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Steps toward Internationalization in Undergraduate Programs: The Use of Preflective Activities for Faculty International Experiences

Jessica L. Gouldthorpe
University of Florida, jlgould@ufl.edu

Amy Harder
University of Florida, amy.harder@uconn.edu

Nicole LP Stedman
University of Florida, nstedman@ufl.edu

See next page for additional authors

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Abstract

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Keywords

Internationalization, Study Abroad, Experiential Learning, Preflection, Latin America

Authors

Jessica L. Gouldthorpe, Amy Harder, Nicole LP Stedman, and T. Grady Roberts

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Jessica L. Gouldthorpe

University of Florida
PO Box 110540
Gainesville, FL 32611-0540
Tel: 352-273-2614
Fax: 352-392-9585
jlgould@ufl.edu

Amy Harder

University of Florida
amharder@ufl.edu

Nicole LP Stedman

University of Florida
nstedman@ufl.edu

T. Grady Roberts

University of Florida
groberts@ufl.edu

Abstract

If American universities and colleges desire to maintain a position at the forefront of global institutions of learning, they must work to create graduates who are able to demonstrate global competence. In the university setting, globalization is often addressed through strategies such as study abroad opportunities, travel courses, and globally focused courses. Aside from study abroad opportunities, faculty members bear the greatest responsibility for providing students with exposure to international content. The USDA-funded Teaching Locally, Engaging Globally (TLEG) project provides one effort to increase the international experience of faculty. In a qualitative study of this project, a diverse group of faculty members from one university were selected to participate in an international experience in Ecuador. Prior to the experience, participants were asked to complete a reflection activity regarding the attitudes and beliefs they had prior to visiting Latin America in order to provide awareness of potential assumptions and biases. Five main themes that emerged from the analysis (influences on pre-trip attitudes, the physical environment, social expectations, cultural identity and government) were found to be consistent with current research. It is therefore recommended that preflective activities be used when planning international faculty experiences.

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Introduction & Theoretical Framework

In 2006, Casner-Lotto and Barrington found corporate employers believed that in the next five years foreign language knowledge and competence would increase in importance over any other basic skill. This is just one indicator of the growing importance for higher education graduates to be globally and culturally prepared for a diverse workforce experience. The National Association of State Universities and Land-Grant Colleges (NASULGC, 2004) urged presidents of land grant universities to initiate change in the current system. NASULGC clearly indicated that if American universities and colleges desired to maintain a forefront position in global institutions of learning, “we must truly be universities and colleges of the world...we must internationalize our mission—our learning, discovery and engagement” (NASULGC, 2004, p. v). College graduates must demonstrate global competence, or the ability “not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world” (NASULGC, 2004, p. 2).

Research supporting the globalization of university programs often revolves around the provision of student international opportunities (Dooley, Dooley, & Carranza, 2008), with some research specifically recommending exploration of globalization as it applies to colleges of agriculture (Dooley & Rouse, 2009; Zhai & Scheer, 2004). A 1997 NASULGC recommendation called for all undergraduate students to graduate with international experience. Unfortunately, achievement of this goal has fallen short (Moore, Boyd, Rosser, & Elbert, 2009).

In the university setting, globalization is often addressed through strategies such as study-abroad

opportunities, travel courses, and globally focused courses. U.S. student participation in study-abroad opportunities has more than tripled over the past two decades (Institute of International Education [IIE], 2009). However, these opportunities are still only accessed by a limited number of students, as demonstrated by the only 260,327 students who participated in study-abroad opportunities during the 2008/09 school year (IIE, 2010) out of the approximately 15.6 million undergraduate students enrolled in higher education institutions in the U.S. during that same time period (National Center for Education Statistics, 2009). Fortunately, student-based travel is not the only manner in which globalization may occur in higher education.

Russo and Osborne (2004) stated that, aside from study-abroad opportunities, faculty members bear the greatest responsibility for providing students with exposure to international content. Bruening and Shao (2005) identified several teaching methods suggested for use in undergraduate international courses, including facilitating interactions with professionals who have worked abroad. Teaching faculty may, themselves, be able to serve in this type of a role. Bearing such responsibility, faculty need to have opportunities to gain international experience. However, significant barriers often prevent teaching faculty from engaging in international activities (Dewey & Duff, 2009). Barriers include a general lack of communication regarding opportunities to engage in international initiatives, funding limitations, various disincentive policies and procedures maintained by administrations, and a lack of support staff and personnel. Universities desiring to enhance the undergraduate experience with international content must provide support and incentives to faculty in order for them to pursue valuable

international experiences (Dewey & Duff, 2009; Russo & Osborne, 2004).

One effort to increase access to international experience for faculty is the USDA-funded Teaching Locally, Engaging Globally (TLEG) project. The first phase of the TLEG project provided teaching faculty from three land-grant universities with funding to travel internationally to locations in Latin America and the Caribbean. Following the experience, faculty members developed reusable learning objects (RLOs) for use in related undergraduate courses. The RLOs were designed to address contemporary issues in agriculture from a global viewpoint, providing undergraduate students access to content that was culturally rich, yet contextually relevant.

Experiential learning theory (Kolb, 1984) was used to frame the project and the study. According to Kolb, learning is a “continuous process grounded in experience” (Kolb, 1984, p. 28). Within the context of this project, faculty members were asked to “involve themselves fully, openly, and without bias in new experiences” (Kolb, 1984, p. 30). While it is preferable for learners to enter into an experience without bias, some literature suggests that most participants simply manipulate the new information into the constructs of an existing conceptual framework, unless a participant’s assumptions and biases are specifically addressed in the context of the new situation (Eyler, 2002). Eyler’s finding gives cause for concern, since additional research has shown that barriers for participation in international experiences abound, and one significant barrier to participation in global opportunities revolves specifically around reactions to cultural differences (Geelhoed, Abe, & Talbot, 2003; Zhai & Scheer, 2004).

In order to provide awareness of potential assumptions and biases that may exist, individuals can be asked to participate

in intentional reflection activities prior to a learning experience. This type of activity, known as *preflection*, is “the process of being consciously aware of the expectations associated with a learning experience” (Jones & Bjelland, 2004, p. 963). A *preflection* stage provides a new starting point to Kolb’s experiential cycle, beginning not with the experience itself, but with a conscious assessment of pre-existing thoughts, attitudes, or biases which may impact the learning process.

Andreasen (2003) describes ten potential internal barriers that faculty may experience when determining their personal level of international involvement. Internal barriers purported by Andreasen (2003) and pertinent to this current study include fear of a different culture, ethnic prejudices, cultural biases, fear of political unrest, not being able to communicate, introverted personality, and a sense of American superiority. This perceived sense of American superiority is echoed in the writings of Pike (1992) who noted,

We...like to see ourselves as prime exemplars of all that it means to be civilized....Latin Americans, as we are wont to see them, remain static; they are trapped in a primitive state of nature, the victims of rather than the masters of nature. (p. xiii)

Within the context of this civilized/primitive relationship, Pike (1992) situates various ethnic prejudices and cultural biases that may emerge as stereotypes or beliefs in the American mind.

In addition to the perceptions identified by Pike (1992) and Andreasen (2003), issues of perceived safety and security of the region may also determine a faculty member’s level of international involvement. Perception of violence and crime in a region can impact travel

intentions and destinations, as suggested by Ryan (1993).

According to Morrison, Buvinic, and Shifter (2003), “the Latin American and Caribbean region has the reputation of being one of the most violent in the world” (p. 93). Efforts by the media to report such outbreaks of violence can impact perceptions for local citizens as well as those abroad (Morrison et al., 2003). In their study of faculty abroad experiences in Mexico, Dooley et al. (2008) found many of the barriers proposed by Andreasen (2003) held true within participant pre-reflective exercises. Participants indicated concern about security issues and social problems, citing issues ranging from the danger of the host city itself to the overall instability of the nation (Dooley et al., 2008). There was also evidence of what the authors labeled “American academic arrogance” (Dooley et al., 2008, p. 33), directly related to Pike’s (1992) and Andreasen’s (2003) sense of American superiority. Since this and other research suggests pre-existing perceptions create barriers for international involvement, it is appropriate to identify preexisting conditions that may impact participants’ learning within the TLEG experience.

Purpose and Objectives

The purpose of this study was to develop an understanding of pre-existing perceptions that may influence faculty learning during an international experience. The study sought to identify the attitudes, beliefs, and expectations that faculty members from the University of Florida had prior to their participation in the TLEG project in the Latin American country of Ecuador. Research objectives for this paper are: (a) Identify general pre-trip attitudes and beliefs about Latin America; (b) Identify specific pre-trip attitudes and beliefs about Latin American culture.

Methods

This study was conducted using a basic qualitative research design (Merriam, 1998). Participants were purposefully selected in order to gain insight from the individuals “from which the most can be learned” (Merriam, 1998, p. 61). In this study, participants ($N = 8$) were faculty at the University of Florida who represented a variety of departments, including Agricultural and Biological Engineering; Agricultural Education and Communication; Agronomy; Family, Youth, and Community Science; Food Science and Human Nutrition; Fisheries and Aquatic Sciences; Religion Studies; and Wildlife Ecology and Conservation. Participants were selected based on their interest in learning about Latin America and a desire to integrate an international perspective of their subject matter into their undergraduate courses.

A sample size of eight was consistent with the purpose of the inquiry as well as the time and resources available (Patton, 2002). According to Patton, “in-depth information from a small number of people can be very valuable” (p. 244). This study sought to explore attitudes, beliefs, and expectations that faculty held prior to engaging in a travel-abroad opportunity in Latin America. Since the travel opportunity was funded as part of a USDA Higher Education Challenge Grant, resources for participation were limited. Therefore, in order to provide an experience that was as culturally rich as possible, the number of participants had to be restricted.

Three weeks prior to departure, each participant was asked via e-mail to complete a pre-reflective activity in order to identify pre-existing attitudes, beliefs, and expectations regarding both the trip and the cultures that would be encountered. The pre-reflective exercise consisted of four open-ended questions which asked participants to

identify initial attitudes and beliefs about the experience and anticipated gains from the experience. The first two questions have been analyzed in order to compare pre-existing attitudes and beliefs held by participating faculty to those suggested in previous literature (Andreasen, 2003; Dooley et al., 2008; Ryan, 1993). Specifically, these questions asked participants to identify their top five pre-trip attitudes and beliefs about visiting Latin America as well as their top five pre-trip attitudes and beliefs regarding the culture of Latin America. Responses were received from all participants.

The constant comparative method of data analysis was used to sort the data from the preflection exercises into emergent themes (Lincoln & Guba, 1985). Within the constant comparative method, bits of data are compared to others in order to identify similarities and differences which may be present (Merriam, 1998). The data were independently coded by two of the researchers, who then confirmed or revised their initial findings using procedures outlined by Lincoln and Guba (1985). The findings were then used to create conceptual maps of the emergent themes. According to Merriam (1995), “qualitative research is

based on differing assumptions regarding reality, thus demanding different conceptualizations of validity and reliability” (p. 52). In the context of qualitative research, issues of validity and reliability are often addressed with strategies that researchers use to enhance trustworthiness in the study, including: triangulation, member checks, peer/colleague examination, subjectivity statements, and audit trails (Merriam, 1995). Within this study, triangulation, member checks, and an audit trail were used to increase the trustworthiness (Lincoln & Guba, 1985; Merriam, 1995).

Findings/Results

When examining the general attitudes and beliefs of participants regarding Latin America, three themes emerged: *influences on pre-trip attitudes*, *the physical environment*, and *social expectations* (see Figure 1). More specifically, participants held attitudes, beliefs and expectations regarding Latin American culture focused around two themes: *cultural identity* and *government* (see Figure 1). Evidence for each theme follows, with emergent themes and sub-themes italicized in text for emphasis.

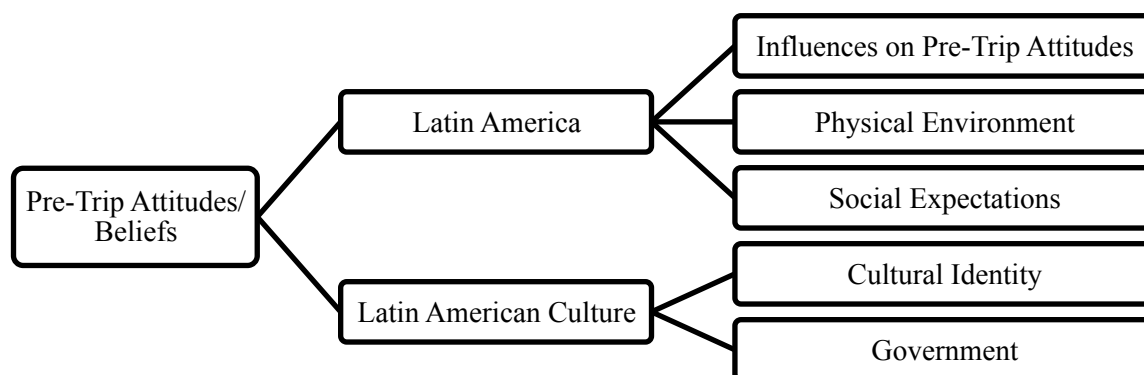


Figure 1. Emergent themes from faculty preflections.

Table 1: Emergent Themes of Pre-Trip Attitudes and Beliefs about Latin America

Themes	Sub-theme	Areas
Influences on pre-trip attitudes	Potential learning opportunities	Cultural; Content-specific
	Travel-related concerns	Dietary; Infrastructure
Physical environment	Beliefs about natural environment	Biodiversity
	U.S. comparisons	Management
Social expectations	Cultural expectations	Diversity; Interpersonal
	Third World expectations	Poverty; Crime
	U.S. comparisons	Materialism; Role of church

Pre-Trip Attitudes and Beliefs about Latin America

Participants were asked to explore the attitudes and beliefs they had prior to visiting Latin America. Three main themes emerged from the analysis: *influences on pre-trip attitudes*, the *physical environment*, and *social expectations*. Each emergent theme revealed additional sub-themes and areas of note (see Table 1). The *influences on pre-trip attitudes* theme was composed of subthemes addressing *potential learning opportunities* for faculty and *travel-related concerns*. Faculty members were excited to “experience a new culture and learn about issues...in Latin America” (R2). In addition to general excitement, faculty members (R2, R3) also identified expectations about learning content-specific information such as “plant biodiversity and its role in agriculture” (R3). One faculty member summarized the anticipated impact that traveling with colleagues would have on the trip, stating, “traveling with a group of colleagues, somewhat isolated from the native culture, will magnify the experience—the range of different things that I consciously observe, learn, think about, and the number of different feelings and perceptions I will be experiencing” (R4).

However, several participants’ (R4, R5, R8) pre-trip attitudes were influenced by

travel-related concerns. Some participants (R4, R8) cited concerns with the differences in diet, such as “I expect that most of what we eat will be unfamiliar.” (R8). Others (R4, R5, R8) were concerned with the adequacy and comparability of infrastructure to what they were accustomed. One participant (R8) stated, “I am expecting that we will not have the amenities that we are used to, such as air conditioning.” Therefore, while responses about potential learning opportunities included mostly positive perceptions, travel concerns seemed to be mainly negative in nature.

Physical environment, the second major theme to emerge from participants’ perceptions about Latin America, included responses that identified a variety of beliefs about the natural environment. Several responses (R3, R4, R8) within this theme focused on the biodiversity within the region. Another response, “the management of natural resources will not be as well planned, maintained or management compared to the U.S.” (R6), revealed a perception regarding possible inadequacy within the management of natural resources. This quote also highlights a common underlying theme found throughout each of the three major themes—a comparison to conditions within the United States. More than half of the participants (R2, R3, R4, R6, R8) used comparisons between the U.S. and

Latin America to frame some of their perceptions.

Social expectations, the third theme, emerged in connection with participants' attitudes and beliefs about Latin America. Participants compared the U.S. and Latin American cultures from two broad concepts: materialism and the role of the church. One participant suggested that "with more materialism and materialistic mindsets, more is wasted (*in the U.S.*); whereas with cultures with less of a materialistic rather means-making mindset, more can be accomplished with less" (R2). The role of the church in daily matters was best captured by the comment, "(the central cathedral and plaza) are typically vibrant and active, both commercially and religiously, linking activities that are typically perceived as separate in the U.S." (R3).

In addition to the U.S. comparisons already mentioned, the theme of *social expectations* also included the subthemes of *cultural expectations* and *Third World expectations*. One participant thought "strong ethnic and gender inequities are likely to be evident" (R1) while another (R3) acknowledged the cultural, economic, and religious diversity across all of Latin America. Other respondents (R3, R5, R6) demonstrated a perception of the pervasiveness of religion and family throughout Latin America.

Specific beliefs about the interpersonal characteristics and other generally held beliefs about Latin American people also emerged under the *social expectations* theme. Participants envisioned people within Latin American communities as being "very open, helpful and friendly towards visitors" (R6), willing to "work more cooperatively or collectively" (R2), "energetic and passionate" (R7), and "easy-going and slow" (R7). However, one respondent cited concerns about the way

they would be received, stating "I am not sure if we will be welcomed or seen as intrusive" (R8).

Though the participants' *cultural expectations* tended to be positive, participants also identified a number of *Third World expectations*. Comments such as "most Latin American countries would be considered Third World because of poverty" (R5) exhibited some participants' concerns of expected levels of poverty, while others (R1, R5) provided statements which highlighted beliefs about the criminal activity found throughout these areas.

Pre-Trip Attitudes and Beliefs about Latin American Culture

The researchers expected variations between cultures to have some influence on the building of expectations and perceptions prior to participation. A second question asked participants to identify their attitudes and beliefs about Latin American culture, specifically those regarding language and customs, as well as social, economic, or political issues. Two major themes of *cultural identity* and *government* emerged from their responses. Table 2 presents a summary of the emergent themes, sub-themes, and related areas.

Cultural influence was a subtheme within *cultural identity*. Participants identified five perceived areas of *cultural influence* within the life of Latin Americans: cultural values, heritage, religious influences, family dynamics, gender roles and stereotypes. The first and most frequently identified area was cultural values.

Responses concerning cultural values focused on community dynamics, such as "Latin American culture values collectivism...rather than rugged individualism of materialistic, capitalistic societies" (R2) and "mobility is less valued than attachment to place" (R3). Participants

Table 2: Emergent Themes of Pre-Trip Attitudes and Beliefs about Latin American Culture

Themes	Sub-theme	Areas
Cultural identity	Cultural influence	Cultural values; Heritage; Religious influences; Family dynamics; Gender roles and stereotypes
	Communication	Use of Spanish language; Nature of communication styles and interactions
Government	Economic perceptions	Distribution of wealth; Discrimination; Access to resources; Personal versus community-level poverty
	Politics	Political philosophies; Political security

considered socio-political affairs, stating “land reform and land equity is an important socio-political issue for many in Latin America” (R3) and “political party affiliation affects one’s social standing” (R2). However, others (R5, R7, R8) focused on the pace of life often associated with Latin American societies, with quotes such as “I am expecting that the people will not be as busy, pressured as I am, i.e., it is more of a slow-paced culture” (R8).

The richness of heritage was captured in comments such as “I expect the people of Ecuador will be extremely diverse in terms of cultural heritage—indigenous, European, etc. This will be reflected in the food, agricultural systems, music” (R4). Religious influences focused on the role and dominance of the Catholicism on the community, with quotes such as “Catholicism has been the dominant religious form in Latin America...quite different from U.S. or even European Catholicism, due, in part, to conscious and unconscious grafting of Catholic symbols, ideologies, etc. onto native traditions, theologies, and customs” (R3).

A fourth area of *cultural influence* focused on the close-knit nature of family dynamics within Latin American cultures.

Four participants (R1, R3, R5, R6) perceived Latin Americans place a high level of importance on relationships with extended family. One participant stated “there is a high priority placed on family and elderly family members are likely to reside with their children and grandchildren” (R1).

A fifth area that emerged from this sub-theme of *cultural influence* focused on the gender roles and stereotypes that are perceived to exist within Latin American cultures. Regarding social interactions, one respondent stated that women “tend to have more traditional roles in Latin American society compared to the U.S.” (R6), while another believed “men can be more expressive with one another in Latin American cultures than in the U.S.” (R2).

Participants’ perceptions of *cultural identity* were influenced by their beliefs about *communication* within Latin American. Five participants (R1, R2, R3, R4, R6) conveyed an appreciation for the presence of both Spanish and other indigenous languages within the area. However, some participants functioned under the assumption that “everyone speaks Spanish” (R5) or that “most everyone will speak exclusively Spanish” (R8). Two participants (R2, R7) noted differences

between Latin American and U.S. communication styles, including the speed and expressiveness of communication. Other responses (R4, R6, R8) focused on the expected nature of the interactions between the host country and the participants, well summarized by the response “I expect people to be generally gracious, respectful, helpful and direct in our interactions...I look forward to very rich, friendly, and enthusiastic interactions” (R4).

While perception of Latin American’s *cultural identity* tended to be positive, participants were more critical of the role of *government* in Latin American culture. Within this theme, two distinct subthemes emerged—*economic perceptions* and *politics*. An unbalanced distribution of wealth was noted by multiple participants (R1, R3, R6). One respondent believed indigenous populations were economically disadvantaged, stating “the indigenous population tends to live in specific regions of the country and many times these areas of the country may represent marginal lands or areas where there are less available resources” (R6). Other assessments about the economy included statements such as “land tenure policies...have concentrated land ownership into the hands of the few” (R3). Some participants provided greater detail on perceived economic conditions for nationals as exhibited in comments such as “I understand Ecuador to be a relatively poor country. I expect people in public places will be trying to sell us things, offer to help for money, and I need to be wary of stealing” (R4). In addition to perceptions about personal poverty, some participants mentioned economic lack at the community level, expecting “limited community supported infrastructure such as policemen and firemen” (R2).

The second subtheme, *politics*, focused on two major areas—political philosophies and political security. In regards to perceived political philosophies of the region, participants provided comments such as “Latin American

countries do not, in general, have strong democratic rule” (R1) and “while a series of elections and/or revolutions attempted to address these issues (*land reform and land equity*), imbalances remain” (R3). These perceptions for inequity were also reflected in the perceived political security within these nations. Two participants (R2, R5) commented on the generally perceived political unrest that exists within most Latin American countries, with one of them stating “I view the political climate in Latin American countries and territories as volatile and less stable than that of the U.S....such a climate, combined with limited community support infrastructure...may allow insurgent groups to have more power” (R2). However, another participant noted that in the case of Ecuador, “I do not expect political or social unrest. Ecuador rarely re-elects a president and Correa was recently re-elected. So people are probably feeling fairly secure and hopeful” (R4).

Conclusions, Recommendations, and Implications

The purpose of this study was to develop an understanding of faculty perceptions prior to a study tour to Ecuador. These perceptions were specifically focused on identifying general pre-trip attitudes and beliefs about Latin America and Latin American culture. As noted in experiential learning theory (Kolb, 1984), learners’ prior knowledge and perceptions impact how they interpret their experiences. When examining the attitudes, beliefs and expectations faculty held prior to their experience, three themes emerged: *influences on pre-trip attitudes*, beliefs about the *physical environment*, and *social expectations* (see Figure 1). Faculty participants were excited to learn about Ecuador, but a little worried over travel-related issues like food and road conditions. These concerns were consistent with previous research about barriers to international travel (Andreasen, 2003; Dooley et al., 2008). Social expectations

largely focused on comparing Ecuador to the U.S., which was also noted by Pike (1992).

Furthermore, two themes comprised participant perceptions of Latin American culture: *cultural identity* and *government*. Within cultural identity, faculty perceptions identified beliefs and expectations about everyday life in Ecuador and communication styles. Faculty anticipated seeing differences in values, pace of life, heritage, family structure, and gender roles. Unlike previous research (Andreasen, 2003), participants seemed to express anticipation, rather than fear. Faculty also expressed concerns over communication, which is consistent with the findings of Andreasen (2003). Within the government sub-theme, faculty expected to see very different economic conditions from the U.S. and expressed some concerns about the stability of the Ecuadorian government.

Implications of this work directly link to the practical strategies necessary to ensure a positive international experience for faculty. First and foremost, faculty members involved in international trips need an opportunity to consider and express their pre-trip attitudes. As conveyed by Fiske and Taylor (1984), individuals will manipulate a new experience in order to minimize cognitive dissonance as a result of the new experience. Allowing participants to express pre-trip attitudes gives trip coordinators the insight to encourage the most beneficial experiences, regardless of the particular amount of dissonance. Having faculty participate in pre-reflective exercises promotes their own recognition of expectations, both positive and negative of the experience. Failure to implement reflective activities (pre and post) minimizes the value of participants' feelings and expectations for their experience, and may ultimately reduce learning.

The second implications relate to the theme of physical environment. While this theme often focuses on participants' perceptions that international locations will

be physically different from their home country, it also demonstrates a disconnect between what participants think they will experience or see and what will actually happen. Faculty traveling abroad in order to explore a particular region may allow beliefs about the physical environment to create a level of inhibition due to the unknown. They may also experience a certain level of disappointment if and when their perceptions are not accurate. Providing participants with visual references and resources prior to departure gives participants an accurate visual of the area that, in turn, will promote a more accurate view of the international location. If faculty feel ill-prepared for the physical environment of the experience they may spend a disproportionate amount of time acclimating and compensating versus assimilating and experiencing.

A third theme focuses on the social expectations. This theme could potentially be the most detrimental to the success of a trip since faculty who are not prepared for social or cultural differences may feel isolated and uncomfortable for the extent of the experience (Geelhoed et al., 2003; Zhai & Scheer, 2004). Allowing faculty to explore and experience their environment may promote the best outcomes related to social expectations. Participants need an opportunity to understand the natural differences that exist between their home country and their host country. Promoting role plays or case studies will assist in preparing for these differences. By doing so, participants will begin to assimilate earlier in the experience. However, there are some times when, regardless of the amount of pre-trip planning, reading, and exposure, nothing creates an understanding of cultural differences like the trip itself.

Recommendations are provided in two areas for future consideration: practice and research. Each recommendation should be considered in relation to the particular international experience. When planning

faculty international experiences, participants should be required to spend time exploring their own attitudes and beliefs through prelective activities in order to identify preexisting biases. Research and discussion about the host country should be conducted prior to the trip, with people from the host country utilized to provide potential scenarios and specific details regarding the areas to be visited. Furthermore, participants should be provided with case studies and role-playing scenarios to assist them in exploring their comfort with different situations. From these activities, discussions should be facilitated among participants in order to provide a forum for expressing and addressing various perceptions and areas of concern.

Several recommendations for research were identified from this study. An exploration of comparative prelective strategies (i.e., journal writing versus guided discussion) should be conducted in order to identify the most effective method of assisting participants in identifying and addressing preexisting biases, attitudes, and beliefs. Research should also be conducted to examine the nature of the perceptions and biases which faculty express during the prelective activity. One study could seek to identify the root causes for these particular biases and perceptions, while another may seek to describe the differences in faculty perceptions based upon level and extent of previous international exposure. It may also be of interest to explore differences between various strategies for minimizing pre-trip concerns (i.e., guest presenter versus role play scenario). Finally, an examination of the extent that pre-trip workshops contribute to a sense of safety and security should be conducted in order to identify the necessity for this type of participant engagement prior to the experience.

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