



Journal for Academic Excellence

This edition of *The Journal for Academic Excellence*, Dalton State's scholarly journal for higher education teaching and learning practice, is the first in volume 5. "Volume 5" means we have been publishing the *Journal* for four years, and it was time for an updated look.

However, the journal will still continue to:

- Solicit, review, and publish articles on the Scholarship of Teaching and Learning and other aspects of college pedagogy;
- Inform readers of trends in the field;
- Publicize opportunities for conferences;
- Recognize faculty accomplishments;
- Encourage the continuous quality improvement of teaching.

With those goals in mind, this issue will provide notices of various upcoming events and list some faculty achievements. It will also allow you to read a fascinating article by three professors from the Wright School of Business on one of the values of study abroad programming.

Consider this the call for submissions. If you presented at the 8th Dalton State Teaching and Learning conference last spring and did not submit an article, do it now. Since your presentation passed peer review, your article will be published (although there might be some discussion on editing). If you are working on a personal essay on teaching, or conducting Scholarship of Teaching and Learning research on a small scale, consider the *JAE* as your outlet. Enjoy.

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INSTITUTIONAL TENURE



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PROMOTION TO ASSOCIATE PROFESSOR



Dr. Natalie Johnson
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DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Susan Eastman, Assistant Professor of English, has published *The American War in Viet Nam: Cultural Memories at the Turn of the Century* with University of Tennessee Press (2017).

This interdisciplinary study examines a range of cultural productions—from memorials and poetry to cinematic and fictional narratives—that grapple with the psychic afterlife of traumatic violence resulting from the Vietnam War.

Eastman examines American, Vietnamese, and Vietnamese-American representations of the war produced from the Persian Gulf War through the “War on Terror.” The experiences of women figure prominently in the book with a chapter devoted to the Vietnam Women’s Memorial and another to American and Vietnamese wives of Vietnam veterans.

Underpinning the book is the notion of “prosthetic memory,” memories acquired by those with no direct experience of the war, such as readers and filmgoers. Eastman’s coinage of the “New Vietnam Syndrome,” further connects the war to contemporary military interventions.



Dr. Marjorie Yambor, Associate Professor Communication, has published “The Spirit of ’16: A Dada Manifesto in Support of Subversive Supremacy” in the *Visual Communication Quarterly*. It can be accessed at <http://dx.doi.org/10.1080/15551393.2017.1309919>

In the abstract, she writes, “The Dada state of mind denies a formula and invites free thinking for art and life. Dada themes match my own visual research repertoire, rich in media text provocation, fragmentation, subversion, chaos, change, individualism, nihilism —indeed, all that is boomboom to quiet complacency and stalwart stagnation.”



Dr. Baogang Guo, Professor of political science, recently published his article “China’s Administrative Governance Reform in the Era of ‘New Normal’” in *Journal of Chinese Political Science* (Vol. 22, No. 3, pp. 357–373). The journal is a referenced academic journal indexed by ESCI, Academic OneFile, Academic Search, EBSCO, Google Scholars, Gale, Worldwide Political Science Abstract, and CSA/Proquest.



Marsha Mathews, Professor of English, is the recipient of the Georgia Author of the Year Award, Young Adult Division, for her chapbook of poems, *Growing Up with Pigtails*. Awards for books published during 2016 were presented by the Georgia Writers Association, at the 53rd Annual Awards Banquet and Ceremony, in Atlanta.

Dr. Mathews' book presents narrative and lyrical reflections on that sometimes troubling, sometimes triumphant experience of "growing up, girl." Marsha's book was published by Aldrich Press, California and may be purchased on Amazon.

Anne Loughren, Assistant Director of Fitness, published an article in the American College of Sports Medicine (ACSM) *Certified E-news*. The publication came out on May 26. The work was originally part of a paper Ms. Loughren wrote for a Sports Nutrition class in completion of her Masters of Science in Kinesiology with a concentration in Health Promotion. The article can be accessed at

<http://certification.acsm.org/massey-loughren-vitamin-d-may-2017>

The Thank-a-Teacher program is alive and well this semester. It will be expanded to "Thank a Teacher or Staff Member" when the next prompt will go out to students (sometime around midterm exams).

The students can click on the link embedded in the email and be taken to a Google form where they can write a heartfelt thank you. They have a choice to remain anonymous or identify themselves. Data are also being collected for future research, but students can opt out of the collection process.

So, if you receive a letter on DSC letterhead with a message from a student, don't be alarmed! It is a student reaching out to say "thank you" for the difference you have made in his or her life.

Along with expanding the program to staff members, the prompt and link will be available to alumni now as well. Thanks to Josh Wilson, the Development Coordinator, a link and explanation has been added to the Alumni Services webpage.

Since the program started in late 2014, over 800 letters have been received and distributed. They are amazing, touching, and a real testament to the impact of Dalton State faculty and staff.



Editor's Column: Finding the Fine Line

Barbara G. Tucker

Professor of Communication; Chair, Department of Communication



In a recent issue of *Faculty Focus*, Mary Ellen Weimer quotes Kristie McAllum, “We have created a system that simply replaces helicopter parents with helicopter professors. . . . Through our constant availability to clarify criteria, explain instructions, provide micro-level feedback, and offer words of encouragement, we nourish millennials’ craving for continuous external affirmations of success and reduce their resilience in the face of challenges or failure.”

I find this quotation pretty provocative. Is it possible that we have gone too far in helping our students learn? Have we become so concerned about retention that we have taken away students’ agency and accountability? Are we accommodating students too much?

I ask this at the same time that I am starting another course for Quality Matters with a goal to becoming certified as a peer reviewer. Many faculty are unaware of Quality Matters. It is a credentialing program for online and blended courses. The organization, originally affiliated with the University of Maryland (my home state), has developed a rubric with 43 standards for a quality online course.

The Quality Matters system is intense, rigid, research-based, and effective. And being back in one of its courses reminds me of this truth: There is a difference between clarity of expectations, good course design, alignment, and valid assessment (non-negotiables) AND giving students redo chances (why do we do the first time if I get a free do-over?), tolerating inattention, allowing collaborative testing, or tolerating emails that read like bad text messages. All of these are practices that many of us have used, argued, and wondered about and which are ultimately matters of instructors’ personal choices.

Like much of life, teaching can be a network of paradoxes and choices. How much do we

develop relationships with our students versus keeping a needed professional distance? How much do we enforce rigor yet take into account the development realities of our students? How much do we encourage freedom of expression in the classroom (and not just for ourselves) and yet maintain control or risk incivility? How do we sustain a work-life balance, if such an animal exists? How do we keep ourselves up-to-date with research and add to the knowledge base and at the same time attend to good teaching?

These are important questions—and there are more we face every day. I hope, in reviving *The Journal for Academic Excellence* after a short hiatus, to reignite discussions over those questions among us, especially in a cross-disciplinary way. The *Journal* has published a number of outstanding articles in the last five years, and this issue continues that legacy with the work of Dr. Raina Rutti, Dr. Marilyn Helms, and Dr. Rose Opengart (formerly) of the Wright School of Business.

Their article on student journal responses during study abroad trips on pages 13-25 achieves a high level of scholarship and reveals key insights into our students at Dalton State. Like all articles in the *Journal*, it went through peer review and revision. I recommend you scroll down to it and read as soon as possible, and that you consider your own role in writing and reviewing for this publication.

For archived copies (and to see what we have published in the past) go to <https://www.daltonstate.edu/academics/cae-journal.cms>. We welcome your interest.

Best,

Barbara

Technology Instruction at Dalton State

Teaching Hybrid at Dalton State

Thursday, Oct. 5, 3:00 PM, Brown 303

Teaching hybrid can be a challenging experience for faculty. In this workshop we will offer tips on how to engage your students in the hybrid environment. We will cover the most important things you can do as instructor to make hybrid learning successful for both the student and the instructor.

DSC's Web Conferencing Tool Collaborate Ultra

Monday, Oct. 9, 3:00 PM Brown 303

Collaborate Ultra is a real time, virtual meeting place that can be used for transmitting audio and video, displaying slides, sharing a whiteboard and touring the Web. Collaborate Ultra is a great tool for either live online class meetings or recorded class meetings. All GeorgiaVIEW courses have access to Collaborate Ultra. Come to this workshop and learn how to use Collaborate Ultra to engage your online or hybrid students.

How to Make your Online Material ADA Accessible

Wednesday, Oct. 18, 3:00 PM. Brown 303

Attend this workshop to learn how to make pdfs, PowerPoints, and MS Word documents accessible. In this workshop we will also explain how to search for captioned videos on YouTube and how to caption your own videos using YouTube and Subtitle Horse. We will also explain how to use the Screen Reader tool in GeorgiaVIEW called "docReader."

Student Response Systems

Tuesday, Oct. 24, 3:00 PM. Brown 303

In this session we will look at the most popular student response systems at Dalton State College and advantages and disadvantages of each one. Some student response systems are simple, free, and easy to use while others have expanded into the Learning Management System domain and offer new opportunities and challenges. We will get hands-on experience with Kahoot, Socrative, Poll Everywhere, and iClicker, so having your own device will be beneficial but not required.

Direct link to the Instructional Technology Libguide:

<http://libguides.daltonstate.edu/technology>

Technology Available to Meet a Growing Demand: Instructional Technologist David Brown Shares Insights on Available Learning Tools

The demand for technology continues to grow on college campuses, and it is important that faculty know what is available to them. At Dalton State numerous “External Learning Tool” technologies are already set up in GeorgiaVIEW for faculty to use. These tools are built into each GeorgiaVIEW course to make their use easier for faculty. In addition to GeorgiaVIEW’s External Learning Tools, faculty also have hardware available in classrooms and for checkout from the library. In this article we take a look at what is available and how faculty can learn to use these technologies.

External Learning Tools and Integrations

DSC faculty have access to several technologies via their GeorgiaVIEW course. In each Content Module faculty can select Existing Activities/External Learning Tools and choose from a variety of built in integrations. Some of these include Collaborate LTI/Ultra, Turnitin, MHCampus, and Cengage.

Collaborate LTI and Ultra

Collaborate LTI and Ultra are both web conferencing tools free for faculty and students and available in External Learning Tools. The LTI version is older and requires a download. Ultra is a simpler, more recent interface that does not require a download. Both of these tools allow faculty to meet with students online in a virtual classroom that includes Desktop sharing, a Whiteboard, and Chat room. For more infor-



mation, visit the Ultra section on the Instructional Technology Libguide.

Turnitin

There are integration options in GeorgiaVIEW for faculty that do not appear in External Learning Tools. One of the most popular options is the Turnitin integration, which can be found in “Assignments.” Faculty wanting to check for plagiarism can simply create an Assignment and select the built-in Turnitin tab to enable Turnitin. Once enabled, Turnitin will generate a detailed report about possible plagiarism and the source of the plagiarism. The Turnitin integration also gives faculty the ability to mark on the student paper to note grammar issues. For a more detailed look at Turnitin visit the Turnitin section on the Instructional Technology Libguide.

MHCampus

McGraw Hill’s MH Campus is a popular choice for faculty—especially the course materials available in their “Connect” product. Faculty can “sync” student grades

from the Connect site straight to GeorgiaVIEW. The integration allows faculty and students to work both in GeorgiaVIEW and in MH Campus so information doesn't have to be copied from one to another. The Center for Instructional Technology can help put you in touch with a McGraw Hill representative if you are interested in pursuing this integration.

Cengage

Cengage is a USG-approved integration that is located in your Course Admin's Course Builder area in GeorgiaVIEW. Cengage is a popular integration that gives students and faculty access to peer reviewed course materials and to sync grades from the Cengage course site into GeorgiaVIEW. If you are interested in using the Cengage integration, contact the Center for Instructional Technology and we will put you in touch with a Cengage representative.

Other Third Party Technologies

There are numerous companies that sell their technology products to faculty in higher education. We ask that faculty be careful in choosing any outside technology for their classes. The Center for Instructional Technology has developed a survey that all third parties must complete before you faculty use their product. The survey confirms Section 508 compliance, FERPA compliance and other crucial security compliances.

GeorgiaVIEW Navigation Bar Tools

Quizzes

There many tools in GeorgiaVIEW available on each course Navigation Bar. One of the most popular tools is the Quiz Tool. Faculty have a variety of questions types to choose from in the Quiz tool including matching, short answer, and ordering to

name a few. Faculty can also import questions from question banks from publishers into a GeorgiaVIEW quiz.

A free tool for DSC faculty called Respondus can covert MS Word questions into a quiz format that can be used in GeorgiaVIEW. Respondus can be downloaded from the Instructional Technology GeorgiaVIEW site. Faculty also have tools to prevent cheating in the Quiz tools such as timing each quiz, mixing questions and answers up so no 2 students get the same questions, and delaying scores or answers until after everyone has taken the test.

Assignments, Discussions and Course Admin

Other tools on the Navigation bar include Discussions and Assignments. The Discussion tool now contains an "Assess Topic" option that allows faculty to easily grade discussions. Both the Assignments and Discussions can be graded with yet another handy tool- the Rubric Tool. The Rubric Tool and many other useful tools can be accessed in your course's "Course Admin" area.

Technologies not inside GeorgiaVIEW

Free Technologies

Screenkastomatic and Kahoot are two popular tools that are available to faculty and students. Screenkastomatic allows unlimited videos under 15 minutes in length to anyone and does not require an account. You can pay a small yearly fee if you need more than 15 minutes. Kahoot is a free Student Response System and includes a grade book for automatic recording of student performance. Neither programs requires a download and both are very popular in higher education.

Hardware

Video

The library has video equipment faculty can check out to record lectures. The equipment includes a webcam, digital camera, microphone and tripod. The Center for Instructional Technology can provide assistance in using the equipment and uploading the videos.

Interactive “Smart” Boards

There are numerous types of interactive boards on campus commonly called “Smart boards.” The most common interactive board is the Epson Brightlink and can be found in many classrooms, especially in Memorial Hall. The Center of Instructional Technology has developed a help page for instructions on how to use the Epson Brightlink and the OCIS Help Desk can assist with technology issues.

The Brown Building contains several ACTIVE Board and SMART Boards that offer users more advanced options for interacting with a screen and board. For more information about the DSC’s ACTIVE and SMART Boards visit <http://interactiveboards.weebly.com>.

Elmo Projectors

Elmo Projectors are available in several classrooms on campus. This device functions as an overhead projector and allows an instructor to show their written notes or a textbook to the classroom.

A Look Ahead- Technology in 2018

Spring 2018: A Growing Need for Hybrid Course Development

Many faculty we begin teaching hybrid courses for the first time during Spring 2018 semester. Teaching hybrid is a great way to gain familiarity with the online environment and can be rewarding for both faculty and

students. There are many models to follow and lots of research to guide you in designing a hybrid course. At Dalton State College we have access to the Quality Matters Rubric to follow when designing a hybrid course. In addition to the rubric, the Center for Instructional Technology has developed several steps to follow when designing a hybrid course. Faculty teaching hybrid are encouraged to attend workshops in October and November to learn how to design and teach an effective hybrid course.

Summer 2018: Daylight Appears on Campus for the First Time

GeorgiaVIEW will be getting a new look in Summer 2018. Your courses will have a new graphical interface called “Daylight.” While your courses will still have the same text in the same place it does now, the new graphical interface known as Daylight will include responsive design, be more mobile-friendly and have more visual appeal. With Daylight faculty will have more options available for their course’s graphical interface. Look for upcoming workshops in Spring 2018 about the new exciting features of Daylight.

Conference Opportunities

Teaching Matters
“Quality and Affordability in Education”
16th Annual Interdisciplinary Conference
Thursday and Friday, March 8-9, 2018

About the Conference

Teaching Matters is celebrating its sixteenth annual interdisciplinary conference in 2018 at Gordon State College on its main campus (Barnesville, Georgia). Presentations/discussions will focus on innovative and creative pedagogical methods, approaches to various texts and/or concepts, and theories. The conference is open to all of those who have a passion for pedagogy; conference presentations are designed so that educators can share ideas and strategies that promote student success, student engagement, and active learning.

About this year's theme

In recent years, there has been a move toward affordability in education - from all levels of government, college and university administrations, educators, students, and families. Indeed, just in the last decade, textbook costs have increased by over 80% and student debt continues to grow. While this push is understandable with the rising costs of education and the necessity of education for gainful employment, there are also concerns about what affordability means for quality in education. Educators strive to provide the highest quality instruction possible, but financial constraints can make that seem unachievable. It is important for educators to continually work together to explore various modes of promoting quality and affordability, whether it be application of pedagogical theories, implementing teaching techniques, or using educational technology. Therefore, "Quality and Affordability in Education" provides a broad platform for educators to share innovative ways they provide quality affordable education. Of course, we also encourage proposals not directly related to the theme.

Potential topics could include, but are not limited to the following:

Measuring and assessing quality in education
Defining affordable education
Incorporating affordable technology in the classroom
Using Open Educational Resources (OER)
Recognizing students' needs for affordability
Translating course evaluation feedback into quality and affordability
Affordability and access to education

Please note there will be a \$50 *early* registration fee, and all participants are responsible for their own expenses. Direct any questions to the CETL Director, Dr. Anna Higgins-Harrell at a_higgins@gordonstate.edu.

All proposals are due January 5, 2018. Proposals will undergo peer review. Please download and complete the [submission form](#). Then, send completed individual and panel proposals to TeachingMatters@gordonstate.edu

Conference Opportunities

CALL FOR PROPOSALS

USG Teaching and Learning Conference

Best Practices for Promoting Engaged Student Learning

April 4--6, 2018

UGA Hotel and Conference Center Athens, GA

You are invited to propose a presentation for the 2018 University System of Georgia Teaching and Learning Conference: Best Practices for Promoting Engaged Student Learning.

Important Dates: Proposal Submission Deadline: December 1, 2017

Conference Description

This conference is designed to bring educators and outstanding students together to connect in conversations about active learning and student engagement. Join us for 2.5 days of outstanding concurrent sessions, keynote speakers, poster sessions, and lightning talks. Session presentations will address a wide range of topics. Areas of interest include but are not limited to:

- Developing Students' Critical Thinking Skills
- Distance Learning/Blended Learning
- Open Educational Resources
- Collaborative Models
- Liberal Education and America's Promise (LEAP)
- Innovations in Instructional Technology
- Complete College Georgia Efforts

Student Involvement

Faculty presenters are encouraged to propose a session with an outstanding student or team of students to give attendees a chance to hear from students themselves about how these efforts affect their learning experience.

Submit Your Proposal

To submit your proposal please visit the conference website at:

http://www.usg.edu/facultydevelopment/teaching_learning_conference/proposals

Conference Website

For further information visit the conference website at: http://www.usg.edu/facultydevelopment/teaching_learning_conference

Or Contact

Marie Lasseter <Marie.Lasseter@usg.edu> Or Irene Kokkala <Irene.Kokkala@ung.edu>

Announcing ALG Textbook Transformation Grants: Round Eleven

Our [Request For Proposals \(RFP\) for this year's Textbook Transformation Grants](#) is now live, with some substantial changes to the application over previous years.

We will have two rounds with more funding available per round, meaning a larger group of teams and colleagues will contribute to a more social and engaging Kickoff Meeting.

New features of Rounds Ten and Eleven Textbook Transformation Grants are:

UNG Press Services

The UNG Press will work with grant teams who would like their help with services such as double-blind peer review, project management, editing, layout, and proofreading. You can add UNG Press services to your grant's budget.

Mini-Grant for OER Revisions and Ancillary Materials Creation

This is a chance for faculty to revise, adapt, and enhance materials that were created through ALG funding. All ALG resources are located in the GALILEO Open Learning Materials repository. Original OER authors or other faculty who have adopted OER but need support to improve the resource, adapt the resource to meet their course, and/or create ancillary materials are welcome to apply.

CC-BY Open Licensing by Default

All newly-created grant resources will be under a Creative Commons Attribution License, ensuring both the proper attribution of a resource and the maximum amount of open permissions for faculty using these resources.

Exceptions are made if the work is adapted from a licensed work with more restrictions (such as share-alike or non-commercial).

Core Curriculum Focus

Affordable Learning Georgia is targeting USG Core Curriculum courses in a new effort to make an even bigger difference statewide in general education.

Please consider applying for Round Eleven! If you have any questions, please send them to Jeff Gallant, Program Manager of Affordable Learning Georgia, at jeff.gallant@usg.edu.

Assessing Learning and Development of Single-Culture versus Multi-Culture Students in Short-term Study Abroad Programs

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Abstract

The purpose of this study is to analyze and compare the journal entries of study abroad students who participated in four separate ten-day study abroad programs in order to identify patterns of learning and development in a short-term study abroad program. Using content analysis of student journals, the authors found that students did in fact challenge their attitudes and stereotypes around cultural awareness and norms. In addition, multicultural students had the ability to gain additive knowledge for making comparisons that single-culture students did not. Future research suggestions propose pre-travel questions to encourage further critical thinking and learning from study abroad trips.

INTRODUCTION

The use of study abroad experiences in for-credit classes offered to undergraduate students in the United States is growing in popularity. Colleges and universities utilize a variety of study abroad programs offering students opportunities to expand learning outside the traditional classroom (Institute of International Education, [IIE], 2012) in an attempt to internationalize the curriculum and integrate global perspectives into student experiences (Boronico & Boronico, 2010; Carley, Stuart, & Dailey, 2011; Kuzma, Kuzma, & Thiewes, 2012; Schnusenberg de Jong, & Goel, 2014).

Short-term study abroad programs may offer a more practical experiential alternative than that of long-term programs (Eckert, Luqmani, Newell, Quareshi, & Wagner, 2013). Typically, short-term experiences (one to three weeks) are attractive alternatives for students, requiring less time, less expense, and fewer scheduling constraints (Chieffo & Griffiths, 2004; Mills, Deviney, & Ball, 2010), likely resulting in increased popularity (Roholt & Fisher, 2013), and may in fact be the new norm as colleges and universities continue to grow these programs (Keefe, 2008; Oldford, 2010).

Research suggests short-term study abroad programs have high impact, with meaningful student learning, in both academic and career growth (Conner, 2013; Kuh, 2008; Mills, 2010). Proponents argue that study abroad programs allow students to experience international learning, new cultures, diverse populations, and experientially increase their global perspective, increasing cultural intelligence including cultural content knowledge in addition to intercultural competence such as intercultural awareness, abilities, attitudes, knowledge, and values (Martinez, 2012; Scoffham & Barnes, 2009). Some authors have urged caution in accepting prevalent beneficial claims of study abroad (Pedersen, 2010; Tarrant & Lyons, 2012; Vande Berg, Connor-Linton, & Paige, 2009) and suggest that outcomes are unclear. Specifically, it has been suggested short-term programs may not offer the range or extent of learning associated with traditional, semester-long or year-long international experiences (Tarrant & Lyons, 2012).

The primarily positive outcomes associated with study abroad participation is well-documented for long-term experiences and there is some research on one-month to six-month study abroad programs. However, research is limited and study abroad outcomes are not necessarily generalizable to experiences of a much shorter duration, specifically, immersive nine-to-eleven-day experiences. Research also does not address learning of students who, although attending school in the United States (USA), have families originating from non-USA based cultures. With higher education's increased emphasis on both the importance of study abroad and the appreciation of cultural differences, it is critical that the study abroad participation of minority and other underrepresented students be more closely examined to learn if and how their study abroad experiences differ from those of the more typical participant (Chang, 2015; Lebold, Henry, Houston, Jackson, Scheibe, & Van Der Meid, 2005). Thus, the research questions of this study are:

What learning and development benefits do students gain from short-term (10-day) study abroad programs?

Do multi-culture experiences of the students (family influence, previous international travel, etc.) affect the learning and development of the study abroad students?

BACKGROUND

Short-Term Study Abroad

Short-term study abroad programs are increasing in popularity (Institute of International Education, 2015). The Institute of International Education (IIE, 2015) defines study abroad programs by their duration and classifies short-term as either a summer program or a program of eight weeks or less. The IIE documents shorter programs have higher participation rates and found that 58.9% of American study abroad participants during 2011-12 were in short-term programs.

While some authors have questioned the legitimacy and value of short-term study abroad programs (Pedersen, 2010; Tarrant & Lyons, 2012; Vande Berg, Connor-Linton, & Paige, 2009), most research on study abroad indicates a variety of academic and personal benefits for students. Oldford (2010) found short-term study abroad programs improved academic learning, career advancement, and appreciation for diversity and multiculturalism. Similarly, others argue short-term experiences offer creative, engaging, and valuable educational experiences that bring a number of benefits, new skills, and increased knowledge, as well as more confidence and modified attitudes (Foster, 2011; Motley, 2013; Perry, Stoner & Tarrant, 2012; Sachu, Brasher, & Fee, 2010).

Mills, Deviney, and Ball (2010) suggest students need flexible study abroad opportunities to address varying comfort levels, as well as educational and career goals. Tucker, Gullekson and

McCambridge (2011, p. 1) agree “business students are increasingly seeking international experience in short-term study abroad programs to enhance their intercultural knowledge, intercultural communication skills, and global perspectives to become more competitive in the global arena.”

The study abroad experience is thought to promote intercultural competence and build “global citizens” (Bishop, 2013; Lewin, 2009). A critical learning outcome is a more in-depth understanding of foreign cultures (Douglas & Jones-Rikkens, 2001). Hachtmann (2012) found that short-term study abroad participants became less ethnocentric and more interested in exploring distant cultures. Other studies have associated short-term study abroad experiences with improved cross-cultural adaptability (Mapp, 2012) and cultural intelligence in short-term study abroad programs (Engle & Crowne, 2014).

Jones, Niehaus, Rowan-Kenyon, Skendall, and Ireland (2012) studied participants in short-term immersion and found that it helped them move out of their comfort zones and cross new boundaries, resulting in a new understanding of social issues, privilege, and stereotypes. As for convenience, Kuzma, Kuzma, and Theiwes (2012) surveyed business majors and found that one- to two-week study abroad experiences were most desirable. Mills, Vrba, and Deviney (2012) found increased interest by business students for the short-term class, and found that programs of only two weeks do in fact improve various student skills, knowledge, and development needed by future employers with a global focus.

The intercultural skills needed in business today are acquired or increased during study abroad trips. These skills necessitate not only a level of factual comprehension or awareness but also real maturity resulting in a personal transformation that helps students to apply their skills and knowledge in a variety of contexts. Several studies on moral development have focused on the increasing development of intercultural maturity during the college years (King, 2005). Thus, research of the college student participating in the study abroad program assumes that they are at least the age of the traditional college student. According to Deil-Amen (2001), the age of the traditional college student is increasing, with well over a third (38%) age 24 or older.

Journaling

Mills, Deviney and Ball (2010) found that journaling and self-discovery via writing is a fundamental course component of many study abroad programs. The journal, as a form of reflective writing, has been suggested by numerous scholars as a tool for facilitating student learning (Clarke 2004; English & Gillen 2001; George 2002; Ling 2005; Moon 2006; Patton 2006). Journaling provides a framework for students to contemplate, observe their feelings, ponder, and imagine. As such, journaling becomes a method of contemplative inquiry that is not based on data or information, but on new insight and knowledge (Haynes, n.d.), as well as feelings, values, and hopes (Klein, 2010).

A study conducted through a collaboration between the Council of Writing Program Administrators (CWPA) and the National Survey of Student Engagement (NSSE) found significant impact from writing beyond learning the course material, including personal and social development (Anderson, Anson, Gonyea, & Paine, 2015). The authors suggested that quality matters. It is important to emphasize the design and use of the assignments rather than their number or size. Similarly, Orland-Barak (2005) argued that reflective writing in higher education tends to be superficial unless it is approached in a systematic and consistent manner.

Moon (2006) suggested that journal writing can improve learning in several ways. It slows down the pace of learning, increases the student’s sense of ownership, acknowledges the role of

emotion in learning, provides a unique learning experience, and enhances learning through written communication. Creme (2005) agreed that journaling promotes student learning because the process requires a different way of thinking. It is questioning and exploratory about a subject, rather than utilizing traditional classroom methods. The journaling process enables an exploration of connections between new knowledge, ideas, and the student's experience. Greenwood (2002) suggested that journal writing fosters an analytical approach and helps students to clarify ideas, perceptions, and attitudes. This helps the student to realize meaning and connections that may have otherwise remained undiscovered.

Clarke (2004) found that writing reflective journals helped to increase students' awareness and to evaluate their own learning. McKenzie, Lopez and Bowes (2010) agreed that post-trip reflection is important to learning and noted that most student reflections involved a comparison of the study country to the student's own home country. Other research has suggested that faculty of short-term study abroad programs should teach strategically, focusing on topics that can be linked to specific phenomena in the international destination (Bonnici, 2014) and require critical reflection of the experience (Roholt & Fisher, 2013).

METHODOLOGY

Study Sample

The study abroad trips were offered as a class elective to undergraduate students enrolled in the business school at a small SACS and AACSB accredited college in the Southeast United States. The classes were entitled (1) "Special Topics in Management – Doing Business in Belgium; (2) Doing Business in Peru; or (3) Doing Business in Morocco." This sample of thirty-three students included four short-term study abroad trips, averaging ten days each: one in Belgium, two in Peru, and one in Morocco. The breakdown of students by trip, with relevant demographic data, is below in Table 1.

The population of students participating in short-term study abroad programs is not reflective of the students enrolled in the college in all categories. While Table 1 provides a summary of the

Table 1: Demographics of Students Participating in Short-Term Study Abroad Programs

<i>Destination</i>	<i>Number of Participants</i>	<i>Single Culture Experience</i>	<i>Multi-Culture Experience</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>Under Age 25</i>	<i>25 and over</i>
Total students and Percentage	33	17 52%	16 48%	8 24%	16 48%	17 52%	17 52%	16 48%
Belgium 2014	13	10	3	2	6	7	5	8
Peru 2013	5	3	2	2	3	2	3	2
Peru 2015	9	3	6	1	6	3	5	4
Morocco 2016	6	0	6	3	1	5	4	2

participants, it cannot be compared to the college population, as several students participated in multiple short-term study abroad trips. In terms of the number of individuals who participated in the short-term study abroad programs, there were 26. Eight students participated in more than one program. Of the 26 students participating, 14 were female (54%), 8 were Hispanic (31%) and 14 were under the age of 25 (54%) at the time of travel. These numbers are somewhat representative of the college campus as a whole. Deil-Amen (2001), suggested that the age of the traditional college student is increasing, with well over a third (38%) age 24 or older. Thus, the authors considered age as a study criterion with a division occurring at age 25.

During the period of these short-term study abroad programs, the college was comprised of 20-25% Hispanic students and approximately 60% females. As a small regional institution, this college tends to attract more non-traditional, working, and older students than most institutions. However, the non-traditional student enrollment typically ranges around 20-25%, significantly less than the percentage of nontraditional students (46%) who participated in the short-term study abroad programs. This can likely be contributed to funding sources. Older, working students are likely to have easier access to funds needed to pay for the study abroad trips.

When determining single-culture versus multi-culture experiences, both the students' previous travel and ethnicity were taken into consideration. Hispanic students were considered multi-culture as were students who had travelled internationally previous to the study abroad program. Students who travelled in two programs but had not travelled previously were counted as single-culture in the first trip and multi-culture in the subsequent trip.

Data Collection

Students attending the study abroad trips did so electively, registering for an upper-level business elective as part of their program of study. Students were informed that class instruction would utilize a combination of pre-trip orientation, on-site class lectures from local business and education faculty, field trips to business organizations, a presentation on a selected business topic upon return, and daily journaling for comparing and contrasting business practices and impressions. One or two double-spaced typewritten pages were required per day. The journal was one-third of their total grade. The journal was intended for students to detail their observations and experiences while in the study abroad country, focusing on cultural and business-related differences and similarities.

The entries of 33 journals completed by students from 4 different short-term study abroad trips served as the data from which a qualitative content analysis was conducted to answer the research questions.

Data Analysis

Content analysis is a widely used qualitative research technique to interpret meaning from textual data. In conventional content analysis, methodology coding categories are derived directly from the text data. With qualitative content analysis, the researcher focuses on selected aspects of the research, first translating into the categories of a coding framework. Next, the researcher classifies data according to these categories, systematically reducing the data by examining all the data, building a coding frame, and then deciding the best inclusion category (Schreier, 2012). Content analysis can involve establishing categories and then counting the number of times a category is used in the text. In this quantitative form of content analysis, it is important that the categories are distinct and precise so all researchers would arrive at the same results from a particular set of

textual data (Silverman, 2006). The qualitative content analysis, as is used in this research, focused on assessing the nature of the data, rather than the frequency and quantification of the data (Merriam & Tisdell, 2015) and the identification of themes that arose from the journals.

RESULTS

Journal entries from 33 students on 4 different short-term study abroad trips were imported into Nvivo® 10 software for qualitative thematic content analysis. Results of coding indicated three main themes of physical, cultural, and social difference observed by the business students.

All things physical

Many student comments focused on the physical environment and basic physical needs. Oftentimes the student expressed surprise, dislike, or awe at the physical environment, for example, the temperature, humidity, and beauty. Entries referring to physical environment were more observational rather than analytical and tended to occur more at the beginning of the trip rather than the later days of the short-term study abroad.

The view from that space was insane!

(The campus is) the most beautiful campus I have ever seen. It is perfectly clean, not a morsel of dirt, which is impressive given how dry and dusty Peru is.

I don't really remember the importance of this place, I only remember the beauty.

The streets of Cuzco were extremely narrow.

All I could say was "wow" the whole time we were there.

... all in awe of the magnificent beauty of the cathedral.

The community seems to cherish such beauty, while in America we build buildings which merely serve their purpose and lack beauty and design... I was astonished by the magnitude of sculptures.

World's worst bathrooms

I really didn't like eating at small tables and having to sit on the floor. It was very uncomfortable for me having to sit on the floor.

Cultural differences and awareness

Student journals often mentioned differences or similarities in the culture in which they were visiting compared with their own. Journal entries indicated their attainment of knowledge about cultural norms, values, issues, and behaviors. Some students became more aware of culture. They did not necessarily like or agree with the new situations, yet they did show open-mindedness when encountering new practices and gaining an understanding of the culture, its values and norms, and differences between cultures. This was captured in one student's mention of the value of open conversations as a way to have open dialogue with those you do not understand.

As I spend more time in Europe I become more aware of the cultural and business

differences.

Americans are accustomed to having more space.

I found out about religious persuasions, the sharing of a car that is co-owned between five or six people, about the problem of Africans and Arabs abusing their welfare systems.

It is very obvious that Belgians are not as picky as Americans when it comes to their products.

There are also major differences... between the rich and poor and housing.

We have one government and no official language (even though we say it is English) and complain about having to press 1 for English. Yet, here they have 24 different languages. It really made me open my eyes to how racist we can be. We feel like those of us born in the states are blessed and anyone that comes here should adapt to our lifestyle and language. Yet, the Belgians embrace people of all nationalities.

It seems that here they place more value on family and want their people to be home to spend that time with them.

In America we are spoiled.

As Americans we like everything to be big.

In fact, since I have been in Europe, I have never been so much out of my comfort zone. It is as if I am forcing myself to do the things that I never thought that I would do, and it has all been a very fun and interesting experience!

Social norms

Journal entries indicated students observed (and usually disapproved of) some social norms, customs, and practices in the countries visited. Many comments indicated surprise of the local customs.

...dizzying number of Moroccans peddling all over the tourist areas. I noticed quickly that they were all part of some giant network or peddling conglomerate.

At night the entirety of Miraflores (Peru) is alive. Every nook and cranny had people with beer in hand and friends in tow.

As soon as you get off the plane you are greeted by old frail women offering coca leaves to chew on.

Shopping through these stores you will be very close to people and bumping with each other. If you like your space or if you are claustrophobic don't bother going in these stores.

I noticed the smell of urine in several places, because people are using the bathroom on the street to avoid having to pay.

Homes are much smaller (than in the U.S.) and are commonly attached to other structures.

CONCLUSIONS

What learning and development benefits resulted for students from a short-term (10 day) study abroad program?

Education is, by definition, growth. Learning brings forth new skills, attitudes, and knowledge (Knowles, 1980). The challenging of a student's previously held beliefs, values, and attitudes can lead to transformative learning because the student is making sense and meaning out of a new experience (Mezirow, 1990). The students' critical reflection enabled them to critique their previous beliefs and develop new understandings. As meaning is acquired through cultural beliefs, assimilation, and the stereotypes (Mezirow, 1990), critically challenging these personal beliefs through the study abroad experience ("a disorienting dilemma," Mezirow, 1990) and subsequent critical reflection through journaling, should lead to a transformative learning experience. Students did in fact challenge their own attitudes as well as consider the stereotypes held by others.

Americans seemingly advertise themselves as boisterous and outrageous.

Their presumptions of all Americans were that we were fat, ugly, and loud.

Thus, it seems that they experience a challenge to their pre-conceptions in the three emerging areas of stereotypes, social norms, and cultural awareness.

Do multi-culture experiences of the students (family influence, previous international travel, etc.) affect the learning and development of the study abroad students?

The student body of this college offered a unique opportunity to examine learning differences between single-culture and multi-culture students because of the high percentage of Hispanic students enrolled. It was observed that those who had already been on a study abroad trip or had some exposure to traveling and to other cultures (e.g., visiting extended family in Mexico) made more comments regarding comparisons of countries and cultures. However, other than the ability to gain additive knowledge (knowledge built on previous knowledge), the journal comments by the multi-culture students were not different than the single-culture students.

There are many similarities between Mexico and Morocco.

While we were riding through Rabat I felt like I was in Acambaro, Guanajuato, a city near my home town in Mexico.

Although having travelled to different places all over the world, I always respect the process of absorbing each individual country's differences and similarities with unbending openness and objectivity. I will admit having visited these nearby countries and being familiar with some of the euro-nuances will help with determining and noticing some of those overt and inconspicuous differences and likenesses to our very own United States of America.

It is important to understand how short-term study abroad programs influenced student learning and development and if they resulted in predicted outcomes to confirm the current academic literature and advance theory building. The study abroad literature suggests a number of potential positive results of study immersion experiences. They may help students become more mature and aware as they deal with differences, become more understanding and accepting of international and cultural issues, gain increased flexibility and open-mindedness (Black & Duhon,

2006; Williams, 2009), improve cultural relativism and adaptability (Sutton & Rubin, 2004; Williams, 2009), and develop enhanced ability to recognize and appreciate cultural differences (Jones, Niehaus, Rowan-Kenyon, Skendall, and Ireland, 2012).

Perhaps the major goal and success of a short-term study abroad program happens within the student, when they see the world from a new cultural perspective and start critiquing their own culture, enabling the student to empathize with, relate to, and engage with diverse groups of people. This skill will help advance the student's career and life. In this research, many students reported the international experience opened their eyes to norms, issues, and cultures. Several journal entries indicated their ability and/or willingness to adapt to new customs and norms and students noted that study abroad has given them independence and confidence, particularly on the student's first trip. Several learned the strength of stereotypes previously formed, whether from within themselves toward the people of other countries or the beliefs and stereotypes held of Americans.

Short-term study abroad programs provide students with an environment and opportunity for enhanced learning that included immediately removing students from their comfort zone and placing them into unfamiliar environments. Such programs encourage students to develop a broader understanding and worldview, to challenge stereotypes, and to reflect on their own privileges and advantages. Did they take advantage of these opportunities? Did they learn and develop in all the ways the literature indicates they should? Perhaps, but the journal evidence indicated the students focused on basic observation and not into the analytical depth as hoped. However, can we conclude that they did not? Not necessarily. The journal in itself does not indicate the entire scope of learning and development that occurred within an individual because it recorded one point in time for the student. Perhaps in time and with reflection, the students gained further insight which the researchers cannot detect simply from the content analysis of the journaling process.

IMPLICATIONS AND AREAS FOR FUTURE RESEARCH

This research suggests that it might be advantageous to re-design the experience, whereby the students are guided with particular questions before or at the start of the study abroad program, to propel them forward in the process of critical reflection to move more quickly beyond superficial differences. Especially with a short-term study abroad experience, it may be necessary to give the students questions as tools to guide them away from simple observation toward analysis and critical reflection.

Student reflection should be directed to academic and personal (including intercultural) experience and growth. Questions should be guided by desired learning outcomes. Some potential questions could include:

- What cultural differences do you see between your home country and this one?
- What social norms differ between your home country and this one?
- What stereotypes or expectations did you hold upon the start of this experience?
- In what ways were you mistaken about the situation?
- Which of your assumptions about the situation misled you?
- What have you learned? What different conclusions will you reach about similar situations in the future?
- Why might these different practices, attitudes, and beliefs develop differently in this country/culture than in your own?
- What are your reactions based on? What are your reactions to these differences?

With proper planning, short-term intensive programs can provide students with greater learning, development, and intercultural awareness. Future research should also follow study abroad participants over time in a longitudinal study to determine if changes in students' attitudes continue or change. Studies should determine if pre- and post-survey data better predict students learning and development than journaling. Also, future research should investigate other methodologies and pedagogies that best predict student changes from short-term study abroad programs.

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