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International Travel: A Quantitative and Qualitative Analysis About How Study Abroad
Opportunities Enhance One's Global Perspective and Self-Awareness

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Submitted in partial fulfillment of the requirements for graduation with Honors

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Abstract

As the world is becoming more interconnected, the importance of having a well-rounded, global education is necessary. To meet those needs, many students are electing to study abroad during their time in college. Although research has been done to examine the direct benefits of studying abroad, there has been little research done to differentiate the impacts of short-term and long-term study abroad. This research looked at how students reflected on both their short-term and long-term study abroad experiences and it examined the benefits of both lengths of travel. A quantitative analysis was done to analyze the benefits of short-term study abroad, and a qualitative analysis was done to analyze the benefits of long-term study abroad.

The sample data were gathered from Otterbein University students who had participated in study abroad experiences within the last two years. Students who studied abroad short-term participated in a survey known as the Global Perspectives Inventory (GPI) while students who studied abroad long-term participated in interviews.

While results yielded that participants believed they benefited directly from their study abroad experiences, there was no evidence to suggest either long-term or short-term was more beneficial than the other.

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Introduction

Within the last 30 years, there has been a significant increase in the number of students wanting to participate in university-sponsored study abroad programs. One such study found a 232% increase in participation in study abroad programs from 1985 to 2002 (Geyer, 2017). Another study found that within the last three decades (1990s-present day), participation in study abroad programs has more than tripled for undergraduate students (Niehaus, 2019). Goodman (2013) found that about 10% of university students study abroad during their time in higher education. In the 2016-17 academic year, nearly 300,000 university students studied abroad, and an estimated 65% of those students participated in a short-term study abroad experience (Landon, 2020).

Because of the increasing rates of college students wanting to study abroad, many colleges and universities have begun looking into the benefits of short-term and long-term study abroad opportunities. Research suggested there were many benefits to studying abroad, so universities began to encourage students to go abroad during their collegiate careers. Studying abroad soon had become the highest priority among higher education institutions for internationalizing their students (Niehaus, 2019). However, if so many students were being encouraged to go abroad, what were the benefits for them and why were they going?

Many people believed the longer the time abroad, the greater impact a student would feel from their experience (Geyer, 2017), which was why most research focused on the impact of long-term travels. Long-term study abroad is defined as a study abroad experience that lasts eight weeks or more, typically lasting anywhere from a semester to a year abroad. One study found that nursing students who participated in long-term study abroad trips scored higher in global perspective growth than those who participated in short-term study abroad (Zorn, 1996),

indicating long-term study abroad was more beneficial to the students than short-term.

Similarly, a 2004 study found that students who participated in long-term study abroad trips experienced a significantly greater development of intercultural sensitivity than students who participated in short-term study abroad trips (Medina-Lopez-Portillo, 2004). Although most research on studying abroad indicated the more time abroad-the more impactful the experience was for students, the National Survey of Student Engagement (2007) found no correlation between length of time abroad and intrinsic benefits from abroad experience (Landon, 2020). Since there is not conclusive evidence indicating long-term study abroad is more impactful than short-term, more research needs to investigate the impact of both long-term and short-term study abroad programs.

Short-term study abroad is defined as a study abroad experience that lasts eight weeks or less. Most often, universities and program providers offer these opportunities in the beginning of summer (May-Term) or at some point during winter break (J-Term). For these programs, students either can go to an international university to study, or they can go on a faculty-led trip to another country. Most of these experiences are two to three weeks long but could last up to eight weeks. Little research has been done about the impact of short-term study abroad because it is a more recent way of offering study abroad opportunities and therefore there is less data available to study its impact (Geyer, 2017).

There are different models for short-term study abroad; I have direct experience with two of them. First are programs led by faculty from the home institutions of the students, where the faculty travels to the foreign country with the students (Landon, 2020). I went on such a faculty-led trip with 15 other students and two university faculty members to Italy for a May-Term course in 2019. We were in the country for two weeks and we traveled from city to city, staying

in hotels, exploring the culture, museums, historical sites, and more. The current study examined the perspectives of other students who participated in similar faculty-led, short-term study abroad experiences. Another approach to short-term study abroad offered by commercial program providers is to place individual students with foreign host families and universities for short-term courses. My second study abroad experience exemplified this approach. I was in Spain for two and a half weeks for a short J-Term course. I stayed with a host family that did not speak English, I explored museums and monuments, and I attended a Spanish university.

Many universities highlight the benefits of studying abroad to their students such as experiencing different cultures, acquiring new communication skills, learning new languages, and other skills that would make them stand out against their peers to future employers (Goodman, 2013). And indeed, research has shown that studying abroad is correlated to enhancing students' global perspective, self-confidence, independence, understanding of other cultures, and appreciation for foreign artwork (Anderson, 2015). Another suggested benefit to studying abroad is that it could liberate students from their limited views of the world. Doerr & Suarez (2018) supported this idea as their study found that studying abroad increased student's ability to see other perspectives and have empathy towards those who were different from them. There is also evidence of economic benefits to studying abroad. Research has found that Chinese universities wanted students to study abroad because they had previously brought back advanced technologies that helped develop the Chinese economy and also helped the students enhance their careers when they returned to China (Tao, 2006).

Studying abroad can also lead to individual self-growth. For instance, Doerr and Suarez (2018) found studying abroad resulted in higher self-confidence, increased risk-taking, and adaptability (Doerr & Suarez, 2018). Studying abroad can be a terrifying experience; being in a

foreign land, not speaking the language, and not knowing anyone. Once students face those obstacles, they feel like they can do anything. It is difficult to navigate an unknown location and have to figure out everything on one's own. For students, being able to find their way out of those difficult situations can lead to a greater sense of independence. Although the idea of traveling alone can be terrifying for students, most students studying abroad realize their fears are for nothing. Of course, it might not be solely the experiences contributing to the growth of those characteristics. Leaving one's homeland is not for everyone: previous studies suggested that students who studied abroad had more mature and adventurous personalities and characteristics than their peers who chose to spend their years of higher education at their home universities (Miller, 2015).

However, it may not be the case that all students who study abroad demonstrate positive growth. As with college at one's home institution, some people go abroad just for the parties and social life instead of the education and personal impact. Students whose motivation is increased knowledge of the world are likely to experience positive growth outcomes whereas students who are motivated by a lower drinking age may not (Anderson, 2015). American students are most likely to abuse their time abroad by using it as a vacation rather than a cultural exploration. Since in America the legal drinking age is 21, some students go abroad to have a good time and legally drink. For example, in most of Europe, the legal drinking age is between 16 and 18 years of age, allowing American students to legally consume alcohol for the first time. As can be expected, if students go abroad merely to drink, they will not experience the intrinsic or cultural impacts that other students might who go abroad for the sake of education.

Whether the students were merely partying while abroad or if they were dedicated students, one study found that American students who went abroad dramatically increased their

alcohol consumption (Pederson, 2014). In my experiences, after I went abroad, I began drinking wine and liquor with greater frequency, mirroring how in Italy and Spain I would have a glass or two of alcohol with nearly every meal. This cultural difference in alcohol consumption may contribute to that increased alcohol consumption that Pederson (2014) noted.

There are drawbacks to long-term study abroad programs that make them less feasible for many students. Most common among those drawbacks are homesickness, loneliness, and the feeling of missing out on experiences at home. Besides the daunting idea of traveling alone to a foreign land, the price of an international education is something that prevents some students from participating in study abroad opportunities. According to the U.S. State Department, the average cost of a semester abroad in 2018 was \$14,295, with Morocco and Australia being the most expensive (Study Abroad Data, 2018). Factors such as large expenses of abroad programs, family and friend obligations, the need for work and professional experiences, and home university-required courses often lead students to either not study abroad or choose to participate in short-term experiences. However, most students who have studied abroad, whether long-term or short-term, argued that studying abroad was worth the costs because it was an opportunity unlike any other (Landon, 2020).

Although there may be economic benefits to studying abroad, such as learning how to compete in a global market, becoming educated about global cultures and religions, and being exposed to a variety of advanced technologies, I planned to investigate the intrinsic, personal benefits for students who studied abroad, and the self-growth they experienced from it. The economic and globalization impacts of becoming internationally experienced might be beneficial for the students in the professional world, but what were the personal benefits the students

experienced? How did students' global perspectives change once they had experienced international culture, either in a short-term or long-term study abroad?

This research project was divided into two different parts: a quantitative study of short-term study abroad students and a qualitative study of long-term study abroad students. The goal of this research was to determine the impacts of short-term and long-term study abroad on students. Had their experiences somehow changed the students? Did they feel more independent? Did they view the world differently? Had they grown to respect cultures and ways of life different from their own? Did they feel the lasting impacts of their time abroad? How did the impacts differ from short-term study abroad experiences to long-term?

Study 1

Method

Participants. Originally, I planned to look at participants before and after their study abroad experiences during the Otterbein May Term (a two-week credit bearing course in the beginning of May 2020) for Study 1. I had also hoped to compare results from students who participated in travel May Term courses to students who participated in non-travel May Term courses. Due to the challenges posed by the COVID-19 pandemic, all study abroad was canceled for the year 2020 and therefore I could not use any comparison groups. Instead, I used students who had studied abroad in the years prior in a delayed post-test format. All Otterbein University students (N=193) who had participated in short-term study abroad experiences (eight weeks or less) from Fall 2018-Winter 2019 were contacted. There were 26 students who consented to participate: two males and 24 females, ranging in age from 19-23 years with the average age 21.269 years old. Other notable demographics about the participants included: 51.9% identified as white, 44.4% were in their senior year of college at the time they participated in the study, 33.3% were juniors at the time they participated in the study, 22.2% were pursuing degrees in Health and Medical Professions fields, a combined 37% of participants were pursuing degrees in Physical or Biological Sciences and Mathematics (18.5%) along with Social and Behavioral Sciences (18.5%), 51.9% of participant's parent's highest level of education was a Bachelor's Degree, and the lowest reported G.P.A. was a 3.0. The countries that they traveled to for their study abroad were Italy, Spain, Vienna, Cambodia, Honduras, Malawi, Tanzania, Uganda, and Vietnam.

Measures. Study 1 was a quantitative analysis. Participants took the Global Perspectives Inventory (GPI; Larry Braskamp, 2008) as seen in Appendix D. The GPI is used to measure cognitive, intrapersonal, and interpersonal experiences of students from their study-abroad trips. The GPI has a core 35 questions that are used for all its studies, and for this study, additional questions were also used. An example of a core GPI question is, “I take into account different perspectives before drawing conclusions about the world around me.” This is on a level of agreement scale that reads Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

This study used a version of the GPI which consisted of the core 35 questions with an additional 63 questions regarding cultural perspectives, personal insight, educational experiences, information about the most-recent study abroad experience, and the globalization of the student. Questions consisted of level of agreement to each statement, frequency of events, and yes/no questions. For example, one of the questions asked, “How often did you interact with individuals from the host country outside of the classroom?” That was on a frequency scale that read Never (0), Rarely (1), Sometimes (2), Often (3), and Very Often (4).

Procedure. I gained approval to use the Global Perspectives Inventory from the GPI Staff at Iowa State University, as seen in Appendix C. IRB approval was obtained before research began and is included in Appendix A. Participants were recruited via email. An example of the recruitment emails can be seen in Appendix F. Participation was completely voluntary. Students received the GPI surveys to complete once they signed the electronic consent form. All surveys were electronically distributed and received within a two-week period. No names were on the surveys and participants remained anonymous. Data from the surveys were analyzed and coded for trends and patterns using SPSS software.

The data were analyzed based on four scales of the GPI that were determined to be most relevant to the research. The four scales that were analyzed were *Knowing*, *Knowledge*, *Social Interaction*, and *Intercultural Wonderment*. All questions that were included in the scales of *Knowing*, *Knowledge*, and *Social Interaction* were scored on a level of agreement scale that read Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The questions included in the *Intercultural Wonderment* scale were scored on a frequency scale of Never (0), Rarely (1), Sometimes (2), Often (3), Very Often (4). The *Knowing* scale was used for understanding the importance of taking value into account when analyzing a person's knowledge and values (Research Institute, 2017). All scale measures are in Appendix I. The *Knowledge* scale was used for understanding how different cultures had distinctive and unique impacts on society (Research Institute, 2017). The *Social Interactions* scale was used for understanding how to interact with people of different cultures and being aware of their cultural beliefs (Research Institute, 2017). And the *Intercultural Wonderment* scale was used to understand if students immersed themselves into the foreign culture, partook in activities outside of their comfort zones, adapted to the new cultural expectations, and interacted with people from the host country in informal settings (Engberg, 2015). Each scale contained four to seven questions from the inventory that were used as measurements. The purpose of these scales was to determine if students experienced changes in their worldly perspectives from their time abroad and to analyze other impacts the study abroad experiences had on the students. Data are included in Appendix G.

Results

Analyses of the quantitative data were limited in scope as there was no pre-travel data available. Instead I decided to look at the basic descriptive characteristics of my sample and compare them to the norms provided by the test authors of the GPI. Table 1 illustrates the basic means and standard deviations from the GPI researchers and this study.

Table 1: Means and Standard Deviations (S.D.) for GPI at Iowa State and Otterbein

<i>Scales</i>	<i>Iowa State (N=313)</i>		<i>Otterbein (N=26)</i>	
	<i>Data (2017)</i>		<i>Data (2020)</i>	
	Mean	S.D.	Mean	S.D.
<i>Knowing</i>	3.54	0.61	3.83	0.44
<i>Knowledge</i>	3.85	0.57	3.56	0.79
<i>Social Interactions</i>	3.48	0.07	3.08	0.51
<i>Intercultural Wonderment</i>	2.65	1.19	3.15	0.56

Note: For the Otterbein Study, while there were 26 participants, not all participants answered every question.

When comparing Otterbein University's data with Iowa State University's data, there were some differences. In general, the students in the current sample scored close to the Iowa State students. The current sample scored lower on *Knowledge* and *Social Interactions* and higher on *Knowing* by approximately 0.29 points of the 5-point scale. *Intercultural Wonderment* had a larger difference on a 4-point scale.

Discussion

For the *Knowing* scale, the differences in means were relatively close, but still not the same for Iowa State and Otterbein. This illustrated how not all participants felt strongly about their cultural experiences: they did not all fully recognize the importance of cultural values in the different countries. The results indicated that the participants in this study did not think about what they experienced abroad in terms of their own lives. All the participants in the study went on short-term study abroad experiences, and for some of those, they were faculty-led. Since some of the study abroad trips were faculty-led, that indicated the students primarily traveled together and did not get to experience the genuine culture of the countries they went to, but rather they experienced the tourist culture. Although they did not assimilate into the culture by adapting to the other countries' beliefs, studying abroad had a positive impact on the students' intercultural development (Anderson, 2015). The students still benefited from their study abroad experiences, but because of external factors, they did not carry the other cultures' perspectives with them when they returned home. Although studying abroad for the eight weeks or less was impactful for the students, they either did not have enough time abroad to integrate the culture into their beliefs, or they did not experience the true culture of the country because they traveled together and lived like tourists instead of integrating into the culture.

When I was in Italy, I was on a faculty-led study abroad for two weeks. Everyone was always with two to three other students: we always traveled together. During the trip, we did not try to assimilate to the culture, but rather we lived like true tourists seeing all the famous cities, going to the museums, and eating out at restaurants every day. Although during the time abroad we did experience the Italian culture and observed differences between the Italians and ourselves and we were able to view the world differently, we did not view ourselves as part of the culture:

we were outsiders looking in. The trip was a beneficial and incredible experience, but from my own recollections, from that trip, I did not integrate the Italian culture and belief system into my own beliefs.

My data mean for the *Knowledge* scale was below the data mean for the GPI study, just like it also was for the *Knowing* scale. Either due to the lack of interaction with the countries' cultures or the lack of time abroad, the students did not understand the impacts different cultures had on the world as strongly as I had thought.

Like the *Knowing* and *Knowledge* scales, the Otterbein mean score was below Iowa State's mean score for the *Social Interactions* scale. For this section, I looked separately at each individual scale question and its averages for the Otterbein Data. One significant finding was for the question, "Most of my friends are from my own ethnic background" where the average score was a 2.308 (on a scale of 1 to 5). Since this question was reversed, the lower the score, the better in terms of global perspective. Six participants strongly disagreed (1), and 11 participants disagreed (2). Since the average participant identified as ethnically white, this implied that most participants had friends from other ethnic backgrounds: most participants had friends who were people of color. This was important because although research demonstrated that cross-race friendships were less common and tend to decrease as children grow older (Roberts, 2017), these data suggested that participants in this study had cross-race friendships. Since most participants had interracial friendships while the average person did not, this was significant. It could have been that students who have studied abroad were more likely to do so because they already surrounded themselves with people who did not share the same ethnicity as them, making them more comfortable engaging themselves in cultures that were not their own or that they were more likely to make such friends after a study abroad experience. In my own experience, having

many friends who were from countries outside the United States made it so I was comfortable interacting with people from different cultures, and that made going abroad easier and more fascinating.

Unlike the other scales, for the *Intercultural Wonderment* scale, the Otterbein mean was calculated higher than the Iowa State mean. In looking at the frequencies for the individual questions, most students felt strongly they had experienced intercultural wonderment. The questions on this scale were numbered on a scale of one to four (four being the highest). For question one, nine out of 25 participants who answered the question scored themselves as a 4. Question two, 11 out of 25 participants who answered the question scored themselves as a 4, the same number scored themselves a 4 for question 3, and seven participants scored themselves a 4 for question four. With many of the participants ranking their questions highly for this scale, it was concluded that students felt strongly they achieved intercultural wonderment from their time abroad. This could be for several reasons. One reason the Otterbein students scored higher than the Iowa State students could be because of the faculty support they received from faculty. Since Otterbein is a small liberal arts school, students and faculty can form close and meaningful relationships. When I decided to go abroad to Italy, one of the contributing factors was the faculty that oversaw the trip. I knew both the professors very well, they had both previously been to Italy, and I knew they were knowledgeable about traveling abroad. Because I had known the professors well and had previously worked closely with them, I was able to place my trust in them to safely guide me and the rest of the students through our study trip. Since I placed my trust in them, I did not worry about my safety too frequently, and I was able to engage more with the culture than I believe others who did not have that bond with their faculty. Another reason Otterbein students scored higher could be because of the school's encouragement of global ethos.

From requiring students to take multiple courses about the cultures and beliefs of other people to the mission statement of the university, Otterbein University commits itself to broadening the views and beliefs of its students regarding the world. Since students were exposed to learning about other cultures at home, they could have been more comfortable interacting with those cultures while abroad.

Study 2

Method

Participants. All Otterbein University Students (N=14) who had participated in long-term study abroad experiences from Fall 2018-Fall 2019 were contacted for Study 2. Long-term study abroad is defined as a study abroad trip which lasts longer than eight weeks. There were seven students who consented to participate: four males and three females. Six of these students studied abroad during their junior year of college and one studied abroad her senior year. The countries that they traveled to for their study abroad were France, South Korea, Thailand, New Zealand, and the Netherlands.

Measures. Study 2 was a qualitative analysis. The goal of the study was to answer the six main research questions which were: Had their experiences somehow changed the students?, Did they feel more independent?, Did they view the world differently?, Had they grown to respect cultures and ways of life different from their own?, Did they feel the lasting impacts of their time abroad?, and How did the impacts differ from short-term study abroad experiences to long-term? Participants were interviewed independently about their most recent long-term study abroad experiences. The participants were asked questions from a pre-determined list of 21 questions ranging from demographics, personal growth, and experiences had while abroad, and follow-up questions were also asked during the interviews. These questions were developed both from my own experiences from studying abroad, and the learning goals and vision statements from the Otterbein University Study Abroad and Academic Affairs departments. While I was abroad, I realized how the world was a vast place with billions of people inhabiting it. I gained clarity of where I stood in respect to the grand scheme of things. I came to understand that the United States was not the center of the world and was not in fact the greatest

nation in the world as I had previously been taught. Through my experiences, I understood that other people and cultures lived their lives differently and there was so much more to experience in the world than the small town where I was from. I wanted to see if other students had similar experiences.

I also looked at more formal materials that discuss relevant outcomes from studying abroad. The Otterbein University Study Abroad page said, “You come back to the United States a different person challenged by what you have experienced and learned, both in and out of class. You learn about language, culture and customs of your host country and how the U.S. is viewed abroad” (Study Abroad, 2020). The Otterbein University Academic Affairs Vision Statement read, “We promote a university-wide Global Ethos: Our faculty and students are aware of their connectedness to others in the local and global community; we embrace opportunities to learn about the human condition and engage critically in conversations about ethical responsibilities; and we continually integrate and draw upon diverse perspectives and experiences in thinking about and acting purposefully in the world” (Academic Vision, 2020). Questions were developed to measure the outcomes described in those statements. For example, a question I asked participants was, “How did this experience impact/ change your global perspective (Defined as: A viewpoint that aimed to understand the place or places of individuals, groups, cultures and societies in the world and how they relate to each other)?” This question was used to determine if participants acknowledged a change in how they thought about the world in terms of acting purposefully based on their time abroad. All interview questions were open ended, allowing elaboration from the participants and clarification from researcher. All question can be found in Appendix E.

For the duration of the interviews, I took notes on the body language and personality characteristics of the participants. My notes included how they sat (legs spread apart, legs crossed), eye contact, hand placement, levels of confidence, etc. Upon the conclusion of the interviews and after reviewing my notes, I also noted whether I believed if the participants were introverted or extroverted based on their body language and personality characteristics.

Procedure. IRB approval was obtained before research began and is included in Appendix B. Participants were recruited via email. Students were interviewed in the Psychology Research Suites on Otterbein University's campus once they physically signed the consent forms. All interviews were conducted within a three-week period. Participation was completely voluntary. For those who consented and participated in Study 2, they received \$40 gift cards for retail locations of their choices as compensation for their time. All interviews lasted between 19 and 52 minutes for an average time of 36.96 minutes. The interviews were recorded and later transcribed by the author. No names were recorded in the transcripts and the participants remained anonymous.

Once the interviews were transcribed, I conducted a thematic analysis in which I analyzed the transcripts for similarities among the participants and general themes that were applicable to most participants. For the thematic analysis, I began coding the interviews. The interview coding was performed in two parts. For the initial code, I listed the participants' demographics such as their majors, gender, if they played sports in college, and where they studied abroad. I also listed their answers for several questions that I noticed received similar responses among the participants. These were personality, mentions of the environment, had they previously studied abroad, mentions of friends while abroad, talking about independence,

political conversations, should studying abroad become a university requirement, and did they recommend studying abroad.

For the second coding, I looked at the participants' answers that I listed in the first coding and looked for general themes. These themes were targeted to answer the research questions of "What are the individual benefits of studying abroad?", "Do they view the world differently?", and "Have their experiences somehow changed the students?" I again listed several demographic categories such as gender, the year they went abroad, and where they went. I then transferred my interview notes about the participants' body language and personality to this coding form. From the initial coding, I noticed several themes emerge which were differences between my description of the participants' personalities and their own, a sense of enlightenment or a change in worldly perspective, and a loss of nationalism.

Results and Discussion

Throughout the interviews of the seven interview participants, three major themes were observed and analyzed. Several themes were noticed during the times of the interviews while others were not apparent until the transcripts of the interviews were coded. The themes that were discovered were (1) Independence: the feeling that one could accomplish anything on his or her own was not completely gained through studying abroad, but rather amplified from previous experiences; (2) Personality and social skills: a relationship between observed personality and the ability to display characteristics of other personality type (introversion and extroversion); and (3) Enlightenment: a sense of clarity and understanding of oneself and the rest of the world. These themes were from what I observed about the participants through the interview process and through discussions about the transcripts. I created themes through the critical lens of which I saw myself. These themes were reflections of my personal experiences abroad, even though those were only short-term.

Independence. Six of the seven participants stated they became more independent as a direct result of their study abroad experience. Being thrown by their own accord into an unfamiliar environment, completely alone, and without anyone from their previous support systems to support them, the students who went abroad were forced to quickly adapt to their new environments and had to do so on their own. Participant G stated, “[Studying abroad] made me a more independent person; being forced to travel by myself and not being around anyone I know, there’s no support system to fall back on- you have to be independent and learn to acknowledge your own capabilities and strengths.” That was her first time out of the country on her own, and nothing could prepare her to being isolated from all her friends and family in a foreign country. This forced her to learn to rely on herself for everything she needed, allowing her to realize how

she could theoretically do whatever she set her mind to. Almost all her fellow participants would agree that they grew in their independence as a direct result of their trips abroad. Participant F claimed, “I definitely became more independent and developed an attitude that I can do anything,” and Participant D even said, “Doing all that [traveling to the opposite side of the world, exploring New Zealand, etc.] on my own was very beneficial for me. I felt more independent for sure afterwards.”

Not only did students in this study claim they gained independence as a direct result of their time abroad, but several other studies and institutions showed similar results. Penn State University offers over 200 different study abroad opportunities, and they also believed there was a correlation between studying abroad and gaining independence. The university claimed students become independent and self-sufficient (Benefits of Studying Abroad, n.d.) during their time abroad. Similarly, a study from Fairfield University also claimed students gain independence from studying abroad. The author discovered students that studied abroad were more likely to be independent, goal-oriented, and able to appropriately handle challenges they face (Smith, 2013).

Although my experience is with short-term travel, I experienced a sense of gained independence from my time abroad. For my study abroad trip to Spain, that was the first time I had left the country alone and only my second time flying on an airplane on my own. I independently navigated the airport, figured out when and where my flights were, communicated with airport employees in broken Spanish, and once I arrived to Spain, I had to learn to navigate the streets on my own without a map and I was without contact to my friends and family back home the whole time, forcing me to act independently and learn how to navigate the world. These types of experiences are common for both long and short-term study abroad programs.

Although almost all the participants agreed they grew in their independence and self-reliance while abroad, there were previous experiences of independence that contributed to their decisions to go abroad. There was little doubt these students gained independence while abroad, nearly every participant in this study had previous experiences of independence which led them to study abroad and experience that added growth of independence. There was a relationship between students who studied abroad and had been in situations that forced their independence to increase. Six of the seven participants mentioned where their homes away from college were. The participants who mentioned their homes were from New York, Michigan, Illinois, Pennsylvania, and Ohio. All but one were over two hours away from home while attending Otterbein University, illustrating they were already independent from their parents before they went abroad.

Attending college in a different state than where their parents lived made commuting home less frequent and more difficult than commuting home for students who attended universities in-state. A 1994 study claimed that since attending college was typically the first time many young people left home to live separate from their parents, they gained independence skills from moving out (Haemmerlie, 1994). Creating that distance between the students and families forced the students to become more independent than they were before attending college because they no longer lived under the same roof as their parents and no longer saw their families every day. Since five of the seven students interviewed were from out of state, there was a strong correlation between studying abroad and attending an out of state institution. This showed that the students who studied abroad had previous experiences with significant growth in their independence, like Miller's (2015) research that showed students who studied abroad

already had different personality characteristics than those who did not study abroad. Students who study abroad have different experiences that lead and prepare them to go abroad.

It can be concluded that students who went to out of state institutions were more likely to study abroad. However, the participant from Ohio, G, mentioned she lived about an hour away from Otterbein University and would commute home almost every weekend. In this instance, although she lived on her own on campus during her time at college, she was not as independent as the other participants because she lived closer to home and would visit her family more often. Nonetheless, she still experienced a growth in independence while abroad and from leaving home to attend a university. While my original conclusion was studying abroad forced the participants to become more independent, there were other factors contributing to that independence.

Another variable that added to the participants' self-confidence and feelings of independence was that 86% of the participants had previously traveled outside of the United States. All but one of the interviewees had been abroad before, either with friends or family, which allowed them to be more confident to be able to navigate a foreign land on their own. They had done it before with others, so they likely knew at some level they could do it on their own. They were able to experience the growth in their independence from going abroad because they had the experience of being abroad to boost their confidence.

Although the participants did gain a greater sense of independence from their study abroad experiences, they did not merely acquire that independence from those experiences alone; there were other variables such as previous travel experience along with going to an institution a significant distance away from home.

Personality and Social Skills. Six of the seven interview participants labeled themselves as introverts. However, during the interviews, I studied not only the participants' words, but also their facial expressions and body language. I labeled Participants A, C, F, and G as extroverts and Participants B, D, and E as introverts. For those who I labeled as extroverted, I observed behaviors such as "legs crossed, sitting up straight, excited to talk about time abroad, great eye contact" (Participant G, interview notes) and "manspreading, intelligent, thoughtful answers, confident, relaxed, good eye contact, elaborated a lot, friendly" (Participant C, interview notes). For clarification, manspreading was "the act or practice by a man of sitting with the legs spread wide apart (as in a public seating area) in a way that intrudes on the space of others" (Merriam-Webster). Then, those who I labeled as introverted exhibited the behaviors, "shy, quick to answer, little to no elaboration, late to interview (forgot), spoke quickly, nervously rubbing hands, sat on edge of seat, good eye contact" (Participant B, interview notes) and "slightly hunched, nervous laughing, hands between knees, does not elaborate much, shaky voice, not much thought- quick answers, quieter" (Participant E, interview notes). Although there were differences in my labeling and the participants' labeling of themselves, a study by Allport and Cantril found that "each member of an ordinary congregate audience receives a clear impression of the personality of the speaker. Complex visual perceptions of his physical build, posture, clothes, and movements, in addition to auditory perceptions derived from his speech and voice, make this impression seem accurate and complete" (Allport, 1934). This illustrated that my perceptions of the participants' personalities could be accurate, and there was a reason as to why my observations were different from what the participants thought about themselves. In a more recent study, Yale psychologists that found that although many of the participants in their study

did not have formal psychological analysis training, they were able to accurately assess people's personalities based on observation (Gollwitzer, 2018).

There were two important conclusions that came from analyzing the interview participants' personalities. The first conclusion was that students who study abroad may be more-skilled introverts than the average student. Psychology claims that introverted people prefer to be alone and do activities that do not require other people while extroverted people prefer to be in groups and do activities with others (Lieberman, 1971). By this definition, extroverts were energized by being around other people and introverts were drained by being around others for periods of time. Although almost all the participants claimed to be introverted, they maintained excellent eye contact throughout their interviews, which was often a characteristic of extroverted people and they also did not appear socially drained at the conclusions of the interviews.

If the participants claimed to be introverted, I believed they were. However, for me to have labeled them as extroverted signaled to me that they could act appropriately in given situations. These people were skilled in terms of social interactions and conversations, and although they were introverted, they could exhibit signs of extroversion to fit in/ not stand out in given situations. A 1969 study sought to analyze the idea of social intelligence and introversion. In the study, the results showed that 18 of the introverted participants in the study scored higher on the social intelligence test than the highest-scoring extroverts (Johnson, 1969). This signified that many people who exhibited signs of extroversion but claimed to be introverts were in fact skilled introverts, or introverts with significant social intelligence. They could adapt to their surroundings so that they could be successful in the situations they were placed in.

Because six of the seven participants labeled themselves as introverted, there appeared to be a link between skilled introversion and people who studied abroad. Of the six participants who claimed to be introverted, I labeled four of them as extroverted, 66.66%. This supported the claim that people who studied abroad were more skilled introverts than the average student. To further support this claim, I also identify as an introvert. Although I claim to be introverted, many people who know me, including my parents have labeled me as extroverted, which illustrates how I was a skilled introvert. Although I had only participated in short-term study abroad experiences while the students I interviewed participated in long-term study abroad experiences, I studied abroad nonetheless and I also expressed the qualities of skilled introversion. This illustrated the idea the people who studied abroad and claimed to be introverted were more likely than not to be skilled introverts.

Enlightenment. Living in a different country and starting a completely new life opened opportunities for people to make realizations about themselves and the rest of the world that they never did before. All the participants agreed they gained a new global perspective. Global perspective was a viewpoint that sought to find relations between individuals, groups, or cultures in the world and how they were connected/ related (Research Institute, 2017). Through their enlightenment and understandings of themselves, many of the participants realized there was more to life than the American Dream of school and work. Previous research showed that through studying abroad, students experienced environments and viewpoints they could never have undergone at home (Landon, 2020). It illustrated how studying abroad offered opportunities students could not obtain at their home universities. Along with becoming more independent, the participants experienced more personal and unique changes as well. A 2016 study about globalization and studying abroad claimed that students who went abroad

experienced significant cognitive development, intrapersonal development, and interpersonal development (Davidson, 2016). When abroad, students experience new cultures, people, and ways of life, they learn where they stand in the world in comparison to other people and cultures, they grow in maturity, and they gain a sense of social responsibility. Through these experiences, students grow and change in their habits and beliefs because they are forced to look at the world through the perspectives of other people instead of just themselves. Studying abroad forced students to experience changes in their selves and worldly perspectives.

Self-Realization. Participant B was a Middle Childhood Education major. She knew that she wanted to teach, but she was not sure exactly where or what specialty. While abroad, she realized she wanted to be an English teacher in a foreign country because she enjoyed studying abroad so much. She claimed, “I’m Christian, so I sought out a small church that I could go to [in Thailand]. Through the church I was able to connect with an older Thai couple that used to teach abroad, and it showed me that I can have an impact on the students if I would teach abroad. I want to teach abroad” (Participant B). Her time abroad solidified her desire to become a teacher, and it also showed her that she could make a career out of traveling; she could combine her professional desires with her personal ones. For Participant B, she realized she could make a permanent life outside of the United States. Another study also found similar results. A 2015 study claimed students “begin to see themselves as part of a larger whole, and come to understand that the world extends beyond county, state, regional, and national boundaries [after their study abroad experience]” (Gaia, 2015). After students experienced the world from studying abroad, they realized there was more to life than the small town they lived in.

Similar to Participant B, Participant C realized he could assimilate to another culture and make positive changes to his life. He claimed, “I think it showed me I can adapt to another culture, live somewhere else, and become a different, better person. I know I can overcome any challenge. It made me more well-rounded” (Participant C). When people lived in a new place with a different culture, they realized there was more to life than simply going to work, coming home, going to bed, and repeating it all over again for the next 40 years.

Participant F then offered a similar perspective as Participant C. He claimed, “I am a very driven/ future oriented person. Studying abroad muddies the waters a little bit. It’s eye-opening. You get to see there is more out there and become more culturally aware. Your cultural ideals are not necessarily human ideals” (Participant F). He has experienced this enlightenment too because he realized his culture is not the only one out there; there are hundreds of thousands of other cultures in the world besides one’s own, and people live vastly different lives. From his time abroad, he was not as worried about his future career as he was before going abroad and learned to live more in the moment.

One of the most profound realizations came from Participant D. He realized there was more to the world than the life he was living, and people needed to experience that enlightenment- that euphoria of understanding there was more to life than the life that people knew. He said, “Before going to New Zealand, I would always see a lot of people who stay in the same place. They will go to a college in their hometown and stay there their whole lives. But, seeing a completely different culture, there are so many places in the world that have amazing cultures, and people are missing out on them. Going to New Zealand makes me want to travel more, and I realized I can do it all on my own now. I want to continue doing that. I realized there is more to life than just staying where I am. I want more out of my life than that. It

was one of the best experiences of my life. I don't want to stay in the same place forever” (Participant D). Not only did he become more independent, but he realized the world has seven billion people, seven continents, hundreds of countries, and he lived in only one town. The world is an enormous place, and by only staying in one place for a lifetime limits a person's cultural awareness, enlightenment, and sense of independence. In this instance, Participant D experienced “the critical moment where learners have engaged with something novel, whether it is physical or psychological, is when reflection and critical reflection become imperative to the learning process” (Perry, 2012). When he realized there was more to the world than his hometown, he experienced a sense of enlightenment and a kind of growth that only people who studied abroad can relate to. He realized he wanted more out of his life than what his hometown in Pennsylvania had to offer.

Global Perspective. Many of the participants also came to realize the United States is not the center of the world: The United States is not the greatest nation in the world. There was a famous clip circulating the social media platforms of a scene from the HBO TV series, “The Newsroom.” In that clip, the actor Jeff Daniels played a news anchor who responded to a person in the audience who asked why the United States was the greatest nation in the world. To that, he replied that there was no evidence to support that claim. He listed statistics illustrating how low the United States ranks to other countries in comparison to literacy, math, science, life expectancy, infant mortality, etc. (America, 2018). Several participants also experienced an eye-opening moment where they realized the United States was not the center of attention as many Americans were taught, and one also realized how other governments were corrupt as well. Here in the U.S, “we think America first, but we need to start thinking globally,

and being in that international school made me think maybe we should think more globally and have a global perspective because it is more important than ever” (Participant C).

While abroad, Participant C heard a first-hand experience of the cruelty of the governments of other nations. He recounted a story of one night when he was talking to one of his international friends who was a Syrian refugee. That friend told Participant C about how he came to the Netherlands. Participant C recalls, “he was on the Mediterranean and they [the refugees on a boat] got into Greek international waters, Greek soldiers boarded the boat, grabbed the keys, and threw them [the keys] overboard. They had to be rescued by the Red Cross or something. He was very focused on integrating and assimilating into Swedish culture- trying his best to be a part of the society...” (Participant C). Participant C’s friend was merely coming to a new country to start a new and better life. However, the Greek government did not want the refugees in their country, a belief which many countries also hold, not just the Greeks. For example, in the United States, Mexican immigrants are kept in cages at the southern border because the government does not want immigrants in the country. The United State also had Chinese internment camps throughout the country to detain people of Asian descent during the second World War. As another example, Uighur Muslims are being placed in concentration camps in China because of their religion. Participant C’s experience with his friend illustrated perfectly how “developing a global perspective does not only mean recognizing differences across continents or countries, but rather integration of all racial, cultural, and religious backgrounds” (Braskamp, 2008). Across the world, people of color are discriminated against for their skin color and religious beliefs that do not align with the European-decent appearance and belief system. This experience opened Participant C’s eyes to how the world truly works, and he

was appalled by it. If he did not have that interaction with his friend while abroad, he might never have learned about the corruption of the governments when it comes to immigration.

Other participants also made realizations that their cultural approach to the world was not the only one. Participant G remarked how everything in France and Europe in general was slower than in America. People were not as career focused, they took longer lunches, started the day later, socialized more, etc. because instead of having a career focused society, France had more of a family-oriented approach where family came first above all else. Participant B had a similar realization. She claimed, “I think growing up in American culture I thought America was this huge place- I got the idea that the world revolves around us. But when I traveled, I realized there was more to the world than just us- especially with climate change. And we need to respect other people’s viewpoint...” (Participant B). In the United States, people were taught the West is Best mentality, and never questioned it because U.S. citizens did not know any different, until they traveled. The ability to travel and experience other cultures allowed people to understand there was more to the world than just life in the U.S. and there were more ways of life than just the American Dream.

General Discussion

It is generally believed that long-term study abroad yields a greater impact on students than short-term study abroad. However, not much research has been done on the impacts of short-term study abroad on students. Through my research, I attempted to examine the benefits that students experienced from both short-term and long-term study abroad as well. Both studies yielded significant results, however neither study had conclusive results as to which type of study abroad was most impactful and beneficial to students.

Due to the COVID-19 pandemic occurring when I was starting to gather my data, I had to change the structure of my research. I had just finished the Study 2 interviews with the seven participants when The United States began to shut down from the rapid spread of the virus. Because of that, I was unable to gather pre and post data for Study 1 from the students who were going to go participate in May-Term travel courses. Therefore, the current study could not conclude with certainty that the students who studied abroad were directly changed or impacted from their experiences.

This current study also did not examine the impacts of living with host families as opposed to living in university housing or hotels for either short-term or long-term study abroad. Previous research found that living with host families significantly increased students' growth in their global perspectives (Landon, 2020). For Study 1, I did not ask the participants what their living situations were like while abroad. For Study 2 however, I learned that all the participants living in university housing and none lived with host families. Although the participants in Study 2 did not stay with host families, their stays still had impacts on the students. All the participants lived abroad with other study abroad students, and they created meaningful, lasting relationships. Two participants mentioned they were still in contact with their abroad

roommates. Although this research did not differentiate the differences in benefits of living with a host family for short-term or long-term study abroad, the more engaged with the culture students were, the more they benefited from their time abroad.

In hindsight, there are multiple changes I would make to the research. The first being I would have the participants in Study 2 also take the GPI and compare their results to the participants in Study 1 to see if there would be a significant difference in the answers between the long-term study abroad participants and the short-term study abroad participants. I would also ask participants in Study 2 questions about if they could study abroad again, would they choose to live with a host family, would they rather have gone to school at their abroad university permanently, how would they compare American politics to the politics in their abroad country, etc. I would also interview the short-term study abroad participants to compare their answers to the long-term study abroad participants.

Although there was not a direct comparison made between the two studies to analyze the differences in benefits of the length abroad, most, if not all the participants believed studying abroad had a significant impact on them. All the participants in Study 2 claimed they would encourage everyone to study abroad at some point in their academic careers, and almost all participants in both studies claimed studying abroad impacted their lives in one way or another. Specifically, in Study 2, participants claimed their time abroad was life-changing and said: “You realize there is more to the world than you really think- it opened my eyes” (Participant C); “It was one of the best experiences of my life” (Participant D); and “It’s eye-opening. You get to see there is more out there and become more culturally aware” (Participant F). Students who studied abroad thought going abroad was a monumental experience that everyone should do at some point in their lives.

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Appendix A: IRB Approval Study 1

 **OTTERBEIN**
UNIVERSITY

☒ Original Review
☐ Continuing Review
☐ Amendment

INSTITUTIONAL REVIEW BOARD

Dear Dr. Acker,

With regard to the employment of human subjects in the proposed research:


HS # 19/20-37
Acker & Zink: International Travel: A Quantitative Analysis About How Studying ...

THE INSTITUTIONAL REVIEW BOARD HAS TAKEN THE FOLLOWING ACTION:

<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved
<input type="checkbox"/> Approved with Stipulations*	<input type="checkbox"/> Waiver of Written Consent Granted
<input checked="" type="checkbox"/> Limited/Exempt/Expedited Review	<input type="checkbox"/> Deferred


* Once Stipulations stated by the IRB have been met by the investigator, then protocol is APPROVED.

1. As Principal Investigator, you are responsible for ensuring that all individuals assisting in the conduct of the study are informed of their obligations for following the IRB-approved protocol.
2. It is the responsibility of the Principal Investigator to retain a copy of each signed consent form for at least four (4) years beyond the termination of the subject's participation in the proposed activity. Should the Principal Investigator leave the university, signed consent forms are to be transferred to the IRB for the required retention period.
3. If this was a limited, exempt, or expedited review, there is no need for continuing review unless the investigator makes changes to the proposed research.
4. If this application was approved via full IRB committee review, the approval period is one year, after which time continuing review will be required.
5. You are reminded that you must promptly report any problems to the IRB, and that no procedural changes may be made without prior review and approval. You are also reminded that the identity of the research participants must be kept confidential.

Date: 06 February 2020 Signed: 
Chairperson

(Revised January 2019)

Appendix B: IRB Approval Study 2


**OTTERBEIN
UNIVERSITY**

INSTITUTIONAL REVIEW BOARD

☒ Original Review
☐ Continuing Review
☐ Amendment

Dear Dr. Acker,

With regard to the employment of human subjects in the proposed research:

HS # 19/20-36
Acker & Zink: International Travel: A Qualitative Analysis About How Studying ...

THE INSTITUTIONAL REVIEW BOARD HAS TAKEN THE FOLLOWING ACTION:

<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved
<input type="checkbox"/> Approved with Stipulations*	<input type="checkbox"/> Waiver of Written Consent Granted
<input checked="" type="checkbox"/> Limited/Exempt/Expedited Review	<input type="checkbox"/> Deferred

* Once Stipulations stated by the IRB have been met by the investigator, then protocol is APPROVED.

1. As Principal Investigator, you are responsible for ensuring that all individuals assisting in the conduct of the study are informed of their obligations for following the IRB-approved protocol.
2. It is the responsibility of the Principal Investigator to retain a copy of each signed consent form for at least four (4) years beyond the termination of the subject's participation in the proposed activity. Should the Principal Investigator leave the university, signed consent forms are to be transferred to the IRB for the required retention period.
3. If this was a limited, exempt, or expedited review, there is no need for continuing review unless the investigator makes changes to the proposed research.
4. If this application was approved via full IRB committee review, the approval period is one year, after which time continuing review will be required.
5. You are reminded that you must promptly report any problems to the IRB, and that *no procedural changes may be made without prior review and approval*. You are also reminded that the identity of the research participants must be kept confidential.

Date: 02-04-2020 Signed: Meredith C. Fry
 Chairperson

(Revised January 2019)

[External Email] RE: GPI Usage Request



Global Perspective Inventory [RISE] <gpi@iastate.edu>

To: Zink, Kristen

Cc: Acker, Michele; Global Perspective Inventory [RISE]

[Reply](#)
[Reply All](#)
[Forward](#)
[...](#)

Tue 2/4/2020 11:26 AM

You forwarded this message on 9/21/2020 2:18 PM.



Good Morning Kristen,

Thank you for reaching out. Regarding your request to use the GPI for your research project – our staff is willing to allow you to use the GPI free of charge for your research purposes as long as you send us a copy of your research upon its completion. Attached to this email you will find the following documents:

1. 3 GPI survey forms (New Student Form, General Form and Study Abroad Form) in CSV file format.
 - a. Our staff ordinarily uses Qualtrics as our survey administration software, though you should be able to use these files in a number of different systems.
2. PDF of the GPI survey items
3. GPI codebook
 - a. This will be most helpful during the data analysis portion of your study.

If you have any questions regarding the GPI or the documents attached to this email, please let me know.

I wish you the best of luck in your research endeavors and have a wonderful rest of your day.

Warm regards,
Tom and the GPI Staff

Appendix D: Global Perspectives Inventory

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Common GPI Survey Questions

The common GPI Survey Questions, which include the core 35, are found on all GPI Forms (i.e., New Student, General, Study Abroad). These questions allow for comparison of student scores over time (e.g., pre-post).

Please rate your level of agreement with each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I notice cultural differences, my culture tends to have the better approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a definite purpose in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain my personal values to people who are different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my friends are from my own ethnic background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of my life in terms of giving back to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people have a culture and others do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In different settings what is right and wrong is simple to determine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am informed of current issues that impact international relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who I am as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel threatened around people from backgrounds different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often get out of my comfort zone to better understand myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to defend my own views when they differ from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the reasons and causes of conflict among nations of different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work for the rights of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as a global citizen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take into account different perspectives before drawing conclusions about the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how various cultures of this world interact socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put my beliefs into action by standing up for my principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider different cultural perspectives when evaluating global problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rely primarily on authorities to determine what is true in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to analyze the basic characteristics of a culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am sensitive to those who are discriminated against.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel threatened emotionally when presented with multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently interact with people from a race/ethnic group different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am accepting of people with different religious and spiritual traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put the needs of others above my own personal wants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can discuss cultural differences from an informed perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am developing a meaningful philosophy of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intentionally involve people from many cultural backgrounds in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely question what I have been taught about the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy when my friends from other cultures teach me about our cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consciously behave in terms of making a difference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am open to people who strive to live lives very different from my own life style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering is not an important priority in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently interact with people from a country different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How old are you?

Please indicate:

- ☐ Man
☐ Woman
☐ Transgender/Gender Nonconforming
☐ Rather Not Say

Select the one that best describes you.

- ☐ American student at an American college/university
☐ Non-American student at an American college/university
☐ Other

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Please indicate your racial/ethnic background (mark all that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic, of any race
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

Which best describes your current academic standing?

- ☐ First year
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate Student

My major field of study is

- ☐ Agriculture and natural resources
- ☐ Arts and humanities
- ☐ Business
- ☐ Communications or Journalism
- ☐ Education or Social Work
- ☐ Engineering
- ☐ Health and Medical Professions
- ☐ Physical or Biological Sciences and Mathematics
- ☐ Social and behavioral Sciences
- ☐ Other

What was the highest level of formal education for either of your parents?

- ☐ Less than high school
- ☐ High school graduate
- ☐ Some college
- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Some graduate school
- ☐ Graduate degree (Masters, Doctorate, MD, JD, etc)
- ☐ Do not know

Did you begin college at this institution?

- ☐ Yes
- ☐ No

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GPI General Form Survey Questions

In addition to the Common GPI Survey Questions, the General Form includes the following survey questions.

What is your collegiate GPA?

Since coming to college, how many courses have you taken in the areas listed below?

	0	1	2	3	4	5+
Multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World history course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course focused on significant global/international issues and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course that includes opportunities for intensive dialogue among students with different backgrounds and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Since coming to college, how often have you experienced the following with your faculty?

	Never	Rarely	Sometimes	Often	Very Often
Discussed course topics, ideas, or concepts with a faculty member outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic performance with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty challenge students' views and perspectives on a topic during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty presented issues and problems in class from different cultural perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Since coming to college, how often have you participated in the following?

	Never	Rarely	Sometimes	Often	Very Often
Participated in events or activities sponsored by groups reflecting your own cultural heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in events or activities sponsored by groups reflecting a cultural heritage different from your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in religion or spiritual activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in leadership programs that stress collaboration and team work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in community service activities unrelated to a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a lecture/workshop/campus discussion on international or global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a newspaper or news magazine (online or print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watched news programs on television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed an international event/crisis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed current events with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you ever participated in a living-learning program with a global or international theme?

- ☐ Yes
☐ No

Prior to this semester or quarter, how many quarters/semester have you studied abroad?

- ☐ None
☐ A short term experience (summer/winter term)
☐ One
☐ Two
☐ More than Two

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Please rate your level of agreement with each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a strong sense of affiliation with my college/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my college/university community honors diversity and internationalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the mission of my college/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am both challenged and supported at my college/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been encouraged to develop my strengths and talents at my college/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am a part of a close and supportive community of colleagues and friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GPI Study Abroad Form Survey Questions

In addition to the Common GPI Survey Questions, the Study Abroad Form includes the following survey questions.

The Study Abroad Form is only appropriate as a post-test for students who just completed an experience abroad.

The General Form would serve as the study abroad pre-test.

What is your collegiate GPA?

How long was your most recent study abroad experience (the one you are just completing or just completed?)

- ☐ Short-term - summer session, January term
- ☐ One term
- ☐ Two terms

Was English the primary language spoken in the country you studied abroad?

- ☐ Yes
- ☐ No

Did you stay with a host family while studying abroad?

- ☐ Yes
- ☐ No

Did you complete an internship or service learning project while studying abroad?

- ☐ Yes
- ☐ No

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During the most recent study abroad experience, how often did you participate in the following?

	Never	Rarely	Sometimes	Often	Very Often
How often did you speak in the host country's language in the non-language courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you speak in the host country's language outside of the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you interact with individuals from the host country outside of the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you reflect upon your experiences abroad through writing/journaling as part of a course requirement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often have you shared/discussed with others your experiences abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you feel immersed in the culture of the host country?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you intentionally push yourself out of your comfort zone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you explore new habits and behaviors on your own while studying abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did your class assignments require you to gather information from your surrounding community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you communicate with your college friends and parents while studying abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you interact with students from a race/ethnic group different from your own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you interact with students from a country different from your own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Respond to the following statements based on the most recent study abroad experience.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I developed a strong relationship with one or more of my faculty while studying abroad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The onsite staff abroad took a genuine interest in my development as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interactions with the faculty shaped the way I understand the host culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My study abroad experience "changed my life."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pre-departure orientation was very useful in preparing me to fit into the host culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The hand-on experiences in my study abroad classes helped me learn more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My study abroad instructors challenged me and provided the support I needed for effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My study abroad experience taught me what it means to be a globally competent person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a better understanding of what skills and competencies are required in the global workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My study abroad experience helped me develop communication skills that will benefit me in the workplace in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of my study abroad experience, I plan to get involved in professional and/or personal activities related to global issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix E: Interview Questions

1. What are you studying at Otterbein?
2. How would you describe yourself in terms of personality and motivation?
3. Where did you study abroad?
4. When did you study abroad and for how long?
5. Why did you decide to study abroad?
6. Was your study abroad experience the first time you left the country?
7. Did you travel alone or with others?
8. If you can recall, how did you feel about international travel before you left?
9. Did this experience expose you to cultures unlike your own?
10. What was the most impactful/ memorable aspect of studying abroad?
11. Do you believe you have changed and/or developed more as a person because of your study abroad experience?
12. Would you consider your study abroad experience as a positive or negative experience?
13. How did this experience impact/ change your global perspective (defined as: A viewpoint that tries to understand the place or places of individuals, groups, cultures and societies in the world and how they relate to each other)?
14. What individual benefits have you experienced from studying abroad?
15. What individual costs have you experienced from studying abroad?
16. How has this experienced changed you as a person?
17. Would you recommend other students to study abroad in the future? Why or why not?
18. Can you describe a euphoric moment that you experienced during your time abroad (regarding realizing your place in the world)?
19. Do you believe studying abroad should be a requirement for educational institutions to implement for their students?
20. Did this experience lead you to respect other cultures more than you did before traveling? Why or why not?
21. Is there anything else you would like me to know about your time abroad?

Appendix F: Participation Recruitment Emails

Email 1:

Warmly,
Kristen Zink

Subject: Research Participation

Hi there!

Some of you may already know me, but if not, my name is Kristen Zink and I am a senior here at Otterbein. I am in the middle of my senior research project and was wondering if you could please help me out and participate in my research? My thesis is International Travel: A Qualitative Analysis About How Studying Abroad Opportunities Enhance One's Global Perspective and Self-Awareness. Basically I want to see the personal impact studying abroad had on you! If you choose to participate, *all I would need from you is to sign a consent form and to fill out a quick survey (less than 10 minutes)*. I would be greatly appreciative if you participate! Please let me know- stay safe out there!

Email 2:

Gratefully,
Kristen Zink

Subject: Research Participation

Hi again,

THANK YOU SO MUCH for agreeing to do this- you are amazing!!! Attached to this email you will find two Word docs. If you could please 'sign' the consent form, fill out the survey and send them both back to me, I would appreciate it!

Since both attachments are Word docs, I would recommend doing this on a computer. *If you do not wish to answer any of the questions or do not want to continue participating in the research about your study abroad experience, you do not have to and can stop any time.*

Thank you again and let me know if you have any questions!

Appendix G: Study 1 Data

Knowing Scale:

AD	AD	AE	AF	AG	AH	AI	AJ
Item ID	Highest possible score	Average score per question	Statement from survey				
78	5	3.12	When I notice cultural differences, my culture tends to have the better approach (reverse)				
111	5	4.269	I have a definite purpose in life				
109	5	4.192	I can explain my personal values to people who are different than me				
80	5	2.308	most of my friends are from my own ethnic background (reverse)				
102	5	3.923	I think of my life in terms of giving back				
112	5	4.308	some people have a culture and others do not (reverse)				
85	5	3.4	in different settings what is right and wrong is simple to determine (reverse)				
88	5	3.385	I am informed of current issues that impact international relations				
108	5	4.154	I know who I am as a person				
112	5	4.308	I feel threatened around people from backgrounds different from my own (reverse)				
93	5	3.577	I often get out of my comfort zone to better understand myself				
98	5	3.769	I am willing to defend my own views when they differ from others				
89	5	3.423	I understand the reasons and causes of conflict among nations of different cultures				
101	5	3.885	I work for the rights of others				
98	5	3.769	I see myself as a global citizen				
110	5	4.4	I take into account different perspectives before drawing conclusions about the world around me				
89	5	3.56	I understand how various cultures of this world interact socially				
106	5	4.077	I put my beliefs into action by standing up for my principles				
110	5	4.231	I consider different cultural perspectives when evaluating global problems				
95	5	3.654	I rely primarily on authorities to determine what is true in the world (reverse)				

Knowledge Scale:

AD	AD	AE	AF	AG	AH	AI	AJ
Item ID	Highest possible score	Average score per question	Statement from survey				
78	5	3.12	When I notice cultural differences, my culture tends to have the better approach (reverse)				
111	5	4.269	I have a definite purpose in life				
109	5	4.192	I can explain my personal values to people who are different than me				
80	5	2.308	most of my friends are from my own ethnic background (reverse)				
102	5	3.923	I think of my life in terms of giving back				
112	5	4.308	some people have a culture and others do not (reverse)				
85	5	3.4	in different settings what is right and wrong is simple to determine (reverse)				
98	5	3.385	I am informed of current issues that impact international relations				
108	5	4.154	I know who I am as a person				
112	5	4.308	I feel threatened around people from backgrounds different from my own (reverse)				
93	5	3.577	I often get out of my comfort zone to better understand myself				
98	5	3.769	I am willing to defend my own views when they differ from others				
89	5	3.423	I understand the reasons and causes of conflict among nations of different cultures				
101	5	3.885	I work for the rights of others				
98	5	3.769	I see myself as a global citizen				
110	5	4.4	I take into account different perspectives before drawing conclusions about the world around me				
89	5	3.56	I understand how various cultures of this world interact socially				
106	5	4.077	I put my beliefs into action by standing up for my principles				
110	5	4.231	I consider different cultural perspectives when evaluating global problems				
95	5	3.654	I rely primarily on authorities to determine what is true in the world (reverse)				
95	5	3.654	I know how to analyze basic characteristics of a culture				
115	5	4.423	I am sensitive to those who are discriminated against				
108	5	4.154	I do not feel threatened emotionally when presented with multiple perspectives				
99	5	3.807	I frequently interact with people from a race/ethnic group different from my own				
115	5	4.423	I am accepting of people with different religious and spiritual traditions				
105	5	4.038	I put the needs of others above my own personal wants				
98	5	3.769	I can discuss cultural differences from an informed perspective				

Social Interactions Scale:

sum of row	Highest possible score	average score per question	statement from survey
78	5	3.12	When I notice cultural differences, my culture tends to have the better approach (reverse)
111	5	4.269	I have a definite purpose in life
109	5	4.192	I can explain my personal values to people who are different than me
80	5	2.308	most of my friends are from my own ethnic background (reverse)
108	5	4.154	I do not feel threatened emotionally when presented with multiple perspectives
99	5	3.807	I frequently interact with people from a race/ethnic group different from my own
115	5	4.423	I am accepting of people with different religious and spiritual traditions
105	5	4.038	I put the needs of others above my own personal wants
98	5	3.769	I can discuss cultural differences from an informed perspective
106	5	4.077	I am developing a meaningful philosophy of life
89	5	3.423	intentionally involve people from many cultural backgrounds in my life
95	5	3.654	rarely question what I have been taught about the world around me (reverse)
118	5	4.538	I enjoy when my friends from other cultures teach me about our cultural differences
106	5	4.077	I consciously behave in terms of making a difference
113	5	4.346	I am open to people who strive to live lives very different from my own lifestyle
108	5	4.154	volunteering is not an important priority in my life (reverse)
72	5	2.769	I frequently interact with people from a country different from my own

Intercultural Wonderment Scale:

sum of row	Highest possible score	average score per question	statement from survey
33	4	1.32	how often did you speak in host country's language outside of the classroom
77	4	3.08	how often did you interact with individuals from the host country outside of the classroom
85	4	3.542	how often did you journal/ reflect as part of course requirement
83	4	3.56	how often have you shared with others your experiences abroad
78	4	3.12	how often did you feel immersed in the culture of the host country
82	4	3.28	how often did you intentionally push yourself out of your comfort zone
78	4	3.12	how often did you explore new habits and behaviors on your own while studying abroad
71	4	2.817	how often did your class assignments require you to gather information from your surroundings

Second Coding:

	A	B	C	D	E	F	G	H	I	J	K
1		Themes	Sex	Year Abroad	Academic YA	Location	Body Language/ Personality	What do I think?	Friends & intro or extroversion	Enlightenment/Changed Perspective	Loss of Nationalism (America is not the greatest nation in the world)
2	Participant										
3	A		M	fall 2018	junior	netherlands	very open, did not hold back	extrovert	Introvert//Made Friends Easily: P	It did get me more interested in keep	Environmental consciousness- we're really bad over here about taki
4	B		F	spring 2019	junior	thiland	shy, quick to answer, little to	introvert	Introvert//Made Friends: I made	I think growing up in American culture	Yeah for sure. In America, I had never learned anything about Thailand.
5	C		M	fall 2018	junior	netherlands	manspread, intelligent, thou	extrovert	Introvert//Yeah- my roommate w	I think impactful- one of the Swedish c	In America we think America first, but we need to start thinking global
6	D		M	fall 2018	junior	new zealand	confident yet shy, slightly aw	introvert	Introverted// It was hard someti	Before going to New Zealand, I would	It was different being a minority there. Everyone knew I was an America
7	E		F	fall 2019	senior	south korea	slightly hunched, nervous lau	introvert	extrovert//It's hard to make frie	I guess friendship over there was kind	N/A
8	F		M	fall 2019	junior	netherlands	very thoughtful, manspredin	extrovert	introvert//I probably have three	Definitely. I learned a lot about Ameri	I am a very driven/ future oriented person. and studying abroad muddi
9	G		F	fall 2019	junior	france	Legs crossed, sitting up strai	extrovert	introvert//I feel like I'm more of a	It made me a more independent persc	Yeah absolutely. I mean it is Europe so to an extent it is a similar mind:

Initial Coding:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1		Topic	Study	Sex	Sport	Where?	Personality	Environment	Connect to Others	Travel Before/ Family Travel	Where From	Global Perspective	Friends	Independent	Politics	SA Requirement?	Recommend SA?
2	Participant																
3	A	Psycholo	Male	(ex) Lax		Netherlands	Introvert- P	I felt like I cou		YES- With family to Scotland, S	New York		Yes. Like I	Yes- I mean	Not a lot	A requirement? I'n	Oh 100% yes. It's wc
4	B	Educatio	Female			Thailand	Introvert- I	But when I tra	I'm Christian, so I sc	YES- Hong Kong for brother's s	Michigan	I think growing up in	Yeah I think so	They talk	I don't think so. I d	Absolutely-if anyon	
5	C	Finance	Male	Lax		Netherlands	Introvert- I	It was interes		NO- Yeah- I was the first persc	Illinois// Mov	Yeah I think so. I thi	Yeah- my	I think it chan	I think th	I can see it workin	Yeah, but I wouldn't
6	D	Comput	Male	Lax		New Zealand	Motivated			YES- Germany... I have four sis	Pennsylvania	Before going to New	At first, it	I am very com	They wor	No. I highly recomr	Yes, 100% without a
7	E	Global S	Female			South Korea	Extrovert- I	It's hard to make fri		YES- No, actually I went to Hon			I guess m	It was like exc		I would say yes, kin	I would. It's a good e
8	F	Finance	Male	Lax		Netherlands	Introvert- I	They definit		YES- It was the first time I left	Michigan	I realized how incre		Global	The othe	Is it financially fea	I think it would be e
9	G	English V	Female			France	Introvert- I'			YES- I went to Taiwan when I w	About an hou	Yeah absolutely. I n		It made me a	Being fec	I don't know it sho	Absolutely! Hands c

Appendix H: Study 2 Coding

Appendix I: Study 1 Data Scales

Knowing Scale:

1. When I notice cultural differences, my culture tends to have the better approach.
2. Some people have culture and others do not.
3. In different settings what is right and wrong is simple to determine.
4. I take into account different perspectives before drawing conclusions about the world around me.
5. I consider different cultural perspectives when evaluating global problems.
6. I rely primarily on authorities to determine what is true in the world.
7. I rarely question what I have been taught about the world around me.

Knowledge Scale:

1. I am informed of current issues that impact international relations.
2. I understand the reasons and causes of conflict among nations of different cultures.
3. I understand how various cultures of this world interact socially.
4. I know how to analyze the basic characteristics of a culture.
5. I can discuss cultural differences from an informed perspective.

Social Interactions Scale:

1. Most of my friends are from my own ethnic background.
2. I frequently interact with people from a race/ethnic group different from my own.
3. I intentionally involve people from many cultural backgrounds in my life.
4. I frequently interact with people from a country different from my own.

Intercultural Wonderment Scale:

1. How often did you interact with individuals from the host country outside of the classroom?
2. How often did you feel immersed in the culture of the host country?
3. How often did you intentionally push yourself out of your comfort zone?
4. How often did you explore new habits and behaviors on your own while studying abroad?