least and looked forward to the least. Also, the participants referenced not being familiar with the type of administrative work involved, for example budgeting and contract policies. Most participants considered this work to be "red-tape" and more of a burden than meaningful work, and some participants even described the administrative paperwork as a way for the institution to shift liability away from the institution and onto faculty. Regardless of the negative associations participants had with administrative work, it became clear that completing this type of work was a learning experience for them. In fact, several participants described how, over the course of multiple programs, they learned ways to either avoid doing certain parts of the administrative work or ways to make the work easier on themselves. Interestingly, several participants also suggested that there be training in budgeting and procedures for program leaders. While they had been able to learn the steps in the administrative process themselves, they also recognized that it was work that would be easier to complete if they learned more about it on the front end. The painfulness of having to complete the administrative work, combined with an implied lack of clear rationale for some of the work, does not change that this could be a learning experience for

faculty (particularly faculty who may pursue leadership/administrative roles later in their career) but it may make it more difficult for program leaders to see the work as valuable and a valuable learning experience.

Lack of Learning Experiences

Within the participants' accounts, there were instances when they seemed either indifferent to potential learning experiences or resistant to them. Particularly in the area of teaching, some participants described their teaching as being unchanged by the context of teaching abroad and/or by the experience of teaching abroad. Some participants explained that they approached teaching study abroad courses the same as they would an on-campus courses. There were also indications that some participants had reached a level of comfort with their teaching and programs and were not actively looking to make changes or improvements, thus they did not consider leading the program as a learning experience. These participants had hit what Foer (2011) describes as the "OK plateau," or a level of skill that they felt OK with and thus saw no need for further improvement. It is understandable that once participants felt like their programs worked well, they would not seek to make further changes, but all participants also admitted that they would change certain elements of the program (e.g., activities or assignments). Even though these participants have made changes to their programs and teaching, they do not readily recognize those changes as substantial or significant.

Summary of How Faculty Experienced Learning

Through a combination of mostly experimentation and reflection, participants recognized learning experiences that happened during the planning stages of a program abroad as well as during the program itself. Participants also described many experiences that they either

overlooked as learning opportunities or actively rejected the idea that they could be learning experiences. Some descriptions of their experience, reflection, and experimentation resembled a truncated experiential learning cycle, and the participants seemed to follow elements of the cycle without the intention of committing to the cycle as a formal process. In other words, they did not set out to document an experience, reflect on it, conceptualize it, then experiment with what they had learned, but many of their descriptions showed that they either unintentionally followed the cycle or had experiences that could have spurred reflection, conceptualization, and further experimentation. Whether or not participants recognized their experiences as opportunities for learning, it is evident that planning and leading a study abroad program offers instances that can lead to learning, and a formalized experiential learning abroad model could allow program leaders to engage in a process of pedagogical development based on their time abroad.

Author Reflection #9: Difficulty in Experimenting

Having led three programs abroad and attempted to improve on each program, I wish I could honestly say that I engaged with a process of reflection, conceptualization, and experimentation in my own programs and have made documented improvements in my own teaching. However, much like the participants, I have only recognized some experiences as opportunities for learning, and even in those cases, I have only informally reflected on them and made deliberate adjustments. The types of changes I've made in my study abroad programs have been related to gauging student interest in activities, such as the visit to Dachau, and then adjusting the time spent on those activities or working the activities into the course content so students have more reason to take the activities seriously and put effort into understanding how they relate to the coursework. Also, the changes I've made have not always led to improvements.

When we toured the Dachau memorial site, I originally gave students audio guides and let them explore the site on their own. This allowed students to spend as much time as they wanted on any given part of the visit, but it also allowed students to speed through the site without experiencing all the parts or taking in all of the historical information. We discussed the tour in class the next day, but the tour was not a substantial part of any of the course assignments. After our class discussion, I realized that I needed to provide more structure for the tour and our discussion in class afterward. For my second program, students used audio guides, but we all moved through the historical museum part of the site together before students were allowed to explore the rest of the site on their own. I also had students read an article about engineering and the holocaust and incorporated a more structured discussion of the site and engineering ethics into the class period after the tour. While I felt that the second class seemed to get more out of the experience, I cannot point to any documented reflections where I describe the difference in my approach or in the students' responses. For my own sake, I think applying a formal process of documenting an experience (the visit to Dachau and class discussion), reflecting on the experience in writing, writing down how I conceptualized the experience as related to teaching, and then making a clear plan to adjust the experience for the next program could allow me to not only improve the experience for students but show what I learned through the process.

Not to make excuses for myself, but some of the participants commented on how much work it is to lead a study abroad program (e.g., "it took over our lives for five weeks," "there's no time for relaxation unless students are traveling on the weekends"), and adding work that does not immediately figure into the course or activities can be both

difficult and difficult to rationalize during the time abroad. All of the class prep, grading, and communication with students has to happen in between the course meetings, activities with students, and whatever small amount of personal time is possible. It is not surprising that reflection and experimentation take place while abroad, but it is also not surprising that they are likely to happen only informally and sporadically. However, after returning from a study abroad program, the feasibility of reflecting on the experience and planning changes for the next program, or for teaching on-campus, seems much greater. Several of the participants suggested more formal training in the administrative work that preceded their programs abroad, and I wonder whether formal post-trip work in documenting learning experiences and how they relate to future teaching might be useful to faculty who return from study abroad programs and want to develop their teaching approaches.

Discussion of Findings and Selected Literature

In this section, discussions of the findings as they relate to specific elements of the literature review in Chapter II will be provided. In particular, the literature on experiential learning, teaching, and study abroad experiences will be compared with the findings in Chapter IV. While this study is one of few that have explored study abroad and experiential learning and faculty, the findings suggest new ways to further existing research as well as new lines of research focused on faculty experiences and pedagogical improvement.

Study Abroad and Faculty

The findings in this study support much of the existing research on faculty who lead study abroad programs. Keese & O'Brien (2011) outline several benefits and logistical needs of

faculty who lead study abroad programs, and this study's findings support and expand on several of Keese & O'Brien's claims. First, Keese & O'Brien suggest that faculty who lead programs abroad return as better teachers with new ideas, material, and perspectives. This claim is supported by many of the participants' accounts in this study. Specifically, Alan, Julie, Bob, and Frank describe returning to on-campus teaching and incorporating their experiences abroad in regular courses and experimenting with teaching approaches they first experienced or tried abroad. Many of the participants stated or implied that teaching abroad was an experience that they looked forward to or got excited about, and they often referenced getting personal satisfaction from the experience, as Keese & O'Brien suggest. Getting to know students better was both a goal and point of enjoyment for all of the participants, and Keese & O'Brien also claim this as a benefit for faculty who lead programs abroad.

However, Keese & O'Brien's claims that faculty receive extra funding and advantages in promotion and tenure processes as a result of leading programs abroad was not supported in participants' accounts. In fact, Dylan specifically referenced the lack of recognition for faculty who lead programs abroad and that it puts a damper on research agendas; Carson also described sacrificing time that would have otherwise been devoted to research when describing the commitment of leading a program abroad. Keese & O'Brien also claim that faculty receive extra salary to go abroad and often take their families with them. This claim was partially supported in participants' accounts in that references were made by a few participants to bringing family members on the program, although as Dylan referenced bringing families, he also noted that it was not possible to spend much time with them because of his leader responsibilities. None of the participants discussed extra remuneration for leading the program, other than saying that the university pays for expenses, and while it is possible this detail happened to be omitted by all

participants, the likelihood is that the extra pay either did not exist or was not an important motivator for the participants to lead programs abroad.

The level of commitment required of faculty, faculty roles, and support from administration and staff were also discussed by Gillespie et al. (2020) and Keese & O'Brien (2011), and this study's findings confirm many of their claims. The claims that "preparing and leading an off-campus study program is a time- and energy-intensive endeavor for faculty" (Gillespie et al., 2020) and that "leading a faculty-led program is hard work. It is not a vacation of personal research trip. It is a full-time job. A high level of commitment on the part of the faculty is required" (Keese & O'Brien, 2011) were confirmed to some extent in this study's findings. Several participants explicitly stated that leading a program was difficult, and some found it so difficult that they suggested no one should ever do it. The descriptions of time spent with students, preparing for class, and grading all support this claim as well. Frank discussed his feelings that leading the program was a full-time job, and Carson also implied this as he talked about the program taking over his life and not having additional time for research. Lara talked about the need for faculty to be thoroughly committed to students and the program in order for it to be successful. In this case, the participants all described experiences that support the amount of work and time it takes to lead a successful program abroad.

The various roles that faculty take on as program leaders, as discussed in Keese & O'Brien (2011) and Goode (2007) were also confirmed in the participants' accounts, although the intercultural element described by Goode appeared sparingly in participants' accounts. Julie talked about becoming a mentor and counselor for students abroad and then after returning home. Lisa also described situations where she took on counselor roles for students during the program. Several of the participants described their roles in parental terms that suggest more of a

caretaker-type role that is taken on by faculty. The participants' descriptions of the administrative work that they mostly dreaded could also be read as indication of the managerial roles that they had to take on to get the programs approved and successfully completed. To a lesser extent, the roles of student advisor and promoter/recruiter were mentioned by some participants, but the interview questions may have guided participants to focus more of their recollections on the course planning that led to the program rather than the recruitment of students.

Keese & O'Brien also describe faculty having support from staff and administration, and this kind of support did appear in some participants' descriptions as well. The claim that faculty view staff as "getting in the way" or inferior was implied in some participant accounts, if not explicitly stated. Lara described working with the study abroad office as her least favorite part of her job (Julie made a similar statement), even though she qualified the statement by saying they were nice people and she had nothing against them. Other participants described the difficulty of working with staff on program proposals and approvals as well, but the difficulties notwithstanding, it was apparent that the staff were acting as support for participants, at least on some level. The general conclusion of Keese & O'Brien that faculty-led programs are more complex, demanding, and involve more responsibility than would normally be expected is supported by the findings of this study, but the more nuanced and detailed descriptions from this study's participants offer a first-hand exploration of how much more complicated and how valuable the experience can be for faculty.

The importance of reflection during study abroad programs has mostly been studied with an emphasis on student reflection and impacts on student learning. However, as this study's findings suggest, reflecting on programs abroad is impactful for faculty and should be

incorporated as part of their experience leading programs as well. The type of reflection to help students develop cultural and global competencies, outlined in studies such as Engle & Engle (2003), Stebleton et al. (2013), and Davis & Knight (2018), could be used to help faculty develop as well, as Gillespie et al. (2020) explores by having faculty reflect on their programs abroad, similar to this study. While the participants in this study did not seem to have completed formal reflections on their programs abroad, the study interviews required participants to reflect similarly as they would in a guided reflection, and the accounts in these interviews support some findings of Gillespie et al. (2020), such as the need for training and support for faculty teaching and that leading programs abroad allows faculty to develop new pedagogical and administrative skills. The findings in Gillespie et al. (2020) that faculty who led programs abroad reported becoming more multidisciplinary, having a renewed interest in their work, and having a deeper reflection on their identity were confirmed to some extent by participants' accounts in this study. Participants, such as Julie, Lara, and Frank, discussed ways to make future programs more multidisciplinary in focus and also described ways their previous programs embraced content and speakers who brought different disciplinary perspectives to the course. Most of the participants described their programs abroad in ways that made clear how much they looked forward to teaching abroad, and some commented on the fact that they strived to approach on-campus teaching with the same excitement. Participants such as Frank and Lisa also described ways that teaching abroad showed them elements of their professional identity, such as an interest in general education or being more open with students, that may have otherwise not have happened.

Overall, the research on faculty who lead study abroad programs offers many insights that are echoed in the participants' accounts of this study. Because this study did not focus on

specific types of learning, and the interview questions allowed participants to cover a wide-range of topics related to being abroad and teaching, some of the previous studies' claims to global learning and intercultural development were not confirmed. However, some personal and professional impacts on faculty, particularly with regard to pedagogical improvement did appear in participants' accounts in ways that aligned with other research, notably Gillespie et al. (2020) and Keese & O'Brien (2011). This study does offer new insights into faculty perceptions of themselves as learners that could add to the existing literature and draw attention to the benefits that leading a program abroad may have on teaching in general.

Teaching

Student-Centered Approaches

Several of the study's findings align with research on teaching effectiveness and teaching practices that have positive impacts on students. Participants spoke at length about their teaching practices abroad and on-campus and highlighted their approaches to student-centered teaching, flexibility, and development as instructors. Student-centered approaches to teaching have been discussed in studies such as Brown (2003), Trigwell & Prosser (1996), Trigwell et al. (1999), and Scheurs & Dumbraveanu (2014), and the importance of faculty implementing student-centered approaches is highlighted throughout. Several instances of student-centered approaches are described in this study's findings, and participants often explicitly reference having a student-centered approach. However, there are also several instances when participants described more teacher-centered, lecture-based approaches to teaching. Regardless of whether the participants acknowledged it, all of their programs featured student-centered approaches to teaching when they incorporated cultural and/or out-of-class activities into the course content, and experiences that participants had with students often aligned with the active, inductive, and cooperative

learning that are features of student-centered teaching practices (Scheurs & Dumbraveanu, 2014). When his students visited the Deutsches Museum for a class group project, Bob had set up an experience that required them to work together and make decisions as a group on what to see in the museum and how to create descriptions for different audiences. Other participants referenced activities that they either assigned students or did with students that involved similar cooperative and inductive learning. The regular out-of-class activities that are common in study abroad programs and the fact that faculty can connect their course content to these activities make study abroad programs well-suited to encourage faculty to adopt student-centered approaches to teaching.

As part of a student-centered approach, being flexible and caring as a teacher Hamachek (1969) seems to be particularly important for faculty leading study abroad programs. The participants expressed either a need for flexibility or having to become comfortable with flexibility as a result of leading programs abroad. Julie referenced being flexible and adaptable when she described some of the especially high-stress activities that were part of her program, and Lara referenced the need for flexibility when she discussed the qualities she thought would make a good instructor as well as when she recalled the difficulty of dealing with a faculty leader that was unable to be flexible in situations that required it. Because leading a study abroad program often puts instructors in positions where they have to change plans or work through unforeseen challenges, all while being responsible for a group of students, being flexible and caring about students as people is often brought into focus during the cultural and travel activities inherent to study abroad programs. This study's findings suggest that leading a program abroad illustrates to faculty how important these qualities are, as when Carson recalls his hands-off approach to teaching as not the best type of approach to leading a program abroad,

and that the effects are lasting, as shown when Julie discusses wanting to be approachable for students abroad and on-campus. The findings not only support research that student-centered teaching and flexibility are important, but they show that faculty who lead study abroad programs may come to these realizations because of their experiences abroad.

Faculty Development

In this study, participants referenced their own pedagogical development in ways that highlighted how they valued such development, how they engaged in development, and challenges to pedagogical development. Their experiences leading programs abroad both gave them motivation to develop their teaching skills and provided situations that were well-suited for new teaching strategies. As described in Hativa (1997), the ways faculty learn to teach include watching others teach, having a teaching assistantship, and by teaching themselves. This learn-by-doing approach was evident in the study findings as participants often described their own teaching training in such terms, and they often discussed their introductions to teaching abroad in similar trial-and-error language. In this way, this study supports claims in the literature that faculty learn to teach by teaching, but its findings also suggest that leading a study abroad program is an effective way of spurring pedagogical development because the motivation for leading a study abroad program and actively working on teaching skills tend to both be personal, intrinsic motivations. Similarly, Hativa (1997) finds that personal satisfaction is one of the main motivators for faculty to improve their teaching, and Gillespie et al. (2020) also finds that faculty place intrinsic value on the personal and professional development that leading programs abroad offers them. Participants in this study often commented on the amount of work involved in leading a program abroad and expressed the view that faculty need to get personal enjoyment out of the experience for it to be worth the effort.

The need for reflective practice is highlighted as a major step in the experiential learning process, but it is also key to faculty seeking development in teaching skills. In Chism et al. (2002), reflection is shown to be an integral component in effecting change in teaching. In fact, the model for teaching change presented in Chism et al. (2002) closely resembles the model for experiential learning as experience, reflection, planning, and experimentation make up the four steps. In this study, participants' accounts showed ample evidence of reflection on their experiences abroad. In fact, the entirety of participants' interviews could be categorized as reflective observations and dialogue. Stories related by Bob, Julie, Frank, Lisa, and the rest of the participants required them to not only reflect on their experiences abroad but to do so in a way that related their reflections to their teaching, course content, and interactions with students. The study's findings support the need for reflection as part of a pedagogical development process as participants at times did not seem to recognize the connections between their experiences abroad and their teaching in general until they were asked about them during the interviews.

Some of the challenges in improving faculty teaching are the barriers that exist even for faculty who are motivated to seek improvement. As discussed above, faculty that seek out development opportunities are often intrinsically motivated, but even faculty who are motivated encounter challenges to improvement. As discussed in Brownell & Tanner (2012), the most common barriers to pedagogical change are lack of time, training, incentives, and perceptions of professional identity. This study's findings align with Brownell & Tanner (2012) in that participants often referenced these barriers as challenges to leading programs abroad as well as pursuing pedagogical development. Participants' accounts mentioned a lack of time to focus on or make changes to their teaching while abroad as they were constantly "on the go," as Frank said. Dylan commented on the lack of incentive to lead programs abroad and the professional

risk involved with traveling with groups of students as well as the lack of training for leading such programs. Carson explained that working on research while abroad was infeasible because the program “basically took over our lives for five weeks.” These accounts relate to leading programs abroad rather than seeking pedagogical development, but if leading programs abroad can function as a means to pedagogical development, as the study findings suggest is possible, then Brownell & Tanner’s findings are supported by this study.

Experiential Learning

While much has been written about experiential learning for students, the concept has rarely been applied to faculty as learners. Studies such as Hornyak and Page (2003), Gillespie et al. (2020), and Svinicki (1990) have discussed ways that instructors could benefit from experiential learning themselves and suggest that the process could have benefits for their teaching. This study’s findings support these claims in two ways: first, by showing that faculty have experiences leading study abroad programs that can function as opportunities for learning, and second, by providing evidence of faculty working through the experiential learning cycle in ways that lead to, or have the potential to lead to, pedagogical development.

In Kolb’s model of experiential learning (2015), which is based on the works of Dewey, Lewin, and Piaget, the learner begins by having a concrete experience. The study findings show multiple examples of faculty having experiences abroad in the context of leading the program and teaching students that they either recognize as opportunities for learning or imply could be opportunities for learning. Examples such as Julie describing her discussions with students about the prevalent malnutrition in their program location, Frank and Lara describing the climate and how it affects students, and Lisa describing activities she participates in with students show that faculty are often having the same experiences as students while abroad. Outside the classroom,

the differences in expertise, age, background, and responsibility diminish as faculty and students alike have experiences that are new to them, so while students are having new learning experiences abroad, faculty are often also having new learning experiences as well. The findings suggest that these experiences can be meaningful and memorable to faculty as opportunities for learning and that leading programs abroad can be treated as experiential learning for faculty, particularly when the remaining steps in the learning cycle are completed.

After having concrete experiences, the learner reflects on the experience, conceptualizes what it means to them, and then experiments with what has been learned. In the study, there were some instances when participants seemed to have worked through each of these steps on their own and made changes in their teaching abroad or on campus. While less frequent than examples of concrete experiences, there was some evidence that participants had completed the experiential learning cycle after having led a program abroad. When Bob and Lara talk about the importance of being flexible, they explain that experiences abroad got them to recognize their own inflexibility and then work to become more flexible in their teaching and interactions with students. Julie also describes having a similar self-realization that led her to try being more adaptable in her teaching. Alan and Frank also provide examples of experiences abroad that made them consider how they taught and try new approaches to teaching. Without a formal process that requires faculty returning from programs abroad to document their experiences and go through the steps of the experiential learning cycle, not all faculty are likely to automatically look back on their time abroad and work to change their teaching based on the experience. However, the study findings suggest that faculty are, in fact, having the types of experiences from which the experiential learning cycle can begin.

Faculty working through experiential learning cycles with intent to develop teaching skills has been the subject of studies that focus on learning as a process (Roberts, 2006) or contexts in which the learning model has been applied (Estepp et al., 2012). The model of experiential learning provided in Roberts (2006) simplifies Kolb's (2015) model and adds emphasis on the cyclical nature of the model, in fact emphasizing the cyclical nature is one of the key findings of Roberts' study. This study supports Roberts' findings that experiential learning is a process, as the participants who could be said to have informally completed the process by experimenting with what they learned in a subsequent course (abroad or on campus) were also beginning a new experiential learning cycle—their examples of active experimentation could also be seen as examples of concrete experience. The participants who had completed some form of the learning cycle had also completed at least two programs abroad, and their accounts made it clear that they actively looked for ways to improve their programs with each new iteration. Considering experiential learning as a process also may explain why only participants who had led multiple programs showed evidence of conceptualization and experimentation.

Another experiential learning model for faculty is presented in Estepp et al. (2012) to show how faculty can learn from their experiences to develop their teaching skills in a faculty development program. Estepp et al.'s model adds to Roberts' (2006) model by incorporating stages of planning, delivery, and follow-up, but these stages direct the emphasis of the model to the faculty development program itself, rather than the learning of the faculty completing the program. While Estepp et al.'s model is related to faculty development, the context is limited to development programs rather than teaching improvement in general. This study's findings support the idea that experiential learning can help faculty improve their teaching but suggests an

alternative approach that, while situated in study abroad, could be applied more broadly and focus on the faculty rather than the development program.

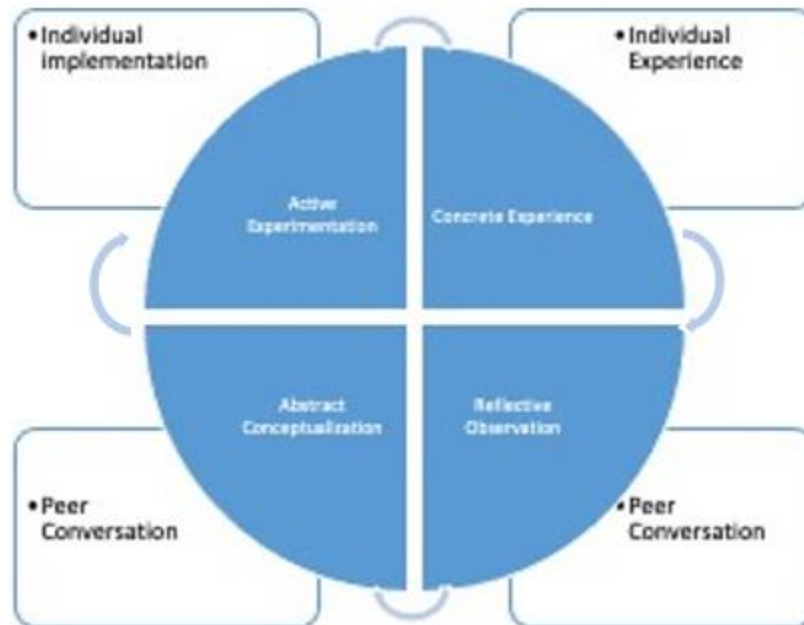
Experiential Learning Model of Faculty Development Through Study Abroad

This study shows that while leading a study abroad program can function as experiential learning for faculty, in order for faculty to turn their experiences into pedagogical development, there is need for a formalized process that guides them through the stages of the experiential learning cycle. The study findings show that faculty are capable of recalling impactful experiences from their time abroad and then reflecting on what made them impactful, but they are less likely to follow through on the conceptualization and experimentation elements of the learning cycle. The findings also show that in the examples of participants who followed through all stages of the learning cycle, their experimentation could lead to actual pedagogical change and/or improvement.

Based on these findings, a slight variation on the Lewinian experiential learning model is proposed as a way to guide faculty through the experiential learning process after returning from programs abroad, with the intent to spur pedagogical development. The model, pictured below, shows the revised cycle.

Figure 1

Experiential Learning Model for Faculty Development Through Study Abroad



The key additions to Lewin's model of experiential learning are the incorporation of peer review/workshop-type conversations in the reflective observation and abstract conceptualization stages. The four stages of the learning cycle remain the same as in Lewin's model, as they are well-suited to the study abroad experience in which faculty lead a program (concrete experience), reflect on that experience (reflective observation), think about what the experience means in relation to their teaching and plan for the next course or program (abstract conceptualization), and then implement changes in their next course or study abroad program (active experimentation), but at the reflection and conceptualization stages, faculty will reflect on their experiences abroad and theorize about what is important and relevant to their own teaching through discussions with a peer faculty member who has also led a program abroad.

The peer conversations at the reflection and conceptualization stages add elements of collaboration and accountability by prescribing that faculty talk through their experiences with a peer who has also led a program abroad. Conversing with other faculty members has the potential to lead faculty members to insights or realizations that may not have been apparent through the act of individual reflection and conceptualization alone, and the shared experience of leading programs abroad ensures that faculty either have had similar experiences abroad, or at least are able to recognize the types of experiences each other has had while abroad. As this study found instances of shared phenomena between faculty members that led programs abroad, having these faculty reflect and theorize together about their experiences and how they could impact pedagogical improvement may make it easier for faculty to recognize the learning and make sense of it together than would be possible working alone. The prescribed peer conversations also help ensure that faculty “close the loop” on the cycle by working through each of the four stages. Detailed descriptions of the steps in this process are outlined below.

Step 1: Experience the Study Abroad Program

Faculty must first lead their study abroad programs to have the experiences that will be explored in the rest of the experiential learning process. During their time abroad, faculty should journal regularly to make sure they record meaningful experiences that happen in the classroom and outside classroom. It is important that they make note of as many experiences as possible that seem meaningful, regardless of whether they are connected to teaching and learning, as later reflections and conversations, with the benefit of hindsight, could make their relevance apparent.

Step 2: Reflect on the Program and Conceptualize for Future Teaching

After returning from their programs abroad, each faculty member will be paired with another faculty member who has led programs abroad to have a conversation about their experiences. These conversations will be guided by questions (see Appendix C for prospective interview questions) that focus the discussion on descriptions of meaningful experiences and implications for teaching. As both participants in the conversation will have had experiences unique to their program abroad, questions can be used as a guide rather than a rigid interview protocol. Participants should take notes as necessary during the conversation, and afterward complete a written reflection on the conversation so they each have a record of the discussion's content. These written reflections can also be submitted to study abroad offices as part of a post-trip debriefing process, which would ensure that the participants actually document the conversations and that the information can be used by the study abroad office for internal assessment.

Step 3: Plan Experimentation with the Next Iteration

After the conversation and reflections have been completed, planning for the next iteration, whether another program abroad, an on-campus course, or both, can begin. Participants should document adjustments they plan to make in the future course, or in their teaching in general, and explain why these adjustments are improvements. Faculty should compile a portfolio comprising original and revised syllabi and course materials along with reflections done during the process to show the progress that has been made along the way.

Step 4/1: Implement Changes in Next Iteration

During the next iteration of the course, faculty will have a detailed record of practices they used in the previous course and plans for new practices. They will enact the adjustments and changes in the next iteration of the course, and the cycle will begin again as the experiences in this iteration become the subject of the next experiential learning cycle.

Author Reflection #10: A Revised Model

One reason I propose revising the experiential learning model for faculty who have led programs abroad is that conducting this study has shown me that faculty are having valuable learning experiences while abroad but a structured process to help them act on those experiences is needed. During my conversations with some of the participants who talked about not changing their teaching styles while abroad, it seemed clear to me that there were ways they changed their teaching, even if they did not consider them substantial changes worth mentioning. I would count myself as part of this group because there were experiences I had during my own programs that I would not have considered valuable experiences or learning experiences without having talked to the participants about their own programs. So the first barrier to learning from experience and making pedagogical change is a lack of recognition—faculty need to look back at their time abroad as a source of learning. It has become clear to me that getting faculty to reflect on and examine their experiences in the interviews helped them recognize ways that leading programs offers learning opportunities that could inform actionable change in their teaching.

The second reason I propose the revised model for experiential learning is that having faculty talk about their experiences with a peer who has also been abroad would create

collaborative and/or mentor relationships between faculty members. One of the common suggestions from participants was for more training and mentorship to be made available, and while this model only focuses on activities after the study abroad program, the conversations, if they resemble the interviews of this study, could act as informal and reciprocal mentoring between programs abroad. Also, providing a structured process that requires faculty to discuss their experiences and reflect on them offers some of the benefits of an administrative debriefing or reflection without directly involving the administrative work that so many participants were resistant to.

As an instructor who is interested in improving my own pedagogical skills but does not always have the time, motivation, or incentive to do so, I appreciated the way talking with the participants helped me recognize parts of my own program and teaching that I could work on to improve for the next time I went abroad or the next course in general. In some ways, the interviews made me feel like the tenth participant in the study because I often thought about my own experience in relation to the participants' experiences to help myself make sense of what they were telling me. Having a process that required me to have these kinds of conversations with other faculty after returning from a program would feel less like administrative work I had to find time to fit into my schedule than an opportunity that I actually looked forward to to talk about my program with a peer.

Implications for Faculty and Institutions

The findings in this study support elements of the small body of research on faculty who lead study abroad programs, but there are also implications for experiential learning, faculty, and institutional support for faculty that became evident. In this section, recommendations are offered for both faculty and their institutions to promote pedagogical and professional

development through a combination of work done by individual faculty members and programming and processes provided by institutional offices of study abroad and teaching development centers.

Experiential Learning for Faculty

Leading a study abroad program is an opportunity for faculty experiential learning, just as it is for students, but faculty need to be guided through all steps of the experiential learning cycle and encouraged to make use of their learning for it to be impactful. Just as reflection is an integral part of experiential learning programs for students, it should be part of the learning process for faculty. All faculty who lead programs abroad will have experiences they can learn from and that can help them improve their pedagogical skills, but not all faculty will automatically put effort into reflection and experimentation. Requiring faculty to undergo pre- and post-trip orientations or complete pre- and post-trip reflections would make them aware of the potential for learning opportunities during the program and pedagogical development after the program and push them to consider and document these opportunities upon returning. The peer conversations, as noted in the proposed model above, would also guide faculty through through the third and fourth stages of the experiential learning cycle, which would ensure that they have a deeper understanding of their experiences abroad and a process to use them toward their own pedagogical development. This proposed process would also underscore that experiential learning is, itself, a process and one that can continue through each program abroad or course taught on campus.

Several of the participants noted the lack of pedagogical training they received early in their careers, and some commented that their institutions' centers for teaching development focused mostly on new faculty. Implementing a process that connects faculty experiential

learning and study abroad would provide development opportunities for these faculty that allow them to take advantage of work they are already doing (i.e., leading programs abroad) and leverage it toward improving their teaching skills and approaches. In addition, this process could work as encouragement for other faculty interested in their own pedagogical development to pursue study abroad opportunities.

Mentoring for Faculty

Several of the participants commented on the lack of mentoring and training as new study abroad program leaders. The findings in this study suggest that a potential strategy for training and mentoring faculty who study abroad is to enlist their peers who also lead programs abroad as mentors and informal trainers. The process outlined in the proposed model of experiential learning would set up faculty in pairs so they could share their experiences abroad and with study abroad in general. If this process were required as part of the agreement to lead programs abroad, and new faculty were paired with experienced faculty, then informal mentorships and training would be possible as well. The questions that guide the faculty peer interactions would be constructed to elicit both reflection on experiences and sharing of impactful practices, which would allow both faculty members to discuss parts of their experiences that were challenging or practices they would implement with the benefit of hindsight.

High Impact Practices for Faculty

As high impact practices (HIP) for students have been associated with benefits such as deep learning and increased engagement, so can some of the practices have similar benefits for faculty. By leading a program abroad, faculty are engaging in the global learning HIP that allows them to “explore cultures, life experiences, and worldviews different from their own” (Kuh,

2008, p. 10). Institutions should recognize the work faculty do while leading programs abroad as a HIP that can lead to improved teaching and better engagement with students. All the participants in this study described increased engagement with students, not just because of the amount of time spent with students but because of the types of activities and interactions they had with students. In this case, faculty are already participating in high impact practices that are going unnoticed by institutions and likely by faculty themselves.

The process outlined above for faculty peer conversations would also foster the type of collaborative learning described by the collaborative project HIP in that faculty peers would be exploring their experiences abroad together and how those experiences led to learning opportunities and pedagogical development. By having guided conversations with each other about their experiences abroad, faculty would have opportunities to solve problems and build professional relationships with their peers. Another potential strategy for faculty to engage in both a HIP and mentoring is the creation of communities of practice for study abroad program leaders. Within these communities of practice, faculty could continue to share their experiences abroad in ways that foster mentor/mentee relationships. These learning communities would also foster multidisciplinary collaborations similar to the peer conversations but with a wider group of participants.

Programming for Study Abroad Offices

The findings in this study suggest ways that faculty would like offices of study abroad to support them as program leaders, particularly in training. The planning and designing of a study abroad program often entail administrative and budgeting work that many faculty are unfamiliar with, and offices of study abroad could require attendance at orientation and training sessions for prospective program leaders that outline their responsibilities before, during, and after the

program itself. Requiring faculty to attend training sessions ensures that they receive the information they need about program proposals, budgeting, travel processes, etc. Study abroad offices could also regularly collect suggestions from faculty on the kind of trainings that would be most useful to them to make sure that relevant topics are not omitted from orientation or training sessions.

Study abroad offices should also be involved in structuring the faculty peer conversations prescribed by the experiential learning for faculty model above. Because these offices have data on which faculty are leading programs and the experience and discipline of the faculty, the offices are in a well-suited position to bring together faculty to reflect and theorize about their experiences abroad. In addition, the study abroad offices could incorporate these peer conversations into the post-trip administrative responsibilities to ensure that all faculty participate. These conversations may be more likely to engage faculty because the benefits for themselves and their teaching would be more apparent than in completing a written reflection that is submitted along with post-trip paperwork.

Programming for Centers of Teaching Development

Centers for teaching development could also incorporate the proposed experiential learning for faculty model by applying the model to teaching experiences on-campus and offering programming that explains the process to faculty and coordinates the conversations. While the model was developed in the context of study abroad, it could easily be followed by faculty to improve their teaching between offerings of a course in an on-campus setting. Centers for teaching development could coordinate the process by connecting faculty with each other and having them reflect on their teaching experiences and discuss how those experiences are learning opportunities that can lead to improved teaching strategies. Many faculty are familiar with

experiential learning as it relates to students, but centers for teaching development could offer lectures or workshops that show how experiential learning might work for faculty members as well.

Assessing Teaching Effectiveness and Study Abroad Impacts

As described in Chapter II, there are various elements of teaching effectiveness that have been explored in the literature, and assessing teaching effectiveness is important for faculty and institutions, particularly in yearly review and promotion and tenure processes. Using a formal reflection and documentation process as suggested in the proposed model above could offer an additional way to assess the teaching effectiveness of faculty who lead programs abroad. The participants in this study described various ways that their experiences abroad could be applied to their teaching on campus as well as ways that teaching abroad led them to experiment with new teaching approaches. By documenting their reflections and subsequent pedagogical development, faculty could show how their teaching has changed and improved as a result of leading programs abroad. The peer conversation element of the proposed model also offers an opportunity for peer faculty to offer testimonials of the pedagogical change that has taken place. If these conversations are part of a formal post-trip debriefing process that involves documenting the conversations, then the institution might also include that documentation as a measure of teaching effectiveness in faculty reviews and promotion and tenure processes.

As noted above, the peer conversation process could also be implemented for faculty teaching on-campus courses, and as such could also act as an additional measure of teaching effectiveness for all faculty. During the interviews, participants described effective teaching in various ways, including being engaging, being a content expert, keeping students engaged, bridging the gap between knowledge and practice, and being student-centered, and all of these

qualities can be present in teaching that happens on-campus. Because it is possible that these qualities could be discussed and experimented with by faculty teaching on campus, the same formal peer conversation process for on-campus teaching could serve as a measure of teaching effectiveness for faculty who have not led a study abroad program.

Assessing the Impact of Study Abroad on Faculty

Measuring the impact of study abroad experiences in the literature has been mostly limited to impacts on students in the areas of global and intercultural competencies and language acquisition. However, as this study shows, study abroad programs impact the faculty who lead them, and creating a space for faculty to explore their experiences in conversation and writing could provide insight into the different ways that leading programs abroad is impactful. Participants in this study emphasized professional and personal impacts such as building closer relationships with students, willingness to try new experiences (in teaching and in general), and finding new satisfaction and purpose in teaching. Study abroad offices should require faculty to complete post-trip peer conversations, and the documentation from the process could help offices better understand how programs abroad impact faculty and whether there are programmatic changes that could be made. Study abroad offices could also use this information to recruit more faculty to lead study abroad programs by highlighting the positive impacts that other faculty have experienced.

Limitations

While this study aimed to explore, in general, how faculty experience learning when leading programs abroad, there are some limitations that should be made clear to provide some context for the findings and implications. Because this study follows qualitative research

methods, the findings are not intended to be generalizable but rather to offer detailed insight and understanding into the learning experiences of faculty while abroad. The small group of nine participants, and the similarities between their combined three institutions means that certain elements of their perspectives on teaching versus research and teaching training may influence their accounts differently than a group of faculty members from liberal arts-focused institutions.

As mentioned above, only nine participants chose to participate in the study, and they represented three different research-heavy, doctoral-granting institutions in the southeastern US. The participants themselves skewed toward engineering and science, with six of nine teaching in engineering or science disciplines, while two participants taught courses in the field of education and one participant taught business courses. The lack of variety in disciplines could affect the perspectives that the participants had on teaching in some cases.

All of the data collected for the study came from the two hour-long interviews held with each participant. While most of the interviews reached the end of the interview protocol before running out of time, there were some questions that were omitted for the sake of time. The interviews were designed to be semi-structured, so some flexibility was built into the interview protocols, but given unlimited time for interviews, additional questions might have provided more detailed descriptions of how participants perceived impacts on their teaching.

The study was designed for participants who had led a program abroad in the last two to three years, and while all of the participants had led a program as recently as the summer of 2022, there was still five to six months time that had elapsed between their return from summer programs and the study interviews. Except for one participant, who led a week-long program in between the two interviews, all the participants were speaking about experiences that had happened several months before, at best.

Areas for Future Research

The literature review for this study shows a gap in research that focuses on faculty experiences leading study abroad programs. More studies such as this one could help provide a deeper understanding of how leading programs abroad impacts faculty and how it can lead to pedagogical development. Specifically, studies that collect interview data from participants before and after leading a program abroad would allow participants to have better recollections of their time abroad and call attention to things they learned during the program. Implementing data collection methods that required participants to reflect in writing during the programs could also provide more immediate and detailed accounts of their experiences.

This study did not use personal or professional characteristics in the selection of participants, and as such does not comment on how different identities might affect faculty members' experiences or pedagogical development. Studies that focused on specific types of participants, whether singling out a discipline, such as education, a population, such as faculty of color who teach at predominately white institutions, or rank, such as non tenure-track instructors, could provide some nuance to findings and possibly shows ways that certain characteristics affect faculty experiences and whether they make pedagogical developments based on the experiences.

In the findings of this study, it became apparent that most, but not all, participants were interested in actively pursuing pedagogical development, and studies that focus on faculty who lead programs abroad might explore correlations between these faculty and a desire to pursue pedagogical development as well as whether leading programs abroad makes faculty more likely to work on their pedagogical skills. Some participants noted co-teaching experiences during their

programs, and future studies could explore ways that pedagogical development stems from intercultural exchanges that might happen during coteaching experiences abroad.

Several participants described barriers to leading programs abroad, mostly situated in the administrative responsibilities, and future studies could look at the administrative requirements of faculty study abroad programs and ways that they prevent faculty from pursuing experiences abroad versus ways that they assure faculty of having safe and successful experiences abroad. As noted in the findings, the administrative work that participants described could be understood as a learning experience that prepares faculty for future roles in administration. Future studies could explore connections between faculty who lead programs abroad and their interest in and preparedness for future administrative appointments.

Conclusion

Exploring how faculty experience learning during a program abroad designed primarily to provide students with meaningful learning experiences can help shed light on approaches to teaching and willingness to develop teaching skills, but it is first necessary for faculty to recognize that they have learning experiences while abroad just as students do. Descriptions of their time abroad show how faculty are committed to providing students not only with impactful learning experiences in the classroom but outside the classroom as well. The level of effort required for faculty to lead programs abroad also speaks to their dedication to providing students with meaningful experiences, and it is clear that faculty also stand to benefit professionally and personally from leading programs abroad. Harnessing the experiences of faculty for the purposes of their own pedagogical development is possible and may be accomplished by having them work through a similar experiential learning process that students often complete, but the more personal benefits for faculty should also be acknowledged.

While reflecting on their study abroad programs, the participants in this study all expressed genuine enjoyment with their experiences, whether that enjoyment stemmed from their own exploration of the culture, shared experiences with students, or observing students have their own life experiences. The ways that faculty describe their enjoyment makes clear the overlap between the personal and professional, as Frank says:

I just enjoy the adventures with students because I [...] like bringing students to the Coliseum or like St. Peters, and they're just like, "Wow. This is awesome." Or up to Florence where they see the duomo there. It's like, wow, that's unbelievable. So it's kind of a special to see, like, the excitement on the students' faces.

Here Alan describes leading students to new experiences:

I wake up every day in Europe, and I'm going to have the best day of my life because we're in Europe and I'm with, you know, 35 to 40 students and I have no idea what's going to happen, and I love that. Study abroad is a little bit like Christmas for me. When I know we're about to walk around a corner and see something majestic, but they don't, I just sit back and watch their facial expressions and that's Christmas morning for me. It absolutely is.

Lara explains how study abroad brought her to a realization about her purpose in academia:

The real reason why I enjoy it so much is seeing the change in the students, regardless of the age group and their particular experience. So, what I learned from the study abroad experience is the reason I do it [...] is really seeing the change in the students that, to me, is like fuel. It's so rewarding, seeing them coming in with a particular expectation and then they're frustrated the first week. They're so frustrated. And then they are changed by

the second week in so many ways. That is the most rewarding thing, and something I learned as to why I actually am an academic.

Faculty will continue to lead study abroad programs whether or not they regard them as learning experiences or turn the experiences into pedagogical development, but with a little bit of effort put toward processes of reflection and documentation, institutions can ensure that faculty who do lead programs abroad fully realize the impact the experiences have made. Speaking with the participants of this study about their programs has shown me how my own experiences abroad were meaningful, or in need of adjusting, or just plain enjoyable in ways that I had never considered, and all faculty who lead programs abroad should be able to experience the self-realizations that the type of guided reflections and conversations described above can make possible.

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APPENDIX A
INTERVIEW PROTOCOL

Thank you for agreeing to be interviewed today. My name is Ed Dechert, and I am currently a PhD candidate in Higher Education Leadership. As outlined in the invitation, we are meeting today to talk about your first-hand experiences and subsequent reflections leading a short-term study abroad program. I have included information about myself and the project in the original invitation letter.

As a friendly reminder, today's meeting will be audio and video recorded, although your identity will be kept confidential and pseudonyms will be used for any data that is reported out for the study. Participation is also voluntary, so if at any time you wish to discontinue participation, please let me know.

With that, let's go ahead and get started.

Interview 1 Protocol

- 1) Tell me a little about your field of study and how you came to be a faculty member in the discipline.
 - a) Can you describe how teaching is regarded in your current department (for example, in relation to research and service)?
- 2) How would you describe your current teaching responsibilities?
 - a) Where and/or how did you learn to teach college students?
 - b) How does your training development as a college teacher compare to others in your field?
 - c) Describe what being a "good college teacher" means to you?
 - d) What did your teaching load look like when you started as a faculty member and what does it look like now?
- 3) So how did you first get involved in leading a study abroad program?

- a) How was your first study abroad program designed?
 - i) What were your responsibilities in designing the program?
 - ii) Where did you decide to go and why?
 - iii) Describe the types of logistics that went into planning the trip.
 - iv) What kind of support did you have to help plan the trip?
 - b) At the onset, what were you hoping to get out of the study abroad program when you signed on to lead it?
 - i) For your students?
 - ii) For yourself?
- 4) Now that we've covered some of your background as an instructor and your thoughts on creating a study abroad program, tell me about the study abroad experience itself.
- a) Before the trip, what parts of your role did you look forward to/have concerns about?
 - i) As the person who coordinated the experiences?
 - ii) As the course instructor?
 - iii) In what ways did you feel already prepared to facilitate different aspects of the study-abroad experience?
 - b) At the onset, how did you approach teaching on the trip?
 - i) Describe your relationship with students (and colleagues, if relevant) over the duration of the trip.
 - ii) Describe how you created opportunities for student learning on the trip (in and out of the classroom).
 - iii) To what extent did your approach to teaching-learning and/or facilitating evolve over the course of the trip? How and/or why?

- 5) Tell me about some of your experiences while facilitating the study abroad trip.
 - a) Describe for me a time (or two) when a student(s) had an “aha moment”, deeper revelation, or memorable insight about the course content while on the trip.
 - b) Describe for me a time when you had a similar moment on the trip.
 - c) Tell me about what you consider your best day(s) of teaching on the trip.
 - i) What contributed to this sense of success or positivity around the events you described?
 - d) Describe the most challenging, disappointing, or worst teaching experience(s) on the trip.
 - i) What do you think contributed to the challenges or less positive aspects of the trip?

Interview 2 Protocol

- 1) In retrospect, can you talk through how ready you think you actually were to lead the study abroad trip during the trip (vs. the study abroad trip you imagined in the planning stages)?
 - a) What types of previous skills, knowledge, or competencies came in handy even though you weren't aware you would need them?
 - b) Were there any times you felt unprepared in any way for handling something on the trip?
If so, tell me more about those specific experiences.
 - c) If you could go back to the beginning of the study abroad experience, what skills, knowledge, or competencies would you have liked to gain BEFORE setting out on the trip and its relevant coursework?
- 2) Looking back upon the experience, what would you say are some key lessons you learned from facilitating study abroad trips...
 - a) About yourself as a college teacher in a study abroad context? Explain.
 - b) About yourself as a college teacher after the study abroad experience? Explain.
- 3) To close, in what ways do you think leading a study abroad program can be a learning experience for college faculty?
 - a) What types of activities would you advise to include vs. exclude?
 - b) What type of training should faculty have before leading a study abroad course?
 - c) How might study abroad enhance a faculty member's general approach to teaching after the trip, when they return to the more conventional on-campus teaching-learning contexts?

APPENDIX B
IRB EXEMPT STATUS APPROVAL

From: nrs54@msstate.edu
Sent: Thursday, April 27, 2023 5:41 PM
To: Molina, Danielle; Moyen, Eric; Dechert, Ed; Cutts, Qiana
Subject: Protocol Inactivated: IRB-22-254, Faculty Experiences

Facilitating Study Abroad

Protocol ID: IRB-22-254

Review Type: EXEMPT

Principal Investigator: Molina, Danielle

You are receiving this inactivation notification for one of the two following reasons:

1) Exempt Determinations:

This protocol is has been granted an exemption determination. Based on this exemption, and in accordance with Federal Regulations which can also be found in the MSU HRPP Operations Manual, your research does not require futher oversight by the HRPP.

Therefore, this study has been inactivated in our system. This means that recruitment, enrollment, data collection, and/or data analysis can continue, yet personnel and procedural amendments to this study are no longer required. If at any point, however, the risk to participants increases, you must contact the HRPP immediately.

2) Non-Exempt Approvals (Expedited or Full Board):

A request to inactivate (with the submission of a final report) your non-Exempt protocol was submitted and approved. If this is the case, there should be no further data collection or data analysis conducted under this protocol.

For additional questions pertaining to this study, please contact the HRPP at
irb@research.msstate.edu.

APPENDIX C

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH FOR EXEMPT RESEARCH

Protocol ID: IRB-22.254

Review Type: EXEMPT

Title of Research Study

Faculty Experiences Facilitating Study Abroad

Researchers

Ed Dechert, Doctoral Student in Educational Leadership/Higher Education Leadership, Mississippi State University (Student Researcher); Danielle Molina, PhD, Associate Professor in Higher Education Leadership, Mississippi State University (Dissertation Chair)

Purpose

The purpose of this study is to explore faculty members' experiences leading short-term study abroad programs and the ways those experiences shape their development as faculty members.

Procedures

Participants will be recruited for the study via email, and all participants will be selected on a volunteer basis and will consent to the study by returning the completed intake form linked to the invitation email and sharing pertinent contact information.

Once selected for the study, participants will each engage in two separate 60-minute virtual interviews with the researcher, at least two weeks apart. The interviews will be audio and video recorded to facilitate data transcription and analysis.

Confidentiality

During the interviews, participants will be able to control the information they offer with full understanding of the nature of the study. Participants will select the location in which they

participate in the focus group. Interviews will be recorded and transcribed for analysis. Please note that these records will be held by a state entity and therefore are subject to disclosure if required by law. Research information may be shared with the MSU Institutional Review Board (IRB) and the Office for Human Research Protections (OHRP).

Questions

For questions or concerns related to this research project please contact:

Ed Dechert, doctoral student in Higher Education Leadership at Mississippi State University by phone: 662-325-3344 (office) or email at edeichert@career.msstate.edu

Danielle Molina (dissertation chair), Assistant Professor in Higher Education Leadership at Mississippi State University by phone 662-325-9324 (office) or email at dmolina@colled.msstate.edu.

For questions regarding your rights as a research participant, or to discuss problems, express concerns or complaints, request information, or offer input, please feel free to contact the MSU Research Compliance Office by phone at 662-325-3994, by e-mail at irb@research.msstate.edu, or on the web at <http://orc.msstate.edu/humansubjects/participant/>.

Voluntary Participation

Please understand that your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue your participation at any time without penalty or loss of benefits.

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you decide to participate, your completion of the research survey and procedures indicates your consent. Please keep this form for your records.

Audio/Video Recording of Subjects

Interviews will be audio/video recorded by the researcher unless otherwise specified on the survey linked to the invitation email. Recorded interviews from this study will be secured, transcribed, and archived by the researcher listed on this form. Recordings and transcriptions will be kept by the researcher until the end of the dissertation study, however recordings and original transcriptions (i.e., with identifying information) will not be shared in public forums without the permission of the participant.

Your consent to be audio/video recorded and/or request an alternative means of documenting interviews related to the study will be collected in the survey linked to the invitation email for this study. Please keep this form for your records.

APPENDIX D

EXPERIENTIAL LEARNING FOR FACULTY THROUGH STUDY ABROAD PEER
CONVERSATION PROTOCOL

- 1) Tell me about some of the experiences you had leading your study abroad program.
 - a) Describe for me a time (or two) when you had an “aha moment”, deeper revelation, or memorable insight about the course content while on the trip.
 - b) Tell me about what you consider your best day(s) of teaching on the trip.
 - i) What contributed to this sense of success or positivity around the events you described?
 - c) Describe the most challenging, disappointing, or worst teaching experience(s) on the trip.
 - i) What do you think contributed to the challenges or less positive aspects of the trip?
- 2) In retrospect, can you talk through how ready you think you actually were to lead the study abroad trip as it happened (vs. the trip you imagined in the planning stages)?
 - a) What types of previous skills or knowledge came in handy even though you weren't aware you would need them?
 - b) Were there any times you felt unprepared in any way for handling something on the trip? If so, tell me more about those specific experiences.
 - c) If you could go back to the beginning of the study abroad experience, what skills, knowledge, or competencies would you have liked to gain before setting out on the trip?
- 3) Looking back on the experience, what would you say are some key lessons you learned from facilitating study abroad trips...
 - a) About yourself as a college teacher in a study abroad context? Explain.
 - b) About yourself as a college teacher after the study abroad experience? Explain.
 - c) About teaching in your field or teaching at the college level, overall? Explain.

- 4) To close, in what ways do you think leading a study abroad program can be a learning experience for college faculty?
- a) What types of activities would you advise to include vs. exclude?
 - b) What type of training should faculty have before leading a study abroad course?
 - c) How might study abroad enhance your general approach to teaching after the trip, when you return to the more conventional on-campus teaching-learning contexts?