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***“THE WORLD IS SO BIG”:
PRE-SERVICE TEACHERS
REFLECT ON A
SHORT-TERM STUDY ABROAD
PROGRAM IN ENGLAND***

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INTRODUCTION

- Research has shown a number of benefits that result from a study abroad experience
 - development of intercultural sensitivity
 - communication skills
 - increased knowledge of the host country
 - increase in self-awareness (Parsons, 2010).



INTRODUCTION

- Even a short term study abroad program, lasting between several weeks to one month, can be beneficial (Bell & Anscombe, 2013).
- Such programs can be tailored to students' academic program which can lead to the development of professional identity.
 - management (Carley, Stuart, & Dailey, 2011)
 - nursing (Shannon, 2013)
 - teacher education (Vatalaro, Szente, & Levon, 2015)



GUIDING QUESTION

- What are the personal and professional learning outcomes of a short-term study abroad program for pre-service teachers?



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PROGRAM CONTEXT

- 3-week program in Brighton, England
- 6 credit hours
- 4-weeks of online coursework prior to departure
 - Course Content / Site Context
- On-site coursework in using drama techniques in the classroom for literacy
- Role of the faculty advisor



PARTICIPANTS

Early Childhood	Elementary Education	Middle Level	Secondary Education	Special Education
2	7	1	3	4
Sophomore	Junior	Senior		
2	12	3		
Female	Male	n=17		
15	2			



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DATA COLLECTION

- Pre-Departure
 - Online Survey
 - Reading Response – *The Nacirema*
 - Reflection
 - Online Discussions
 - Budget



DATA COLLECTION

- On-Site
 - Scavenger Hunt & Reflection
 - Twitter Post
- Return Home
 - Post Survey
 - *10 Immediate Re-Entry Challenges*
 - Online Discussion
 - Final Reflection



DATA ANALYSIS

- Quantitative analysis of pre- and post survey (means)
- Qualitative analysis of discussions and reflections
 - Identifying major themes
- Constant Comparative Method (Glaser & Strauss, 1967)



RESULTS

- Personal Development
 - *Increased Self-Confidence*
 - *More Patience and Flexibility*
 - *Developing Identity*
 - *Cultivating New Relationships*
- Professional Development
 - *Diversity and Empathy*
 - *Classroom Techniques*
 - *Making Comparisons*



PERSONAL DEVELOPMENT

- *Increased Self-Confidence*
- *More Patience and Flexibility*
- *Developing Identity*
- *Cultivating New Relationships*



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INCREASED SELF CONFIDENCE

“I’m proud that I’m not afraid to take risks and I could survive and thrive in any situation on my own.”

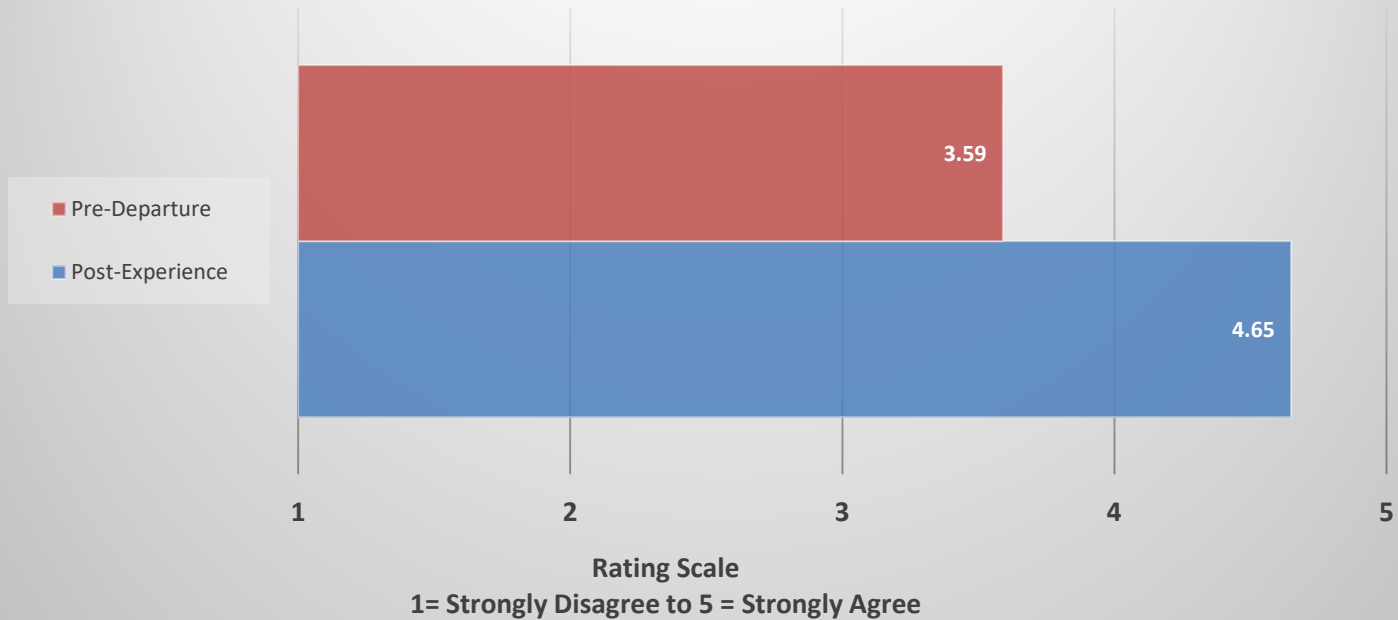
“I didn’t have guidance in every situation I faced. I had to figure it out on my own. It was nice to have the freedom to make my own choices, whether they were right or wrong.”



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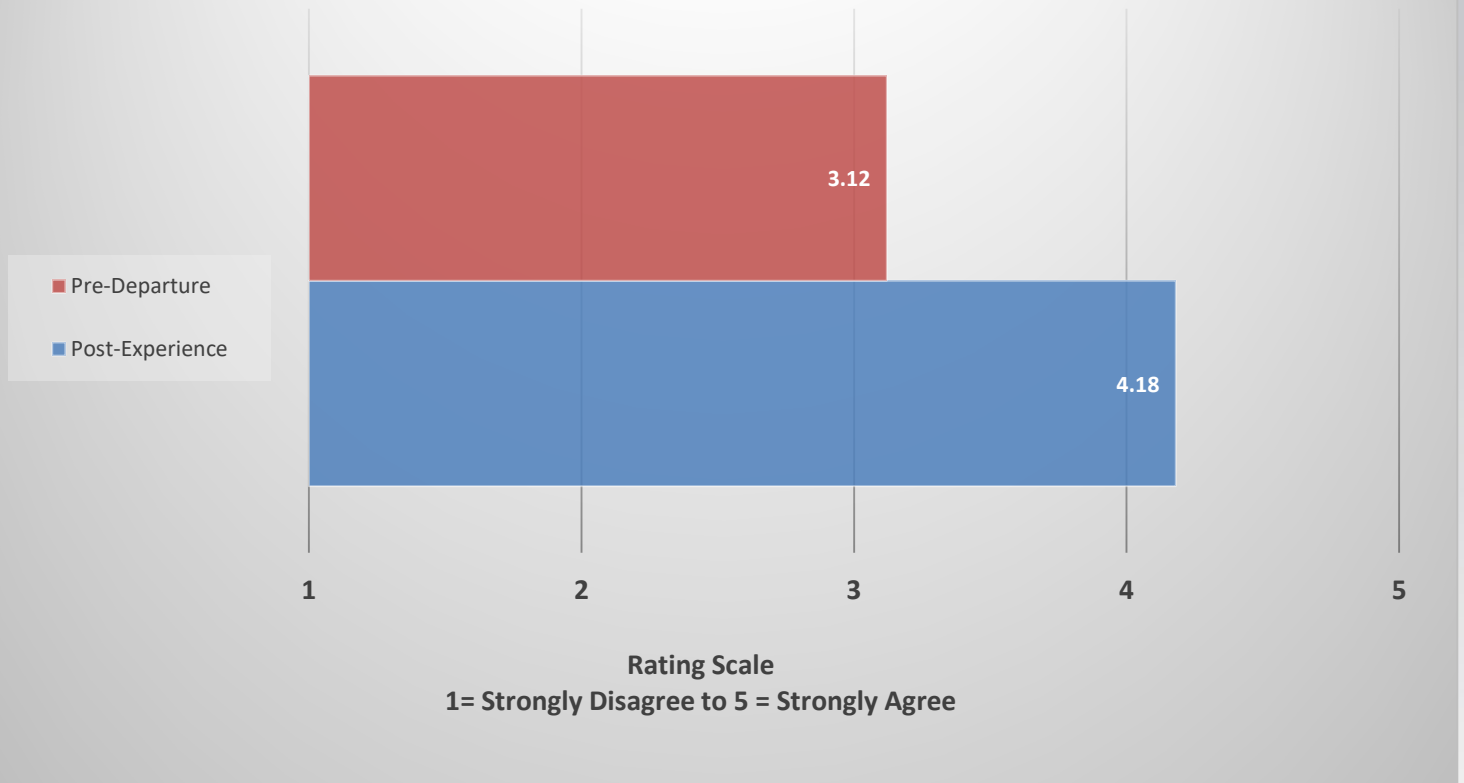
INCREASED SELF CONFIDENCE

I am confident in my ability to navigate a new place



INCREASED SELF CONFIDENCE

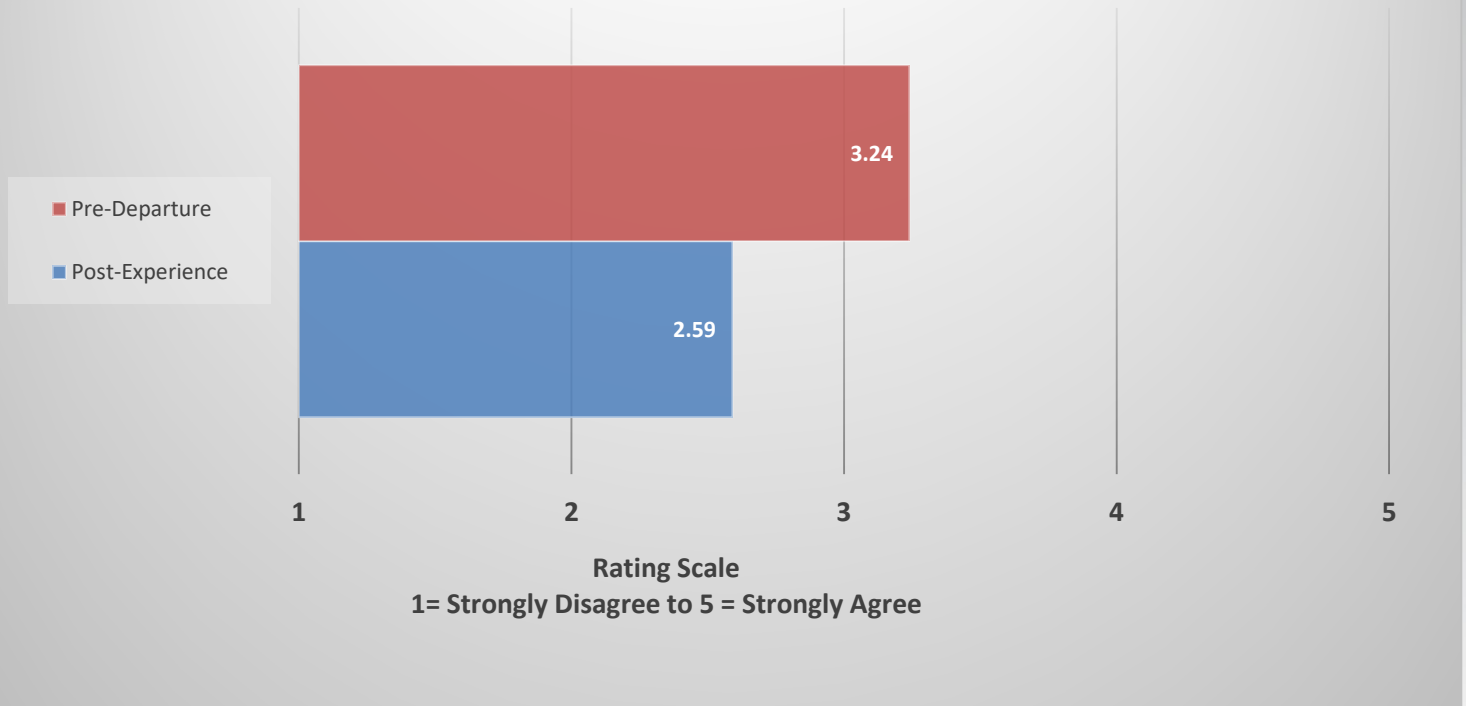
I am comfortable in unfamiliar situations



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INCREASED SELF CONFIDENCE

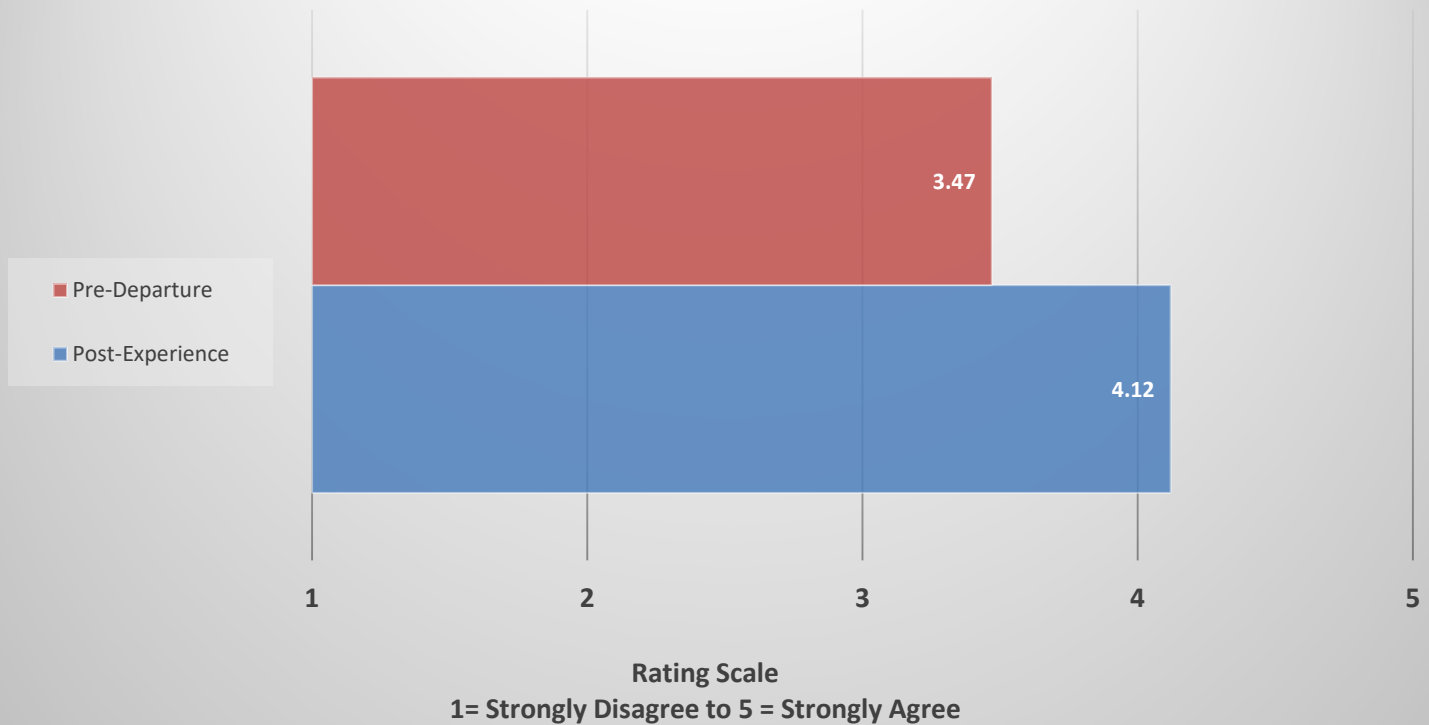
I feel anxious when I don't understand something right away



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INCREASED SELF CONFIDENCE

I am comfortable being by myself in new places



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MORE PATIENCE & FLEXIBILITY

“I’m used to having everything planned out for me. This experience helped me realize that things always work out in the end. Some of the best moments are the ones that aren’t planned.”

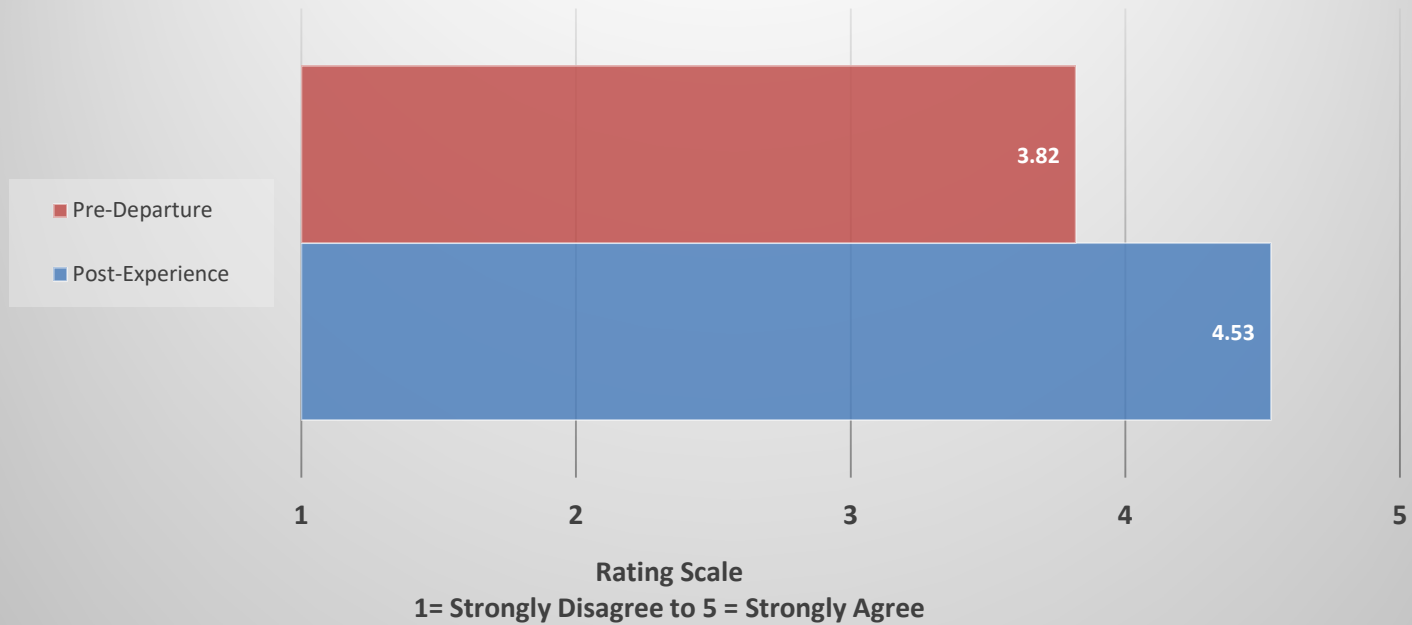
“I learned a lot of patience. Many times we had to wait for buses, group members or in lines. And there was nothing I could do about it! I think I will use this when I am a teacher.”



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INCREASE IN FLEXIBILITY

I'm okay with changing my plans 'on the fly'



DEVELOPING IDENTITY

“I added “a world traveler” to my list of “I am” statements.”

“Breaking out of my comfort zone is exhilarating!”

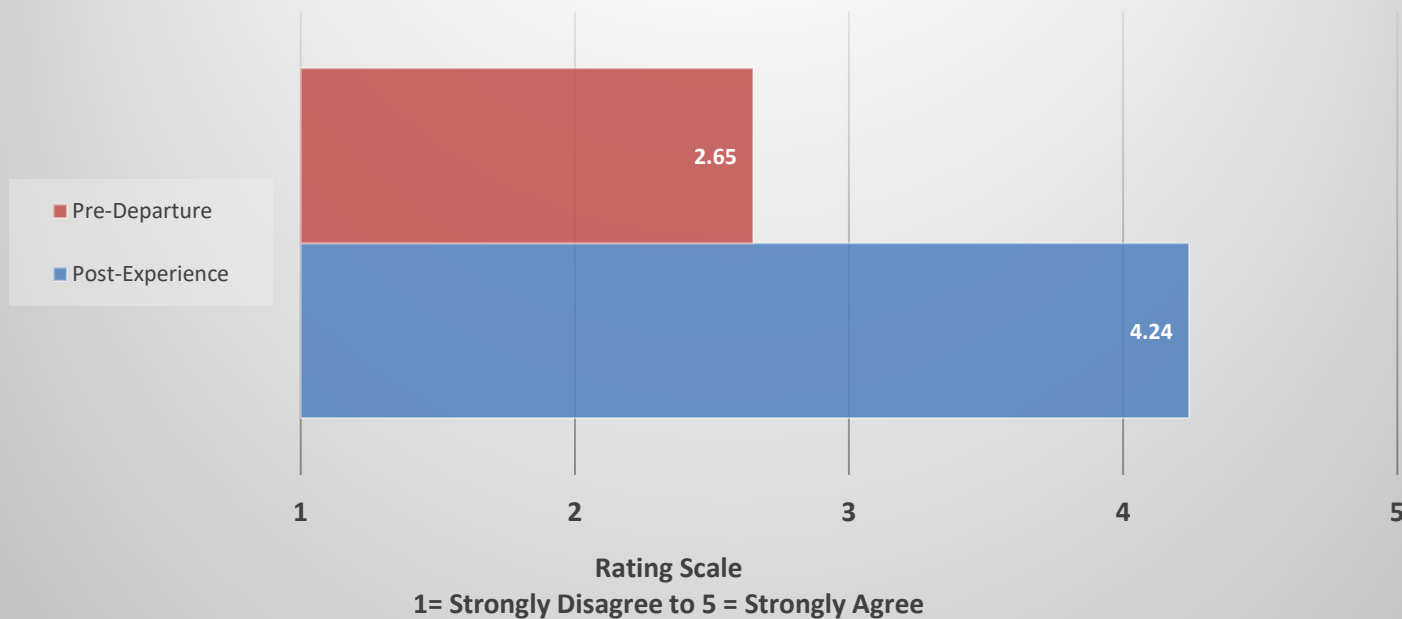
“I now think for myself, not according to how my parents, peers or my community thinks. A lot of people I know are close-minded about certain views. This experience has shot down those assumptions for me.”



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DEVELOPING IDENTITY

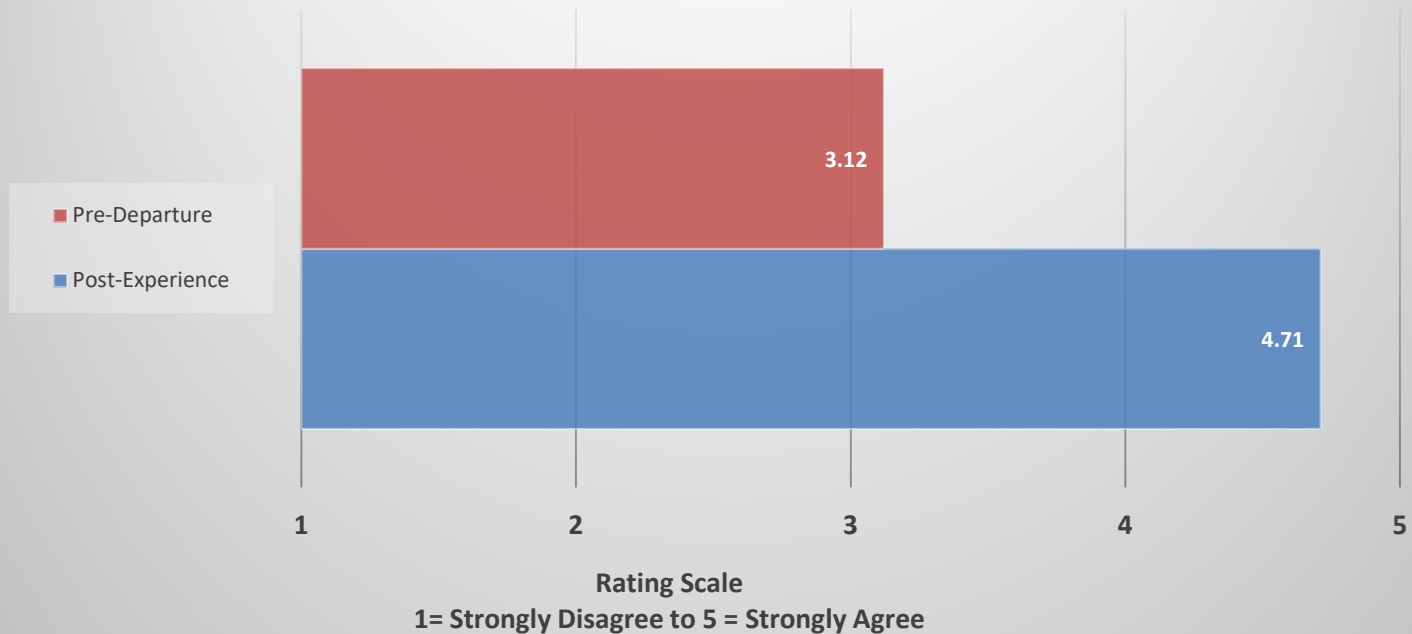
I have a good understanding of international issues



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DEVELOPING IDENTITY

I have a good understanding of the culture of my study abroad host country



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CULTIVATING NEW RELATIONSHIPS

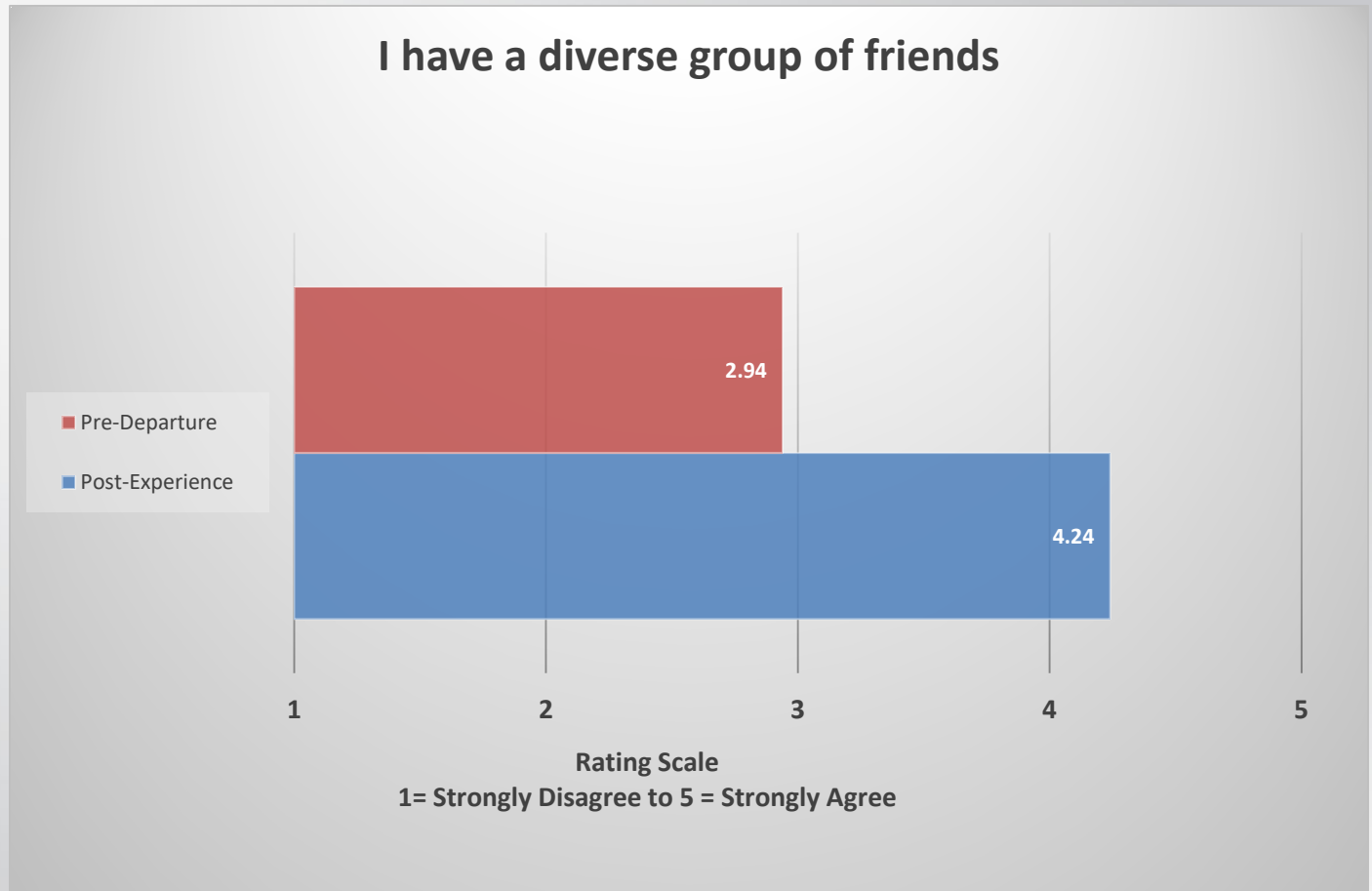
“Before this I thought of myself as an introvert. I preferred to be alone and had a small group of friends. Being with this group helped me be more outgoing and make new friendships.”

“I didn’t think that three weeks with 17 people would create so many friendships, but it did. Remaining friends and communicating with the others has helped me cope with the transition back to the States.”



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CULTIVATING NEW RELATIONSHIPS



PROFESSIONAL DEVELOPMENT

- Diversity and Empathy
- Classroom Techniques
- Making Comparisons



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DIVERSITY AND EMPATHY

“Studying abroad has helped me to understand what it is like to be an outsider in a mainstream culture.”

“I am more prepared to assist immigrant students as the transition to American schools.”

“Before this trip I had a basic understanding of culture but now I understand how it is the foundation of an individual and impacts the learning process.”



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CLASSROOM TECHNIQUES

“During the school visits, I was able to see how drama techniques are a great way for students to communicate and express themselves in different ways.”

“I will definitely incorporate the different styles of teaching that we learned like teacher-in-role, hot-seating, and the others.”



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MAKING COMPARISONS

“Around the world teens are teens and even though there are cultural differences, they have the same developmental and affective needs.”

“I thought the uniforms helped limit discrimination based on home income level.”

“I was shocked by the skills that these students possessed compared to students the same age in the States. It made me think about the things we do that actually hinder students’ learning.”



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LIMITATIONS

- First iteration of data collection
 - 17 participants
- Possible impact of “excitement / adventure”



CONCLUSION

- Even a short term study abroad program can significantly and positive impact students both personally and professionally.
- Students need support before, during and after the experience to maximize learning and reflection opportunities.

