

CULTURAL RESPONSIVENESS OF U.S. IN-SERVICE TEACHERS ON A STUDY
ABROAD EXPERIENCE

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DEDICATION

Gertie Lee Craft McDowell, my late maternal grandmother and matriarch of my family, left her family home as a young girl without completing her middle school education. She went on to rear her three children, Vincent, Vanessa (my mother), and Bridget, with a small income earned from a job that barely made ends meet. Though she never received any high school or formal post-secondary education, she still instilled the value of hard work and persistence towards a better life into the hearts of her children. She left this legacy with her children, and they took the symbolic baton of education and carried it a little further.

Harold Thomas Williams and Mary Virginia Williams, my paternal grandparents, also faced obstacles when it came to completing their compulsory education. My grandfather dropped out of school after his 10th grade year to saddle his mule and maintain the family's farmland. My grandmother dropped out of school during her 12th grade year because she learned she was expecting a child. Though both were met with obstacles that prevented them from continuing their education, they went on to rear their four children, Cynthia, Michael (my father), Harold, Jr., and Jacinda. They, too, took the symbolic baton of education and carried it a little further. My grandparents are examples of the fact that even when life presents you with mountains that seem unconquerable, you must persist with the climb until greener pastures are discovered.

So, you see, it is because of this generational journey that I dedicate this dissertation to my three awe-inspiring grandparents. They are the quintessence of selfless love, living, and persistence. Because I am the first of my family to reach such heights in my educational journey, my grandparents can know that their living, their labor, and their

prayer was not in vain. They have truly been my greatest teachers and inspiration. I love them all dearly.

ABSTRACT

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Purpose

The purpose of this qualitative dissertation was to explore the experiences of a select group of in-service teachers, who participated in a three-week study abroad program in Chile, and how these experiences might have influenced their cultural responsiveness. The primary research question that served as a guide for this study was as follows: How does participation in a short-term study abroad program influence in-service teachers' cultural responsiveness?

Methods

Pre- and post-interviews were conducted with in-service teachers from the United States who participated in a study abroad program in Chile during the summer 2016. Blog entries were also collected from the participants while they were in Chile. Using narrative data from participants' interviews and blog entries, data were analyzed using a constant comparative approach to identify emergent themes. Each individual participant's experience was viewed as an individual case study. A cross-case analysis also was done to compare themes that arose across the individual cases and to outline similarities and differences.

Findings

Several unique themes arose in each participant's description of his or her experiences in this collective case study. However, there were several common themes that arose across the four individual cases. Those themes were: (a) allowing lax

environments/leniency, (b) being the auxiliary support, (c) owning the instruction, (d) discussing worldly issues, (e) recognizing the vision, (f) preparing the instruction, and (g) interacting positively with others. Descriptions of participants' experiences before and during the study abroad experience revealed presence of markers that signified culturally relevant education. Self-reflections indicated that most of the participants believed that they moved from being moderately culturally responsive educators before their three-week abroad experience to highly culturally responsive educators after their three-week abroad experience.

KEY WORDS: Cultural responsiveness, Culturally and linguistically diverse, Culturally relevant, In-service teacher, Pre-service teacher, Cultural referents, Cultural competence, Critical reflection, Discourse of power

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To my parents, thank you all, first and foremost, for being my very first role models of how to be a human being. The way you all conducted yourselves throughout the duration of my formative years continues to resonate with me today. I learned the best things about living life from you all. To my mom, Vanessa, I always attribute my fun, creative, wild side and servant heart to you. To my stepdad, Ronald, I attribute what I perceive to be my grounded, genuine, and social characteristics to you. To my dad, Michael, I attribute my slow-to-react, strategic thinking, strong faith and wisdom to you. I often remind people that William Shakespeare said, “Expectation is the root of all heartbreak,” which is why I do not expect much from many. However, that is not the case when it comes to you all. I have always expected the most from you all, as you all have always been my guidance, and you continue to be my giants on whose shoulders I stand every day as I make my way through the world. Thank you for always encouraging me and always telling me you are proud of me as I matriculated through this doctoral program. I cannot forget about my sister, Daphne, and my niece, Harmoneé! Thanks for being my cheerleaders. I love you guys!

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from the beginning. Just sitting in your courses, learning of your personal and professional experiences, and seeing your heart for humanity, I knew that I wanted to complete this task under your guidance. It is you who helped me realize how important a culturally relevant education and being a culturally responsive educator is. I cannot find the words to thank you for all that you have done for me and for agreeing to chair my dissertation. To my other co-chair, Dr. Eaton, you have become such a great mentor to me during this process. Even though I did not have you as a professor, I have learned so much from our many meetings on Zoom, at The Woodlands Center, and the local coffee shop! Thank you for all your contributions, support, and for reading all my “shitty drafts.” Dr. Ates, thank you for serving as a committee member, reading my dissertation, and providing me awesome feedback. I truly could not have done it without you all. To the rest of the educational leadership faculty at Sam and to all the influential educators I have encountered throughout my entire educational experience, I thank you, and I appreciate you.

PREFACE

This dissertation is original, unpublished, independent work by the author, H. Craft.

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CHAPTER I

Introduction

Public school enrollment in the United States reflects a student population that is culturally and linguistically diverse. To best serve all students, teachers must be prepared to provide culturally relevant instruction that acknowledges the students' experiences and supports their needs. Yet educational researchers find that most teachers are ill-equipped to provide such instruction and have not received adequate training and guidance on how best to support culturally and linguistically diverse students (Fasching-Varner & Seriki, 2012). Moreover, many pre-service teachers graduate from teacher preparation programs and enter classrooms without any coursework or experiences teaching students who differ from them culturally and linguistically (Fasching-Varner & Seriki, 2012). Once in the profession, many in-service teachers also do not acquire the knowledge, skills, and awareness required to truly support student success (Hayes & Juárez, 2012). Researchers have suggested multiple ways that teachers might become culturally responsive educators (Dover, 2013; Gay, 2013; Ladson-Billings, 2014). Marx and Moss (2011) suggested that international exchanges, such as studying abroad, might positively influence the experiences of teachers and facilitate the development of their cultural responsiveness.

Aronson and Laughter (2016) purport that "the ultimate goal of a culturally relevant education is to combat oppression by enabling all groups to have an equitable portion of society's resources" (pp. 167-168). Such sentiments have been echoed by other education scholars (Bell, 2007; Dover, 2013). Many pre-service teachers have limited exposure to teaching culturally and linguistically diverse students in teaching preparation programs, and in-service teachers have limited opportunities for professional

development in teaching culturally and linguistically diverse students. As a result, many U.S. educators are ill-equipped to meet the needs of culturally, linguistically, economically, and generationally diverse students who walk into classrooms across the United States (Hayes & Juárez, 2012). Opportunities to study abroad offer teachers experiential learning opportunities that might lead to critical consciousness by providing in-service teachers with cultural and pedagogical immersion experiences. Ideally, if structured with intentionality, these experiences can prompt growth and cultivate culturally responsive perspectives and teaching strategies for teacher participants. In conducting this study, I hoped to explore how teachers might become more culturally responsive by participating in a short-term study abroad experience.

Statement of the Problem

Although many practices that have been put into place and have proven successful in schools, there is still a need for more improvement to meet the needs of culturally and linguistically diverse students. Researchers have examined many factors that potentially contribute to the widening or closing of student achievement gaps. However, a critically under-examined factor relates to in-service teachers and their cultural awareness and ability to respond appropriately and effectively to meet the needs of culturally and linguistically diverse students. Students enter U.S. classrooms representing various cultural backgrounds, individual experiences, and sets of skills and abilities. Therefore, educators must be capable of relating to students from diverse backgrounds and reaching students in ways that support their academic success.

Teachers potentially can engage in many experiences and experiential learning opportunities to expand their levels of cultural responsiveness; however, one of the best

ways to become more culturally aware, culturally sensitive, and culturally responsive is to be immersed in direct interactions with people and environments of cultures different from one's own—perhaps through a study abroad experience (Caldwell & Purtzer, 2014; Engle & Crowne, 2014; Kurt, 2013; Tarrant et al., 2014).

In a culturally diverse world, great benefits could come from teachers' exploration of systems and cultural beliefs of different countries and their inhabitants across the globe. Making connections between studying abroad and developing a global mindset has been a priority among some researchers (Tarrant et. al, 2014). Researchers have expressed that pre-service teachers participating in short-term educational experiences abroad develop more open-mindedness in regard to varying approaches to the field of education, such as classroom culture and instruction (Misco & Shiveley, 2014). In conducting this study, I sought to understand whether similar outcomes might be associated with in-service teachers.

Significance of Study

This study is significant to the field of education because it has the potential to add to our understanding of how U.S. in-service teachers might become more culturally responsive educators through their participation in short-term study abroad experiences that also involve critical reflection about their experiences. Furthermore, because most research on studying abroad and cultural awareness and responsiveness has focused on pre-service teachers' experiences and the experiences of students looking to go into other professions (see Caldwell & Purtzer, 2014; Connor & Roberts, 2015; Coryell, 2013; Engle & Crowne, 2014; Gaia, 2015; Kurt, 2013; Lumkes et al., 2012; Mapp, 2012; Misco & Shiveley, 2014; Palmer & Menard-Warwick, 2012; Reynolds-Case, 2013), in-service

teachers are an under-researched population and, therefore, the focus of this study. This specific gap in in-service teacher research is particularly critical in education, as the professionals in the field serve students representing an array of cultural and ethnic backgrounds, and to do so effectively, those professionals must know how to respond to the diverse needs of the individuals with whom they interact on a day-to-day basis. Marx and Moss (2011) believed that, “teacher education study abroad programs can be powerful vehicles in teacher educators’ efforts to prepare pre-service teachers for work with culturally diverse students, providing a unique opportunity for them to learn how to ‘mind the culture gap’ that can exist in school contexts” (p. 45). This notion could also be applied to the in-service teacher.

Purpose of the Study

The purpose of this collective case study was to explore how in-service teachers’ study abroad experiences might influence their teaching and cultural responsiveness in U.S. classrooms. This study was designed in a way that each in-service teacher in the study was an individual case within a bounded system (i.e. a three-week study abroad experience in Chile), so that I could explore their individual experiences, in depth, and develop implications regarding in-service teachers’ cultural responsiveness.

Stake (1995) defines a collective case study as a tool used to understand or make sense of something larger than the specific case itself; basically, researchers can use the specifics of cases to glean something more general. In this study, I attempted to “seek a collection of instances from the data, hoping that issue-relevant meanings will emerge” (Creswell, 2013, p. 199).

Research Questions

This study has two central research questions:

1. How do select U.S. in-service teachers describe their summer study abroad experience in Chile?
2. What aspects of cultural responsiveness are reflected in their described experiences?

Conceptual Framework

My study was grounded in the conceptual frameworks of culturally relevant education (Dover, 2013) and the experiential learning model (Kolb, 1984). By applying these frameworks, I was able to explore the potential role of study abroad experiences in expanding the cultural responsiveness of U.S. in-service teachers. Culturally relevant education is a framework that emerges from two theories: culturally relevant pedagogy (Ladson-Billings 1994, 1995a, 1995b, 2006, 2014) and culturally responsive teaching (Gay, 1975, 1980, 2002, 2010, 2013). Kolb's experiential learning model is a framework that consists of a four-stage learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Each of the frameworks will be elaborated upon.

Culturally responsive teaching. Culturally responsive teaching is a notion that was initially introduced by scholars in the 1970's. Gay (1975, 1980, 2002, 2010, 2013) is one of the scholars with the earliest citing of cultural responsiveness teaching in her research. Culturally responsive teaching makes up part one of the culturally relevant education framework. Cultural responsiveness relates to how individuals consider and respond to various cultural factors as they interact with individuals of diverse

backgrounds.

Culturally responsive teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly. (Gay, 2002, p.106)

The concept of culturally responsive teaching was one framework used to understand the classroom needs of students from diverse backgrounds on a day-to-day basis. This conceptual framework also aided in recognizing the deficiencies (i.e., the skills required to meet the needs of culturally and linguistically diverse learners) of classroom teachers and how the gap (i.e., in-service teachers not being equipped with tools needed to provide culturally responsive teaching to students) can be bridged so that all students can receive an appropriate education under the guidance of a teacher who possesses culturally responsive qualities.

Culturally relevant pedagogy. Ladson-Billings (1994, 1995a, 1995b, 2006, 2014) is one of the earliest scholars using the term culturally relevant pedagogy in her research. Ladson-Billings (1994) defined culturally relevant pedagogy as one “that empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes” (pp. 16-17). Basically, culturally relevant pedagogy involves curriculum and learning opportunities that extend far beyond basic academic knowledge acquisition and comprehension; culturally relevant pedagogy demands the empowerment of individuals, so that the progression of the individuals is, in

fact, specific to the individual, thus creating the maximum growth potential as it relates to general intelligence and cultural intelligence. Ladson-Billings employed three components of the culturally relevant pedagogy concept as a means to ensure that constant evolution occurs. The three components are academic achievement (i.e., what the student actually knows), cultural competence (i.e., recognizing and honoring one's own culture as well as cultures outside of their own), and sociopolitical consciousness (i.e., opportunities to recognize and address social inequalities).

Culturally relevant education. Dover (2013) synthesized Gay's culturally responsive teaching and Ladson-Billings' culturally relevant pedagogy to create an all-encompassing concept: culturally relevant education. Culturally relevant education is extended to include the idea of social justice for all students. Dover (2013) presented four markers of culturally relevant education: academic skills and concepts, critical reflection, cultural competence, and critique of discourses of power.

The first marker of culturally relevant education posits that the culturally responsive educator is intentional in using various constructivist methods in order to connect students' cultural referents to the academic skills and concepts presented to students. The second marker of culturally relevant education asserts that the culturally responsive educator is intentional in requiring that students take part in critical reflection about their own lives and societies in which they surround themselves. Critical reflection opportunities should arise through curriculum design specifically to include all represented cultures. The third marker of culturally relevant education states that the culturally responsive educator is intentional in facilitating opportunities in which students can have the chance to learn about diverse cultures, including their own, developing pride

in all cultures and growing more culturally competent. The fourth and final marker of culturally relevant education submits that the culturally responsive educator is intentional in confronting oppressive systems both inside and outside of the classroom in order to ensure social justice prevails (Dover, 2013). Refer to Table 1 for a visual comparison of Gay’s culturally responsive teaching and Ladson-Billings’ culturally relevant pedagogy and how the components have been merged together to define culturally relevant education.

Table 1

Synthesizing Gay and Ladson-Billings Frameworks

Culturally responsive teaching	Culturally relevant pedagogy	Culturally relevant education
Social and academic empowerment	Academic achievement	Academic skills and concepts (AS&C)
Multidimensionality		
Cultural validation	Cultural competence	Critical reflection (CR)
Social, emotional, and political comprehensiveness		Cultural competence (CC)
School and societal transformation	Sociopolitical consciousness	Critique of discourses of power (CDP)
Emancipation or liberation from oppressive educational practices and ideologies		

Note: This table was re-created based on Aronson & Laughter, 2016.

Experiential learning. Kolb (1984) noted that “learning is the process whereby knowledge is created through the transformation of experience” (p.38). In other words, when individuals are involved in different experiences, the change that he or she endures

brings about learning or the acquisition of new knowledge. Kolb's experiential learning concept is characterized by a few characteristics. Kolb suggested that the learning is not best described as the outcomes of an experience, instead it is best described as the process that one undergoes in the midst of a unique experience. Kolb also noted that learning is a constant quest for internal resolve as individuals are faced with challenges and make attempts to adapt and acclimate to a diverse world. Finally, Kolb demonstrates that learning is the result of a process—one in which individuals experience when their social and cultural knowledge is combined with their own personal knowledge. Kolb provided a learning cycle that involved four processes: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The first step of Kolb's experiential learning cycle is the concrete experience step. This step entails a new experience occurring, or in some cases, reinterpretation of an experience that has already occurred. In this study, the study abroad experience itself served as a new experience for each of the participants. It was a hands-on concrete experience where participants went through a series of activities across the span of three weeks.

The second step of Kolb's experiential learning cycle is the reflective observation step. This step entails participants reflecting over and about the concrete experience. This stage of the experiential learning cycle also calls for the identification of any discrepancies between expectations each participant had prior to the concrete experience and the realization or understandings that each participant had during and after the concrete experience. In this study, the blog/journal entries that each participant completed

while on the study abroad experience in Chile served as an outlet for them to engage in reflective observation.

The third step of Kolb's experiential learning cycle is the abstract conceptualization step. This step entails participants making meaning of what they are experiencing. It involves participant coming into new learning, or at the very least, a modification to a pre-existing concept or idea. In this study, the conclusion or the learning as a result of the experience was shared in the post-trip interviews that were conducted with each participant at the end of the study abroad experience. Many of the participants reported that they experienced moments of new learning as a result of the reflection each of them underwent, regarding their experience in the Chilean schools and those experiences compared to their experiences serving as a teacher and working with diverse students in U.S. schools.

The fourth and final step of Kolb's experiential learning cycle is the active experimentation step. This step entails the participants gathering everything he or she learned from the experience at each of the other three learning cycles and applying the new knowledge to real-life situations and awaiting an outcome. In the case of this study, participants were likely to take what they learned during their time in Chile, as it relates working with culturally and linguistically diverse students, and apply it in their current setting as public or charter school teachers in the U.S. The idea is that participants going through each stage of the experiential learning cycle, experience substantial learning.

Definition of Terms

There are many terms that are associated with culturally responsive teaching, culturally responsive pedagogy, and culturally relevant education. Some terms are

synonymous and are varied at the discretion of the researcher. For the purpose of this study, I utilized my term of choice: culturally responsive. Operational definitions of key terms used in this study are provided for clarity.

Culturally responsive teaching. For the purposes of this study, culturally responsive teaching was defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2000, p. 29).

Cultural competence. For the purpose of this study, cultural competence was defined as:

A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-culture situations. The word ‘culture’ is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. The word competence is used because it implies having the capacity to function effectively. (Cross et al., 1989, p. 13)

Culturally relevant pedagogy. For the purpose of this study, culturally relevant pedagogy was defined as:

Pedagogy of opposition not unlike critical pedagogy but specifically committed to collective, not mere individual, empowerment. Culturally relevant pedagogy rests on three criteria or propositions (a) Students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students

must develop a critical consciousness through which they challenge the status quo of the current social order. (Ladson-Billings, 1995a, p. 160)

Culturally relevant/responsive education. For the purpose of this study, culturally relevant/responsive education was defined as education that Integrates critical pedagogy's emphasis on sociopolitical consciousness with multicultural education's commitment to culturally diverse content...culturally responsive educators centralize teacher identity and students' academic outcomes. Specifically, culturally responsive educators call for the analysis of teachers' political ideologies, pre-service preparation, technical skills, and readiness to affect change, and assert that teachers must be specifically trained to interrupt social and educational inequity. (Dover, 2013, p. 5)

Experiential learning. For the purpose of this study, experiential learning was defined (as stated in the Experiential Learning Theory) as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41).

Short-term study abroad. For the purpose of this study, short-term study abroad was defined as international exchange experience organized through a higher education institution for the duration of four weeks or less.

In-service teacher. For this purpose of this study, in-service teacher was defined as an individual employed by a public, private or charter school or school district as a teacher.

Pre-service teacher. For the purpose of this study, pre-service teacher was defined as an individual who is currently enrolled in a teacher education program,

through a university or through an alternative certification program, seeking licensure to teach in public, private or chart schools.

Global citizenship. For the purpose of this study, global citizenship was defined as “tolerance, acceptance, cooperation, and the ability to identify and solve global and international problems” (James, 2005); “promoting multiculturalism” (Poore, 2005); “respect for other cultures and concern for human rights” (Stewart, 2007); and “belief in the unity and interdependence of humanity” (Brunold-Conesa, 2010; Duckworth et al., 2005).

Delimitations

There are a few delimitations to this qualitative study that should be mentioned. This study was delimited to in-service teachers, who have taught a minimum of three years. The study was delimited to in-service teachers who participated in a two or more weeks’ study abroad program through one university in one host country location, Chile.

Limitations

There were several limitations to this qualitative research study that should be mentioned. The fact that the in-service teachers studied abroad through a university program and not on their own might have limited the study. The students’ lack of choice in deciding where the trip took place might have limited the study as well. The students’ prior experiences with traveling or studying abroad and interacting with diverse groups had the potential to limit this study. The use of the convenience sampling technique might have limited the study. The responses to the interview protocol depended of the participants’ willingness to be as accurate and timely as possible. The depth and specificity of the blogs and the access to a computer to write the blogs varied. Lastly, the

participants' ability to really acclimate to their new environment and build a good rapport with their host teachers and families might have limited the study.

Assumptions

For this study, there were multiple assumptions. First, I assumed that all participants would be open and honest about their experiences during their time abroad in Chile. I assumed that each participant would be able access their own individual worldview, including their biases, beliefs, and values, and use it during the acculturation process. I assumed that each of my participants would answer the pre-trip interview questions, the blog questions, the post-trip interview questions, and the demographic survey to the best of their ability. I assumed that each participant would relay the information received from any person he or she came in contact with during his or time in Chile with fidelity. Lastly, I assumed that the data collected during this study would be transcribed and interpreted as accurately as possible.

Organization of Remaining Chapters

The purpose of this collective case study was to explore how in-service teachers' study abroad experiences might influence their teaching and cultural responsiveness in U.S. classrooms. Five chapters are included in this traditional dissertation. Chapter I of this dissertation is comprised of the background of the study, the statement of the problem, the significance of the study, the purpose of the study, the research questions, the conceptual framework, the definition of terms, the delimitations, the limitations, and the assumptions of the study.

The remaining chapters provide an extensive review of relevant literature and the method of my study. Chapter II offers a review of the relevant literature on international

exchange and how it impacts students, their perceptions, and global mindedness; short-term study abroad experiences and learning outcomes, culturally responsive teaching; experiential learning opportunities and learning outcomes; and in-service teachers.

Chapter III provides the method of my study. The methodological design includes elements such as context of the study, research questions, participants in the study, role of the researcher, instrumentation, procedures, data analysis, and trustworthiness and credibility. In Chapter IV, the presentation and analysis of data for each individual case and the themes that each case had in common with the other. In the final chapter, Chapter V, a summary of the findings of the qualitative study, implications for practice, policy, and future research on the culturally responsive educators.

CHAPTER II

Review of the Literature

Scholars have described many benefits and learning outcomes to participating in experiential learning experiences (i.e., service learning, hands-on activity, study abroad etc.). Several benefits to having or being involved in international exchanges have been noted including: studying abroad opportunities allow individuals to become more global minded, aware of the different cultural practices and issues around the world, and ultimately, more culturally responsive to those one is in contact with on a day-to-day basis (Kea & Trent, 2013; Tarrant, et al., 2014). Experiential learning, such as studying abroad and service learning opportunities, also provide pre-service teachers the experience, knowledge, and skills needed to be culturally responsive educators (Mayfield & Garrison-Wade, 2015). This research on teachers and study abroad are reviewed in this chapter.

This review of literature will be organized with the following topics: (a) culturally responsive teaching, (b) in-service teachers, (c) experiential learning, and (d) study abroad. Figure 1 below provides a graphic representation of the contents of this literature review. In summary, a table will be provided at the beginning of each section of the literature review, outlining the main topics that will be explored in each section.

Culturally Reponsive Teaching	•History, theoretical tenets, and a review of relevant studies
In-service Teachers	•Importance of continual growth and professional development
Experiential Learning	•Kolb's theory and a review of relevant studies
Study Abroad	•Short-term study abroad experiences and review of relevant studies

Figure 1. Main Literature Review Categories

Criteria for Literature Selection

The purpose of this literature review was to find academic studies and other scholarly publications that discussed historical, contextual, current, and relevant information on ways in which K-12 teachers in the 21st century work to meet the needs of the diverse students who enter their classrooms on a day-to-day basis. Specifically, publications on in-service teachers studying abroad was the focus of the search. In addition to the academic studies and scholarly publications, books on culturally responsive teaching were sought to better understand what it takes to be a culturally responsive teacher. A vast search through many databases unveiled a lack of publications to specially address in-service teachers and their study abroad experiences. As a result, I expanded the search to include pre-service teachers and their study abroad experiences.

To conduct the literature search, I employed the use of various online databased through the Sam Houston State University Newton Gresham Library portal. The databases that I used were as follows: Education Full Text, Education Source, Educational Administration Abstracts, ERIC, Humanities Full Text, Humanities Source, Primary Search, Professional Development Collection, PsycARTICLES, Psychology and Behavioral Sciences Collection, and PsycINFO. Initially the search terms consisted of words such as *international education*, *global education*, *study abroad*, which yielded over 150,000 results. To help narrow the literature, I eventually included terms such as *in-service teachers*, *pre-service teachers*, *teacher preparation programs*, *cultural responsiveness*, and *cultural competence*. In addition, I completed searches using key words such as *student teaching*, *professional development*, *service learning*, and *experiential learning*. My search criteria included only scholarly (peer reviewed) journals

and full texts published the year 2000 and after. Due to the number of references (i.e., case studies, articles, and papers), a few peer-reviewed studies were chosen, and the remaining studies, scholarly articles, and books were located within the reference sections of the case studies located in the initial searches. Amazon searches as well as library searches were also used to find books related to culturally responsive teaching, studying abroad, and teaching diverse students.

Cultural Responsive Teaching

Culturally responsive teaching refers to the manner in which teachers respond to the individual needs of their diverse student learners. A culturally responsive teacher is one who considers not only the ability level of students and what set of skills they bring to the table, but also one who considers students' personal experiences, cultural backgrounds, and unique perspectives. Geneva Gay (2010) has developed four tenets of culturally responsive teaching. In short, Gay suggested that a culturally responsive educator must implement the following into his or her day-to-day practices: (a) cultural responsive caring, (b) culture and communication in the classroom, (c) ethnic and cultural diversity in curriculum, and (d) cultural congruity in teaching and learning. Refer to Figure 2 for the key characteristics of each tenet of culturally responsive teaching.

Caring for All Students	Communicating Clearly and Effectively	Representing All Cultures in the Curriculum	Culturally-centered Teaching & Learning
<ul style="list-style-type: none"> •High performance expectations •Diligence in facilitating achievements •Acquiring a knowledge base •Personal and professional self-awareness •Dialoguing about cultural diversity 	<ul style="list-style-type: none"> •Be mindful of multidimensional and multimodal communication styles •Be aware of discourse styles of ethnically diverse students •Change efforts should be geared toward discourse dynamics instead of linguistic structure •Teachers should examine their own discourse patterns 	<ul style="list-style-type: none"> •Include more curriculum that is inclusive in its representations of cultural diversity •Be directly involved in construction of knowledge about ethnic and cultural diversity 	<ul style="list-style-type: none"> •Instructional process should be congruent with cultural orientations, experiences, and learning styles of all students •A culture of high expectations is needed-"do have, can do" mindset •Filter teaching through cultural lens - learn how students learn •Be informed by and reflective of cultural features and procedures

Note: Information gathered from Geneva Gay's (2010) book *Culturally Responsive Teaching: Theory, Research, and Practice*

Figure 2. Breakdown of Gay's Cultural Responsive Teaching Concept

Although it is essential to consider benefits of being culturally responsive from a teacher's perspective, it is also essential to consider the benefits of students and culturally responsive practices. Ladson-Billings (1994) perpetuated this idea of culturally relevant pedagogy. Culturally relevant pedagogy encompasses many of the ideals of Gay's culturally responsive teaching; however, it is heavily centered on the empowerment of the individual student socially, emotionally, intellectually, and politically.

This section of the literature review focuses on the following: (a)cultural responsiveness and its implementation, (b) the impact of culturally responsive practices, and (c) the perceptions of cultural responsiveness. Refer to Table 2 below for an outline of the relevant studies on culturally responsive teaching.

Table 2

Major Topics in Studies on Culturally Responsive Teaching

Major Topic	Study
Field experiences and understanding cultural responsiveness	Bennett (2012)
Instruction on CR vs. implementing CR teaching strategies	Kea & Trent (2013)
Implementing PD tools to engage in CR teaching practices	Griner & Stewart (2012)
Components of CR teaching in methods course: Teachers' self-efficacy	Fitchett et al. (2012)
CR schools: Achievement and opportunity gaps	Mayfield & Garrison-Wade (2015)
CR education: Impact on accountability	Achinstein & Ogawa (2012)
CR practices: Impact on minority students	Cholewa et al. (2014)
Culturally diverse families: Educators' beliefs	Nelson & Guerra (2014)
CR teaching: In-service teachers' perceptions	Ebersole et al. (2016)
Pre-service teachers' perceptions on become CR	Salmona et al. (2015)

Cultural Responsiveness and Its Implementation

Bennett (2012) devised a qualitative study to identify and discuss the various components of field experiences and how they influence a pre-service teachers' understanding about cultural responsiveness. The researcher administered focus groups interviews to eight White middle class pre-service teachers from a southeastern state university, who ranged from ages 19 to 24 and were also enrolled in a course entitled Teaching Writing. The researcher also utilized teacher reflections, field notes and reflexive journals as data sources. The researcher unveiled that the most effective

components of the field experience was when the pre-service teachers would have one-on-one student-teacher interactions with their students during their field experiences and when scaffolded critical reflection questions and conversation opportunities were given with the university mentor or professor. Developing deep connections with students through one-on-one interactions was cited as a top contributing factor to increasing one's cultural responsiveness. On the other end of the spectrum as it relates to ineffective components of the field experience, the researcher unveiled lack of explicit instruction from the university mentor or professor and limited student-teacher interaction as being a top of least effective components. The author concluded that

Field experience offers advantages to culturally responsive teaching, but pre-service teachers cannot reach their full potential with field experience alone.

Therefore, it is necessary to make direct connections from the course material to the field experience and scaffold critical reflection in attempt to achieve deeper understandings about culturally responsive teaching in pre-service teachers.

(Bennett, 2012, pp. 406-407)

Kea and Trent (2013) executed a mixed-methods study in order to examine and understand the protocol special education pre-service teachers followed in order to implement culturally responsive teaching strategies in their lesson plans during their coursework and during their field experiences, after receiving instruction culturally responsive curricula. The researchers utilized culturally responsive lesson plan templates, culturally responsive lesson plan rubrics, and a checklist for teaching practices as data for 27 pre-service teachers (i.e., 25 females and 2 males) enrolled in a special education methods course at an HBCU in a southeastern state of the United States. Majority of the

participants were African American. The implementation of diversity into the lesson plans were measured using Banks' (2002) four diversity approaches (i.e., contributes, additive, transformative, and social action). The researchers showed that most of the lesson plans that were developed by the pre-service teachers during the methods course implemented diversity at the contributions level, but the percentage of pre-service teachers who implemented diversity decreased as they moved on to the field experience lesson observation and student teaching lesson observation. The skill set for implementing diversity in lesson plans were minimum. The researchers also showed that none of the pre-service teachers implemented diversity at the higher levels of Banks' (2002) diversity approaches (i.e., transformative and social action). The authors concluded that "teacher education programs must reposition 'culture' at the center of all teacher preparation. This means moving away from fragmented superficial treatment of diversity or the 'little dab will do you' mentality" (Kea & Trent, 2013, p. 93).

Griner and Stewart (2012) orchestrated a mixed-method study with a threefold purpose: (a) to develop a tool to assist practitioners to engage in culturally responsive practices for racially, culturally, ethnically, and linguistically diverse (RCELD) students, (b) to have experts compare the content of the tool against the goals set for the tool and make appropriate adjustments, and (c) assess the effectiveness of the tool in a professional development context. First, the researchers started with a model created by Fiedler et al. (2008) as a foundation for creating the culturally responsive tool. Second, the researchers consulted experts (i.e., community members, parents, and professional educators) to solicit information critical to the creation of the culturally responsive tool, which resulted in themes of outreach, representation and classroom management as

strategies to include in the cultural responsiveness tool. Third, the researchers conducted a Delphi Study that included researchers and practitioners in the areas of culturally responsive teaching to determine the usability of the culturally responsive tool. Finally, the researchers administered surveys to 15 educators (i.e., administrators, general education teachers, special education teachers, and support professionals) employed by an urban elementary school in a school district with disproportionate representation of RCELD students. The researchers reported that although there was a statistically significant change in the practices of the educators using the culturally responsive tool along with professional development, the use of this tool had little to no impact on changing the beliefs of the educators. However, the participants did mention new strategies they would integrate and old strategies they would make efforts to improve, in order to be more culturally responsive educators. The authors concluded that we “must remember that it takes a long-term commitment to issues of social justice in education to find useful and meaningful ways to address the inequitable structures and belief cycles that contribute to issues such as the achievement gap and disproportionality” (Griner & Stewart, 2012, p. 603).

Fitchett, Starker, and Salyers (2012) completed a study explore and determine the connection between a social studies method course with cultural responsive teaching components and pre-service teachers’ self-efficacy in being culturally responsive teachers. The researchers administered the Siwatu (2007)’s Culturally Responsive Teaching Self-Efficacy Scale in the form of a pre-test and post-test to 20 students, ranging is ages 23 to 60, in a social studies method course at a large urban university in the southeast United States. Majority of the participants were White females, followed by

White males and then Black females. The authors determined that the more the pre-service teachers were exposed to working with students of color, the more comfortable and willing they were to teach within diverse communities and schools. The author went on and discussed that pre-service social studies teachers were more confident about teaching outside of the traditional lines of the curriculum or to teach more multicultural content, if there was a culturally responsive teaching model for them to follow. The researchers concluded that “too often, educational research examines artifacts of diverse, pedagogical training while ignoring issues of attitudinal change associated with culturally responsive teaching” (Fitchett et al., 2012, p. 604). Professional and personal dispositions need to be taken into account as well.

The Impact of Culturally Responsive Practices

Mayfield and Garrison-Wade (2015) orchestrated a study assessing a school that had some success with closing both the achievement and opportunity gaps for minority students to see if the school also had culturally responsive practices in place among the various stakeholders. This school site was selected because of the researchers reviewing the achievement of middle schools in a western state of the United States. The researchers conducted observations, interviews and focus groups to 27 staff members at one middle school in a western state that included parents, teachers, and administrators. The researchers reported that cultural responsive practices were present in this school (i.e. Culturally Responsive Leadership, Culturally Responsive Parent Engagement, Culturally Responsive Learning Environment, Culturally Responsive Pedagogy, and Shared Beliefs). Specifically, the researchers reported that the campus leadership was very influential in establishing a culturally aware and responsive culture on the campus

through consistent dialogue in staff meetings about cultural competency, ensuring teachers were doing their parts in the classroom, increasing parent engagement, and increasing cultural leadership among the students. However, this middle school was lacking in Culturally Responsive Student Management. Often it was the same minority students who were sent to the office for “minor offenses such as pants sagging, lack of writing utensils or the ‘common catch-alls,’ such as ‘lack of respect’ and ‘insubordination’” (Mayfield & Garrison-Wade, 2015, p.12). Repeatedly being sent to the office resulted in these students missing valuable minutes of class time. The authors concluded that “when [culturally responsive] practices are implemented school wide, they can mitigate historically derived socioeconomic and educational disparities by empowering, rather than repressing the voice of all stakeholders” (Mayfield & Garrison-Wade, 2015, p.15).

Achinstein and Ogawa (2012) executed a qualitative study to take a look at just how successful new minority teachers were and the impact that accountability had on their success, as they made efforts to be culturally responsive educators. The researchers arranged interviews, observations, surveys and focus groups for 17 teachers teaching in school districts in larger urban communities in California, many at schools which were classified as underperforming institutions. The researchers concluded that there were three tensions that arose for new teachers of color trying to be culturally responsive educators. These tensions included: (a) attempting to implement culturally and linguistically relevant pedagogy versus the implementing standardized pedagogy, (b) leading student-centered classroom environments and learning opportunities versus teacher-centered and led classroom environments and learning opportunities, and (c) doing what is socially uplifting and just versus simply improving test scores for

accountability purposes. The researchers also discussed how teachers felt they were in a double bind. The teachers felt they were bound by tensions they experienced, the fear of being closely monitored by their supervisors, and the fear of students not reaching a certain level of success, as determined and measured by standardized testing. The authors concluded that

The profession bears responsibility for supporting teachers of color who are committed to culturally responsive teaching,” and if school and school districts do not take this responsibility seriously, “the profession faces losing these novices or losing the commitments for which they were recruited...therefore, new teachers of color who sought to be agents of change in schools instead become change[d] agents... (Achinstein & Ogawa, 2012, p. 32)

Cholewa, Goodman, West-Olatunji, and Amatea (2014) presented a qualitative study to examine and understand how the culturally responsive education practices of teachers impact students of color (specifically African American students) psychologically. The data for this study was drawn from a larger study. The researchers videotaped a 29-year veteran African American fifth grade teacher the first four days of the school year at a Title I school in the southeastern United States. Each day this teacher was videotaped and eventually each video recording was coded three times for different purposes. For the first purpose, the video recordings were coded for the purposes of examining the teacher’s verbal interactions with the students. For the second purpose, the video recordings were coded for the purposes of examining the teacher’s non-verbal interactions with students. For the third purpose, the video recordings were coded for the purposes of examining the students’ reactions to the teacher’s verbal and non-verbal

interactions. The researchers discovered that there are three components of culturally responsive instructional method that could have a possible psychological impact on African American students, such as: (a) building on the students' previous knowledge and individual experiences, (b) implementing music and dance familiar to students, (c) and using discourse patterns that are familiar to students. The researchers discovered that supporting the students' well-being by building a rapport with them and showing genuine interest and concern (i.e., being responsive to their feelings, maintaining high expectations, recognizing students publicly and reinforcing behaviors, and allowing students to get to know the teacher through sharing narratives) could have a positive psychological impact on African American students. The authors concluded that teachers can work closely with school counselors to truly be culturally responsive to their educational needs. The authors stated that counselors could of great help to in-service teachers by "helping to identify the psychological needs of students and to understand how educational practices might be impacting students emotionally and psychologically... [and by] providing [useful] information about the cultures and live experiences of students..." (Cholewa et al., 2014, p. 591).

The Perceptions of Cultural Responsiveness

Nelson and Guerra (2014) coordinated a qualitative study with a three-fold purpose to determine: (a) the current beliefs in-service educators hold about culturally, linguistically, and economically diverse students and their families, (b) the amount of knowledge in-service educators have on the concept of culture, and (c) how in-service educators apply what knowledge they have of culture to the individual practices. The researchers presented scenarios featuring culture clashes and questions following each

scenario to 111 educators (i.e., 73 educational leaders and 38 teachers) from two suburban school districts, one in Texas and the other in Michigan. Most of the educational leaders and teachers in the group identified as White, followed by Black or Hispanic. The researchers showed that many of the participants demonstrated that they had a general awareness of cultures, but they also demonstrated deficit thinking as it related to culturally, linguistically, and economically diverse students and their families. More specifically, teachers appeared to be more culturally aware than the educational leaders. Many of the participants accredited certain aspects of a particular culture (or in some cases what they believed to be aspects of a particular culture) to the reason for poor student performance or achievement. As it relates to applying their knowledge of culture to his or her own practice, any of the educators would only address the visible components of culture (e.g., the delicacies, attire, health care, family dynamics, popularized stereotypes) and completely disregard the less visible components of culture (i.e., the very core of the individual and what makes them who they are). Referencing Hall (1977) and Hollins (2008), the authors concluded that

Because invisible culture has a greater influence on behavior than any other aspect of culture, it is critical that educators, and in particular education leaders, understand invisible culture and how it guides interactions and expectations about everything that happens in schools from behavior expectations, to communication, to pedagogical processes. (Nelson & Guerra, 2014, pp. 89-90)

Ebersole, Kanahele-Mossman, and Kawakami (2016) conducted a qualitative study in order to analyze and understand in-service teachers' perceptions of culturally responsive teaching. The researchers administered a questionnaire, a focus group

interview, and a follow up questionnaire to 18 teachers (i.e., 13 females and 5 males) enrolled in an intensive two-week course, who had teaching experience ranging from as little as two years to as many 24 years. The teachers in this study taught in varying teaching contexts (e.g., higher education, public schools, private schools, charter schools, language immersion schools) in a rural island community. Teachers also had to complete a culturally responsive teaching plan as part of the course requirements, which demonstrated how they viewed culturally responsive teaching. The researchers provided evidence that led to the development of three themes: (a) simply doing activities that are considered culturally responsive, (b) moving in the direction of a more culturally responsive perspective, and (c) being a culturally responsive teacher. The teachers who landed into the category of doing culturally responsive activities were teachers who perceived culturally responsive teaching as doing what they considered to be culturally responsive activities (i.e., something completed separate from their ordinary curriculum) at certain times of the school year, only if time permitted. The teachers who landed into the category of moving in the direction of a culturally responsive perspective were teachers who perceived culturally responsive teaching as the interweaving of culturally responsive activities within the teaching framework and who made efforts to include students' cultural backgrounds in the day-to-day practices. The teachers who landed into the category of being culturally responsive teachers were teachers who had culturally reflective and responsive perspectives themselves and who made attempts to implement culture daily through culturally responsive activities that had culturally responsive purposes and were relevant to who they were as individuals and who their students were. The authors concluded the need for teachers to have additional opportunities to “engage

in critical discussion to challenge the injustices and inequalities of the status quo...critical reflection upon experiences, values, beliefs, and attitudes and creating a deep understanding of culturally responsive teaching instead of focusing heavily on 'activities' or the academic knowledge..." (Ebersole et al., 2016, p. 102).

Salmona, Partlo, Kaczynski, and Leonard (2015) coordinated a qualitative study to examine and explain the way a group of pre-service teachers perceive components of acculturation, transference into a cultural mindset, and application of the skillset into professional practice. The researchers administered individual interviews, focus group interviews, as well as created opportunities to communicate through discussions, e-mail, journals/blog, and social media to 10 female students (8 White, 1 African American, and 1 Asian-American), ages ranging from 21 to 29, at a mid-western university in the United States. All participants had to successfully complete 10 weeks of student teaching in the United States before traveling to Australia for another student teaching opportunity to complete the cultural competence portion of the program. The researchers unveiled that personal boundaries, as defined by each participant, determined how each pre-service teacher chose to (or not to) participate in various parts of the experience, in a culture unfamiliar to them. The pre-service teachers could get a glimpse of how it felt to be a minority in an environment and to see how perceived social class boundaries can arise, which contributed to many of the pre-service teachers' unwillingness to participate in some activities. The researchers also unveiled that the pre-service teachers found difficulty in deciphering the meaning of certain behaviors in a setting where the culture was different from their own. This perception created doubt and uncertainty in some of the pre-service teachers, which hindered the pre-service teachers' cultural transference to

professional practices. The authors concluded with the importance of acculturation experiences and stated that

Current efforts to close the academic gaps that exist between diverse student groups require today's teachers to become multi-culturally literate....[and that] student teachers engaged in an international field experience have a unique opportunity to accelerate their professional development as they transform from student to student as teacher and ultimately to teacher as professional. (Salmona et al., 2015, pp.49-50)

In-service Teachers and Professional Development

As it relates to culturally responsiveness, scholars have suggested that in-service teachers can benefit from professional development opportunities to meet the demands of their culturally and linguistically diverse students (De Neve et al., 2015; Doran, 2014; Tournaki et al., 2011). The truth of the matter is that when in-service teachers are pre-service teachers in their teacher preparation courses or alternative certification programs, the idea of teaching in a pluralistic society and how to exist within that society, specifically in schools, as an effective teacher is not a topic of great emphasis. Even once pre-service teachers join the ranks of in-service teachers, they receive little to no professional development on working with culturally and linguistically diverse students (Hayes & Juárez, 2012). It is critical to take note of the importance of targeted professional development opportunities for in-service teachers, whether they are at the beginning, the middle, or the end of their career. This section of the literature review focuses on the following: (a) professional development for in-service teachers and its benefits, (b) online considerations for in-service teacher professional development, and

(c) the next steps for in-service teacher professional development. Refer to Table 3 below for an outline of the relevant studies on in-service teachers and professional development.

Table 3

Major Topics in Studies on In-service Teachers and Professional Development

Major Topic	Study
In-service teachers: Professional learning communities and supporting teachers	Richard & Manokore (2011)
In-service teachers: Professional learning communities, teacher autonomy, self-efficacy, and differentiated instruction	De Neve et al. (2015)
In-service teachers: Teacher collaboration and professional development in the workplace	Forte & Flores (2014)
In-service teachers: Professional development and culturally and linguistically diverse learners	Doran (2014)
In-service teachers: Professional development impact on achievement and instructional practices	Buczynski & Hansen (2014)
In-service teachers: Professional development and teacher effectiveness	Tournaki et al. (2011)
In-service teachers: Online professional development	Holmes et al. (2010)
In-service teachers: Technology-based professional development on learning and instructional practice	Duran et al. (2012)
In-service teachers: K-12 and higher education collaboration	Adoniou (2013)
In-service teachers: Next steps for professional development	Matteson et al. (2013)

In-service Teachers' Professional Development: The Benefits

Richmond and Manokore (2011) executed a study to address the issues of low enrollment numbers, inadequate resources, low test scores, low graduation rates, low

teacher morale etc. by creating a 5-year project in order to initiate and sustain grade-specific professional learning communities to support teachers and their charge to educate children. Field notes were kept, the professional learning community meetings were recorded, and interviews were conducted with elementary teachers at twenty-five different Title I schools in a large urban school district with a student population of approximately 17, 500. Over half of the students in the district were classified as minorities. The researchers reported that there are four critical elements to initiating and sustaining an effective professional learning community: (a) teach learning and collaboration (i.e., two-way sharing of resources and strategies by members of PLC), (b) professional community (i.e., common vision, mission, and reliability on another's professional expertise), (c) confidence in context knowledge, pedagogical knowledge, and practices (i.e., teacher learning as a result of an increase in confidence by strengthening content knowledge and strategies), and (d) accountability (i.e., accountability to peers and district and state accountability measures and combining them in order to improve teacher learning). The researchers also reported the factors that could potentially threaten the sustainability of professional learning communities—the reliance of the PLC members on external facilitation, the ability to provide frequent opportunities for like-minded colleagues to come together and collaborate, and mandatory versus voluntary participation on PLCs. The authors concluded that

The most effective professional learning communities should include teachers who work within the same building as well as those from different buildings. If community is a key ingredient in improving teacher instructional practices and student achievement, then mechanisms that encourage and support PLC

membership should be carefully designed and facilitated. (Richmond & Manokore, 2011, p. 568)

De Neve, Devos, and Tuytens (2015) executed a study to examine the correlation between the autonomy of teachers and elements of professional learning communities and their own self-efficacy as factors in the facilitation of professional development in differentiated instruction. Questionnaires were administered to 227 beginning in-service teachers (i.e., mostly female teachers) from 65 Flemish primary schools. The researchers indicated that the resources teachers receive on the job (i.e., autonomy and peer support) were valuable in the learning and practices of differentiated instruction with teacher autonomy being having a direct impact on the learning process of the teachers in differentiated instruction. In the areas of professional learning communities' characteristics, reflective dialogue (i.e., the self-awareness of their work and its impact) was essential in the learning process of the teachers in differentiated instruction. The researchers also reported that the self-efficacy of teachers was critical in the learning process of the respondents in differentiation instruction. Simply having faith in their ability to address the learning needs of their culturally and linguistically diverse students assisted in the teachers' learning process of differentiated instruction. The authors concluded that

As transformation in society and schools evolves, effective beginning teachers in contemporary classrooms will have to learn to develop classroom routines that attend to the students variance in learning needs....higher levels of self-efficacy can be promoted by school environment that creates the conditions in which

teachers may benefit from collegial support and autonomous functioning. (De Neve et al., 2015, p. 39)

Forte and Flores (2014) conducted a study in order to examine and comprehend the connection between teacher collaboration and professional development in teachers' working environments. Questionnaires were administered to, interviews were conducted with and reflective essays were collected from 101 participants (i.e., 80 participants in the first phase of the study, 11 in the second phase, and ten in the third phase) in a school located in a northern region of Portugal. Majority of the participants were between 41 and 55 years old, held a bachelor's degree, and had 16 or more years of teaching experience. The researchers reported that participants felt that the limitations and potential problems that may arise regarding collaborative work among teachers does not reside in teachers' perceptions about working together; instead they are more structural, logistical, and organizational issues (i.e., opportunity, time and space). The participants stressed their belief that collaboration is essential in the continuation of their professional development—a one-of-a-kind experience that allows those involved to share their struggles and the immediate support they need. The authors concluded

It is important to learn more about the ways in which teachers integrate the more formal opportunities of learning with the informal and unplanned one, namely those which occur in the workplace, and the ways in which they are translated into practice. In other words, a deeper analysis of the interplay between cultures and structures at school will help to better understand the constraints of teacher learning and to inform policies, in particular those related to in-service education and training of teachers. (Forte & Flores, 2014, p. 102)

Doran (2014) completed a qualitative study to look at the professional development experiences and the perceptions of the study's participants working with both culturally and linguistically diverse students. Interviews were conducted and questionnaires were administered to ten middle school teachers of culturally, linguistically, and socioeconomically diverse students in the mid-Atlantic region. The researcher indicated that the teachers identified four areas of professional development in which they benefitted from in supporting them to meet the needs of their diverse students: (a) classroom management, (b) curriculum and content (i.e., curriculum-related resources for CLD students), (c) linguistic accessibility of instruction (i.e., second language acquisition and instructional strategies), and (d) building relationships with student students by understanding their backgrounds, prior experiences, and previous schooling. The researcher also indicated that participants commented on ways their previous professional opportunities had helped them meet the needs of their diverse students: (a) schools giving professional development opportunities about how second-language acquisition works and the background of CLD students, (b) schools providing research-based effective instructional practices, (c) schools giving professional opportunities to increase the content and curriculum knowledge of teachers, and (d) schools providing opportunities for teachers engage in professional learning communities. The researcher concluded that

As changing demographics and curriculum place new demands on schools, teacher professional development must likewise evolve, providing teachers with the wherewithal to master curriculum, modify language and materials for all learners, and support colleagues in accomplishing the same goals. At the same

time, schools must seek to maximize scarce resources. Effective, differentiated formal professional development is one way to build teacher skills while using resources appropriately. (Doran, 2014, p. 73)

Buczynski and Hansen (2010) orchestrated a qualitative case study to determine the effect the implementation of professional development opportunities had on science student achievement and the instructional practices of teachers at the end of year one of a four-year intervention. Focus groups and classroom observations were conducted and pre-post subject matter tests and teacher surveys were administered to 118 experienced grades 4-6 teachers at low-performing schools in two urban school districts. The student achievement scores of 3,450 students from the two districts were also utilized in the case study. The researchers reported that the professional development interventions increased the teachers content-specific knowledge and the confidence to experiment with more different instructional strategies, including inquiry-based activities. The teachers felt that they could stop pretending they were confident in their content knowledge. The researchers also reported that the professional development interventions increased the participants' effectiveness as teachers and inquiry-based science instruction. Teachers were observed implementing the instructional strategies that had been shared and discussed during the professional development sessions on a more regular basis, which also enhanced the achievement of participating teachers' students. The authors concluded that

The more teachers from a single school site that are involved in a professional development cohort, the stronger the impact of professional development for that site. Professional development that makes connections between teacher and

student perspective is also highly valued by teachers, as was receiving foundational knowledge about how students learn and think about science. (Buczynski & Hansen, 2010, p. 606)

Tournaki, Lyublinskaya, and Carolan (2011) devised a study to analyze an ongoing professional development opportunity for in-service teachers, designed using guideline associated with quality professional development and its impact on teacher effectiveness. The guidelines were as follows: (a) professional development activities are implemented, ongoing, and maintained over time; (b) professional development that is content-specific and centered on how to deliver the content to students; and (c) professional development with opportunities to share and interact with peers. Observations were conducted using Danielson's Observation Scale and a demographic questionnaire was administered to approximately half (i.e., those who participated in the professional development opportunity) of the 153 teachers who participated in the study. The other half of the participants (i.e., those who did not participate the professional development opportunity) was observed during the study for comparative purposes. All of the participants were employed in high schools of an urban and high-need school district and had a minimum of three years of teaching experience. The researchers reported that it takes time for true change to occur in the classroom as a result of professional development—perhaps two to three years of ongoing and sustained professional development will present great change. Also, professional development should be as focused as possible, as one focused professional development opportunity is not likely to positively impact all domains of practice (i.e., planning and preparation,

classroom environment, and instruction). Professional development opportunities should be designed to address each domain individually. The authors concluded that

It is widely assumed that veteran teachers are least likely to be influenced by professional development opportunities...[but] the approach of the studied professional development program is reaching a target audience that most assume to be unreachable. The discovery-based approach at the core of this model is one that may be very well work for this subsample of teachers. (Tournaki et al., 2011, p. 313)

In-service Teachers' Professional Development: Online Considerations

Holmes, Signer, and MacLeod (2010) presented a mixed-method study to analyze the experiences and perceptions of participants involved in online professional development courses in order to gather a greater understanding of how satisfied they were, their learning, and the quality of the interactions, as it related to the online or virtual exchange of information. A 41-item survey and an open-ended survey were administered to 95 Kindergarten through 12th grade in-service teachers at an urban private school. Nearly 40% of the teachers had five years or less of teaching experience, and over half of the participants had never taken an online course. The researchers reported that the participants placed emphasis and value on online presence. Specifically, the participants valued social presence (i.e., interaction with other peers and participants for discussions, chats, posting papers, and e-mail), teacher presence (i.e., interactions and relationship building with the instructor/facilitator), and cognitive presence (i.e., comfort with technology usage and implementing course readings in online posts). The variations of presence are what participants felt promoted growth and learning.

Effectiveness/satisfaction (i.e., participants' willingness to participate and this type of professional development and to use what they had learned) was also emphasized. The authors concluded

In addition to instructor training, institutions may consider implementing a participant preparation component for first-time online learners to provide an opportunity to preview the environment, features/functionalities, and expectations of an online course....the evidence [from this study] supported the notion that the online professional development experience had a positive impact on the entire population of participants and courses. (Holmes, Signer, & MacLeod, 2010, p. 83)

Duran et al. (2012) completed this mixed-method study to determine the impact of a research-based professional development model on the learning and instructional practices of in-service teachers. This study focused on the implementation of technology (i.e., wiki applications) into the curriculum. Pre-post surveys and questionnaires were administered to 218 teachers and administrators (i.e., 31% had less than ten years of experience; 37% had between ten and 20 years of experience; 32% had 20 or more years of experience) in a mid-size suburban school district near Detroit, Michigan. The researchers reported that due to the professional development opportunities participants were given, they felt more competent and prepared to integrate the use of wiki applications into their classroom instructional practices. The researchers also reported that due to the activity/wiki usage data collected during the study, research-based professional development can not only be beneficial to teachers' professional development and growth, but can also maintain changes in instructional practices within the classroom, if adequate support is in place. The authors concluded, "this study

provides evidence that research-based professional development that is sustained, student-centered, participatory, and supported by adequate resources can have significant impact on teaching learning about specific technologies and the level of integration of these technologies in the classroom” (Duran et al., 2012, p. 329).

In-service Teachers’ Professional Development: The Next Steps

Adoniou (2013) devised a qualitative study in order to take a look at the transition of an individual from pre-service to in-service teacher. This study focused on teaching literacy and included a model that illustrates ways in which higher education institutions and K-12 schools should collaborate in educating and developing teachers. Observations were conducted with and interviews and surveys were administered to 14 first-year teachers teaching in primary schools in rural areas of Australia. Each of the participants had either a bachelor’s degree in primary or early childhood education. The researchers reported that the participants continued to see themselves as teachers, but many felt that the vision they had for teaching would not be realized and had to reimagine their experience. The participants also experienced struggles within themselves (i.e., lack of confidence and knowledge) and struggles outside of themselves (i.e., lack of autonomy and little support). The teachers had gaps in their knowledge, which inhibited their literacy-teaching experience; there was difficulty with teachers transferring their knowledge to everyday teaching. The researchers also reported that teaching is more than simply a general and objective project of meeting standards outlined by some third party. Instead, teaching is experienced within professional, personal and social contexts—personal (i.e., reason for entering the field), preparations through the college or university, practicum experiences, and the context of first teaching position (i.e., school

missions and actions). This model assists in pre-service teachers transitioning seamlessly as in-service teachers. The author concluded

Teacher knowledge and support should be aligned across all contexts in which teachers are prepared and inducted. As well as alignment, the key features of this model is continuous and collaborative in nature of effective teacher preparation, where all involved are working in cooperation with one another. Such is complexity of teaching that one context alone cannot achieve effective teacher preparation. (Adoniou, 2013, p. 57)

Matteson, Zientek, and Özel (2013) coordinated a study to address the next steps after a professional development plan has already been implemented. Specifically, this study was designed in order to shed a light on what were logical next steps for professional development opportunities for in-service teachers partaking in a Teacher Quality Grant (i.e., federally funded program designed to improve the instructional practices of middle and high school mathematics and science teachers in Texas). Semi structured interviews were conducted with and surveys were administered to 53 middle and high school mathematics teachers who taught mostly minority students categorized as low socioeconomic individuals in urban school in the southwestern region of the United States. Majority of the participants had become teachers through traditional teacher education programs and were categorized as Hispanics ages ranging from mid-twenties to mid-sixties. The researchers reported that there were five themes that emerged when participants were asked for one thing that would improve the Teacher Quality Grant training. The themes were as follows: (a) time (i.e., allocated time for the learning curve when it comes to technology usage and the training agenda), (b) resources (i.e.,

additional technology for student usage, so they can engage in the learning, too, as opposed to simply watching the teacher engage), (c) presentation opportunities (i.e., the continuation of opportunities to share with others involved in the professional development to learn from one another), (d) future training topics (i.e., utilizing the feedback from participants on how to extend their learning and continue to grow), and (d) other (i.e., more opportunities to engage and make connections about instruction and college and career readiness). The researchers also indicated that both the middle and high school mathematics teachers agreed that the content of the professional development was advantageous to their instructional practices, and the teachers also showed high interest in participating in future professional development opportunities that focused on meeting the needs of their culturally and linguistically diverse students. The authors concluded that

Although these were mathematics educators, these findings should not be regarded as being of interest to only this group of teachers. When teachers become comfortable with such areas as technologies, strategies, and curriculum, they become better able to grasp the significance of these topics with their students....engagement in professional development activities provided the participants time to reflect on their own skill sets. (Matteson et al., 2013, p. 578)

Experiential Learning

According to Edgar Dale's Cone of Experience (1969), "we remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we discuss with others, 80% of what we personally experience, and 95% of what we teach others." From a learner's perspective, it is important to hone in on one

key piece of Dale's percentages—his claim that we remember 80% of what we personally experience. This suggests that the experiences of an individual are a critical component to his or her learning outcomes. Other scholars, such as Kolb (1984), also share the belief that experience is an essential element of learning.

Kolb's (1984) Experiential Learning Model focuses on the experiences of an individual. More specifically, Kolb claims that true learning is a result of the transformation of experience. Experiential learning is constant process of taking one's prior knowledge, combining it with an experience, and transforming the experience into new knowledge. Kolb (1984) implemented a cycle that he suggested should be endured for learning to occur. That cycle includes: (a) concrete experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation. The idea is that learners may enter this cycle at any point; there is no particular starting point or ending point. Refer to Figure 3 for a visual of Kolb's (1984) Experiential Learning Cycle.

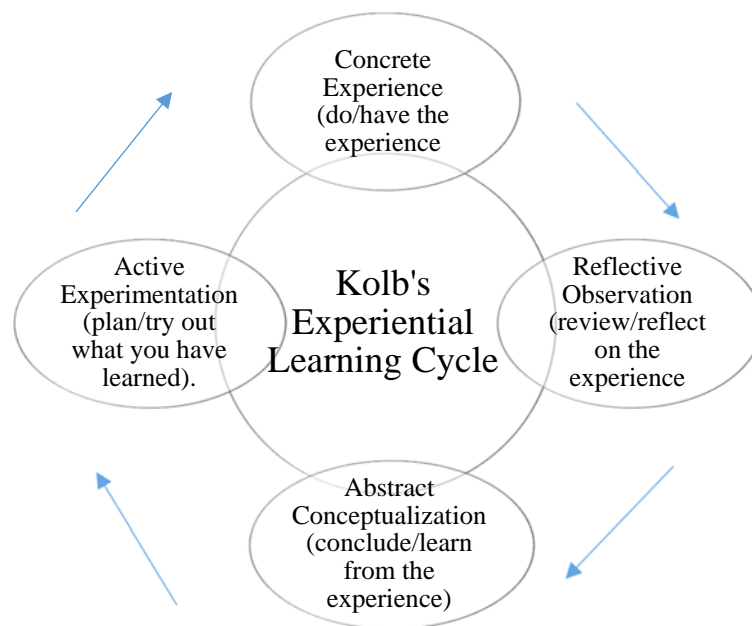


Figure 3. Kolb's Experiential Learning Cycle

(McLeod, 2013)

Although there are multiple modes of learning and preferential learning styles, teachers benefit mostly through hands-on learning opportunities. Being physically engaged in activities has the potential to increase learning outcomes, as it stimulates more of the learners' senses, thus increasing the acquisition and retention of knowledge and skills. This section of the literature review focus on the following: (a) effects of experiential learning, (b) the impact of experiential learning opportunities, and (c) the changes of perceptions because of experiential learning. Refer to Table 4 below for an outline of the relevant studies on experiential learning.

Table 4

Major Topics in Studies on Experiential Learning

Major Topic	Study
Experiential learning: Effects of blended learning and hands-on approach	Ho et al. (2016)
Experiential learning (service learning): Benefits and obstacles	Hildenbrand & Schultz (2015)
Experiential learning: Learning outcomes	Gilbert et al. (2014)
Experiential learning: Self-efficacy of pre-service teachers	Russell-Bowie (2013)
Experiential learning: Legitimacy and access for pre-service teachers	Cuenca (2011)
Experiential learning: Cognitive abilities and achievements of pre-service teachers	Ernst (2013)
Experiential learning: Engaging and empowering students	Perrin (2014)
Experiential learning: Pre-service teachers' perceptions of urban youth	Conner (2010)
Experiential learning: Perceptions of pre-service teachers on urban communities	Waddell (2011)
Experiential learning: Perceptions of key stakeholders	Vasbinder & Koehler (2015)

Effects of Experiential Learning

Ho et al. (2016) completed a mixed-methods study for determining how effective a blended learning model (i.e., face-to-face instruction and online interactions) is on hands-on approach to teaching and learning for in-service teachers in Vietnam. The blended learning model in this study is a teacher professional development model that incorporates what Ho et al. (2013) calls key knowledge management modes—knowledge co-creation, knowledge internalization, knowledge sharing, and knowledge evaluation. The researchers utilized an achievement test and a learner's satisfaction scale to collect data. The researchers also administered a reflective questionnaire to 177 secondary teachers and Department of Education and Training staff from four different regions in Vietnam. The participants were divided into two groups—117 of which were a part of the blended learning model group and 60 of which were a part of the face-to-face learning group. Although the self-efficacy of the in-service teachers were relatively the same in both groups, the researchers determined that the participants who participated in the blended learning model group were more knowledgeable of the course content and were overall satisfied with the course. The major contributing factors to the success of the participants in the blended learning model group were: access, flexibility, cost effectiveness, improving interaction, formation of teacher network and involving of administrators, instructors, and school leaders. The authors concluded that due to the success of this model for teacher professional development, it should be considered for the standard model in all hands-on approach courses in the nation.

Hildenbrand and Schultz (2015) orchestrated a study to examine a service learning experience (i.e., experiential learning experience) and determine the benefits and

potential hindrances for pre-service teachers and other stakeholders. The researchers administered pre- and post-questionnaires and reflection assignments to 140 pre-service teachers at a private university that has strong ties to an urban community. The researchers reported that 96% of the pre-service teachers agreed that the service learning experience helped their studies in the classroom as well as fortify their collaboration skills. Gains in knowledge and skills as a result of having genuine experiences to compare them to and improved civic awareness were also noted. Participants also broadened their perspectives and experienced an increased awareness of the importance of engaging all stakeholders when educating students. Lastly, the community partners indicated that the pre-service teachers were helpful in their endeavors, and they noticed advantages for all stakeholders. The authors concluded that

Given the success of the service learning projects, interaction in the community, and student learning, it appears implementing service learning within coursework can hold great promise for contextualizing instruction in authentic settings, and preparing teacher candidates to effectively solve real-world problems as change agents who focus on helping to create a socially-just world. (Hildenbrand & Schultz, 2015, p. 274)

Gilbert et al. (2014) executed a study in order to evaluate the learning outcomes of students enrolled in an experiential learning program geared towards students interested in health and life sciences careers. The researchers administered evaluations, entrance and exit interview questionnaires and semi-structured interviews to 50 interns (sophomore- and junior-level students) pursuing a degree in life or health science at Indiana University—Purdue University Indianapolis. The authors unveiled that because

of participating in an experiential learning program, the interns showed an increase in knowledge and skills and ability to make critical future-impacting decisions. The authors also stated that the interns experienced a rise in self-efficacy due to their increase in knowledge and skills. Lastly, the researchers mentioned that because the interns were involved in an experiential learning program, which included interactions with peers and instructors, specified professional development, and skills enhancement, students' likelihood and desire to pursue higher degrees and careers in the areas of health and life sciences. The authors concluded that

Previous studies have established the necessity of experiential learning as art of the overall university learning experience and this program has proven to be effective means of reaching that goal. By showing the value of this type of experience for undergraduates via student development outcomes, other university professionals will be better able to justify creating and maintaining similar programs. (Gilbert et al., 2014, pp. 712-713)

Impact of Experiential Learning Opportunities on Teachers

Russell-Bowie (2013) conducted a mixed methods study to determine the self-efficacy of pre-service teachers prior to and after an experiential learning opportunity and to investigate this opportunity for understanding the merit and effectiveness of these experiential learning experiences. The researcher administered surveys to and collected online music reflective journals from 197 Australian pre-service teachers (i.e., 90% female and 10% male) enrolled in a Master of Teaching (Primary) course. The participants in this study were pre-service music education teachers. The researcher reported that while only 64% of the pre-service teachers were confident in teaching music

at the start of the course, 84% of the students said they were confident in teaching music at the end of the course because of their experience. The pre-service teachers attributed their confidence boost in teaching music to variety of online and face-to-face learning experiences and reflections on their learning. Many of the experiences of the online and face-to-face learning and reflections mimicked Kolb's Experiential Learning Theory (1984), which included these pre-service teachers undergoing concrete experiences, allowing them to reflect on their learning, having the pre-service teachers relate what they observed, experienced, and reflected on to relevant classroom pedagogies, lastly have pre-service teachers test these pedagogies in an authentic environment. The author concluded "the experiential training and reflective nature of the unit [or experience] was effective in changing the students' attitudes and developing their skills and competence in relation to music education" (Russell-Bowie, 2013, p. 61).

Cuenca (2011) conducted a qualitative study to identify certain elements of legitimacy and access, such as the guidance of a mentor teacher that could potentially have a positive impact on student learning during the student teaching (i.e., experiential learning) portion of a teacher preparation program. The researcher kept field notes and administered semi-structured interviews to two pre-service teachers (one White female in her thirties and one Black female in her twenties) at a small private college in the Southeast. Both teachers also attended a weekly seminar during their 15-week student teaching experience to reflect on their weekly experiences as a student teacher. Each participant had a mentor teacher with over 10 years of experience as educators. The researchers discovered that there were three different ways in which the two pre-service teachers experienced legitimacy and access. The first thing that allowed the pre-service

teachers to feel as though they were legitimate teachers was the mentor teacher's inclination to give the pre-service teachers what they called the things they needed as teachers (i.e., lesson plans, teacher's edition of the text book, and other materials). The second thing that provided legitimacy to the pre-service teachers was the learning of certain rituals teachers would implement on a day-to-day basis. The participants found that watching their mentor teachers do certain tasks over and over each day helped them as they started to take over the classroom and be the lead teachers. Lastly, the idea of "tethered learning" helped the pre-service teachers feel a sense of legitimacy. Having the mentor teachers there in the room during the student teaching experience as a safety net was a benefit to the pre-service teachers. The authors concluded that

The ways in which cooperating teachers provide access to the lived experience of teaching are consequential. Being more than just a conduit for conveying the knowledge of teaching during the student teaching experience, cooperating teachers must be conscious of the moves they make and the access they provide (or deny) student teachers to the work of teaching and teachers. (Cuenca, 2011, p. 126)

Ernst (2013) devised a study for investigating the effects of learning activities in an experiential learning environment on the cognitive abilities and achievements of pre-service teachers of technology. The researcher administered a survey and a 60-item cognitive assessment to 73 pre-service teachers enrolled in a course entitled Emerging Issues in Technology, in a technology and engineering teacher education program. There were two sections of this course. One group were engaged in experiential learning activities and the other group was not. The majority of the participants in this particular

program ranged from ages 21-23. The researcher detected there was a statistically significant difference in the cognitive achievement of the two groups of pre-service teachers in favor of the group that participated in the experiential learning activities. Over 90% of the participants in the experiential learning group attributed this opportunity to the increasing of their knowledge and skills of real-world application. Three themes arose as benefits to participating in an experiential learning experience: (a) the hands-on nature of the experiences, (b) the real-world property of the experiences, and (c) the reinforcing of course content through the experiential activities. The author concluded that

It is evident that involvement in experiential learning extension opportunities contributes to associated cognitive competency development....explorations of instruction interventions not only inform curriculum development, teaching strategies/practices, and course structure, but also inform teacher education programs' learner qualities and attributes of their programs' students. (Ernst, 2013, p. 39)

Perrin (2014) coordinated a qualitative study to examine collegiate experiential learning programs and identify the strategies and characteristics that contribute to both engaging and empowering student-learning experiences. The researcher administered semi-structured interviews to 16 participants from three different sites. The first location was a three-year small private college in the United States that focused on internship-based learning. The second location was a mid-sized private university in the United States with a well-known service-learning program. The third location was a small private college in the United States, which emphasized acts of work and service. The researcher also conducted a document analysis of important documents from each

institution. The author disclosed that there were three main elements of each program that helped to engage and empower students: learner autonomy, accountability, and peer support. As it relates to learner autonomy, the researcher discussed the perceived importance of students owning the experience and having a hand in establishing the sites for the internships, assignments, and objectives. As it relates to accountability, the participants stated that accountability was a huge component for their successes in their respective programs. Simply knowing that the community partners relied on them in some way another encouraged participants to work harder and produce better results. Lastly, as it relates to peer support, the participants thought that having the opportunity to engage in purposeful and meaningful dialogue with their peers and evaluate themselves and the performance of their peers was critical to their success. Peer support allowed the participants to find the hole and bridge the gaps in their own practice. The author concluded that

An individual can only gain the insight necessary to enter the responsibility of the workplace by confronting the most contentious of situations, rendering oneself vulnerable to the uncertainty of an unscripted situation. The student project leader role requires students to turn towards the real responsibilities of communication, organization, crisis management, negotiation and relationship-building that foster and sustain a valuable learning experience. (Perrin, 2014, p. 9)

Perception Change and Experiential Learning

Conner (2010) presented a mixed-methods study to explore and identify the impact a community based educational experience (i.e., experiential learning experience) had on the perceptions of pre-service teachers on economically disadvantaged urban

youth in secondary schools. The author reflected on and administered semi-structured interviews and end-of-course surveys to 21 pre-service teachers (mostly White, followed by Asian, and then Hispanic) enrolled in a course entitled Diversity and Inclusion at Villanova University, a mid-sized university. This course had a service learning experience embedded into it. The researcher provided evidence of there being statistically significant shifts in the perceptions of pre-service teachers because of the community-based service learning experience. The researcher also provided evidence of the pre-service teachers learning the truths about the experiences of economically disadvantaged urban youth in urban schools through the students themselves because of this experience. Participants learned to be aware and responsive to their own individual assumptions (and deficit thinking) about the students with which they work. The author concluded that “service learning can sow the seeds of transformation among prospective educators when sustained direct experience is both complemented by student voice work that interrupts traditional status hierarchies and undergirded by structured reflection...” (Conner, 2010, p. 1176).

Waddell (2011) conducted a qualitative study to examine the impact of courses with experiential learning activities embedded within them on the perceptions of pre-service teachers of urban communities. The researcher utilized the course reflections and candidate journals of 33 pre-service teachers in a mid-sized university located in a metropolitan area as data sources in this study. These pre-service teachers (i.e., majority White females) spent eight weeks working in the community to experience the urban lifestyle to better understand themselves and others. The researcher discovered several themes throughout the course of this study as a result of the pre-service teachers

participating in experiential learning activities. The first theme was the “understanding of and appreciation of community agencies.” Because of the learning opportunities the participants received, they felt that they had a developing understanding of community agencies, especially the non-profit agencies, and how they were all connected in some way. The second theme was “changed perception of families including a new understanding of self and others.” Participants began to recognize their own biases and began to challenge their own assumptions about various topics. The third theme was “new understanding of community.” As each of the participants began to experience the city and the community, their assumptions and judgments they carried began to transition to logic and understanding. The fourth theme was “desire to be involved with the urban community.” As each candidate worked within the communities and developed their own understanding, barriers began to fall and the pre-service teachers now had a desire to be a part of the community. The final theme was “new understanding of the role of teachers in urban schools.” Participants realized the importance of teachers in urban schools to really make an effort to know their students inside and outside of the classroom and the communities they come from. The author concluded that

By creating opportunities for teacher candidates to cross borders and step outside their comfort zones, learning can be optimized...experiences within urban communities and engagement with families and students from urban schools are rich and relevant means for preparing urban teachers....for candidates to truly grow in their understanding of self and others and develop as a teacher in an urban school, they need to be the person to be ‘who they are’ and grow from there. (Waddell, 2011, pp. 33-34)

Vasbinder and Koehler (2015) presented a qualitative study for exploring the perceptions of involved stakeholders in the results of an experiential learning opportunity in business courses. These business courses were revised to include pedagogical strategies of experiential learning. The researchers administered interview questions and semi-structured interviews to faculty members from the School of Management at a small private college and entrepreneurs from five socially conscious for-profit businesses. The researchers determined that students participating in the experiential learning opportunity showed high levels of engagement and enthusiasm towards their learning than did previous students in the same course without the experiential learning activity. The researchers also determined that using the for-profit businesses helped to mend the negative student perceptions of authentic service-learning opportunities, thus emphasizing the importance of designing these opportunities to reflect the genuine interests of the students and what they plan to do post college. The authors concluded “socially conscious ventures may indeed represent a fruitful avenue for pursuing multiple objectives in business pedagogy...experiential learning opportunities appears to hold strong merit in enhancing student engagement and commitment with regard to such projects” (Vasbinder & Koehler, 2015, p. 90).

Studying Abroad

Studying abroad is one of many different types of types of experiential learning. There are many different options when it comes to studying abroad. Individuals interested in study abroad can personalize their own experience, and program coordinators at the university can build study abroad experiences to address whatever learning objectives they deem necessary. An individual can also make the decision to

study abroad as little as a week to as much as several years. Having a range of options in terms of how long one can stay abroad provides flexibility for individuals with busy schedules that cannot be away from home long periods of time.

Studying abroad is an effective way to get hands-on experience with diverse students in different environments. Because there is little to no instruction on teaching and working with linguistically, culturally, economically, and generationally diverse students in teacher preparation programs and little to no professional development opportunities on working with diverse students for in-service teachers (Hayes & Juárez, 2012), short-term study abroad experiences can be beneficial to helping teachers grow and become more culturally responsive (Caldwell & Purtzer, 2014; Engle & Crowne, 2014; Gaia, 2015; Misco & Shiveley, 2014). This section of the literature review focuses on the following: (a) working in diverse groups and willingness to study abroad, (b) global-mindedness and study abroad (c) general outcomes of studying abroad, (d) specific outcomes of studying abroad, and (e) pedagogy, personal experiences, and studying abroad. Refer to Table 5 below for an outline of the relevant studies on working in diverse groups, willingness to study abroad, global-mindedness, and short-term study abroad.

Table 5

Major Topics in Studies on Diverse Groups, Study Abroad, and Global-Mindedness

Major Topic	Study
Culturally-mixed groups: Student attitudes	Summers & Volet (2008)
Student willingness to study abroad	Hackney et al. (2012)
International student destination choice	Wilkins et al. (2012)
Study abroad and global citizenship	Tarrant et al. (2014)
Student global perspective	Braskamp et al. (2009)
Learning in Jordan: Student benefits	Jabbar (2012)

Working in Diverse Groups and Willingness to Study Abroad

Summers and Volet (2008) conducted a study to analyze the perspectives of college students in regard to culturally diverse groups, and the impact that the group has, in the setting of a group project. The researchers administered a questionnaire at the beginning and end of the group project to 233 students in undergraduate programs at an Australian university. Each group was categorized as either all local students, all international students, or both local and international students. The researchers in this study provided evidence that students attitudes in regard to culturally diverse group work were not ascending in the positive direction (i.e., not improving) throughout the duration of their freshman, sophomore, or junior year of study. This finding was especially true among mono-lingual, English-speaking students. Students with more intercultural exposure, however, had more positive views towards group work with diverse groups. Summers and Volet (2008) concluded that colleges and universities should be challenged to advocate for culturally diverse group assignments in order to promote global citizenship and international-mindedness amongst their students.

Researchers have expressed that students with more intercultural experience are more likely to participate in activities that include diverse groups (Hackney, Boggs, & Borozan, 2012; Summers & Volet, 2008). Hackney et al. (2012) completed a study with varying hypotheses in order to predict student inclination to pursue education abroad. The authors administered surveys and received 331 usable responses from students (mostly business majors) ranging from freshman to senior-ranking students at a higher education institution in the Midwest in 2011. A greater number of students preferred education abroad experiences that were one semester or shorter than those experiences lasting

longer than one semester. The researchers also demonstrated that students' willingness to study and travel abroad was impacted by location. Europe was the region to which most students in this study said they were willing to travel. The researchers concluded that, interestingly, even though there was lack of any student willing to study abroad in the United States, male students were specifically less willing to study abroad than female students. If more education abroad programs can be constructed to complement what students prefer, students' willingness to study abroad will likely increase.

Wilkins, Balakrishnan, and Huisman (2012) conducted a quantitative study to reveal "whether the motivators most frequently mentioned in empirical studies employing the push-pull model of international student destination choice also apply to students at international branch campuses" (Wilkins et al., 2012, p. 419). The authors used the "push-pull" model as the theoretical framework. Lee (1966) first used the push-pull model as explanatory of people's migration patterns. More recently, the push-pull model has been used by researchers to "aid the examination and explanation of international student motivation and decisions...the external [push and pull] forces that impact on students' behaviours and choices..." (Wilkins et al., 2012, p. 418). The authors conducted the study at the branch campus in the United Arab Emirates and administered questionnaires to students enrolled in one of the campuses around the world, generating 320 usable responses. The authors demonstrated push and pull factors that were different from other traditional push and pull factors (i.e., economic and political problems). Pull factors that surfaced in this study centered on home and host country differences, job market, and the agreeability of the host country's culture and way of life. The need to feel secure and enrollment ineligibility in state/public higher education institutions constituted

the push factors. The authors determined that individuals from varying cultural backgrounds have different factors and attitudes that impact their decision of destinations to begin their studies.

Global Mindedness and Studying Abroad

Another area of research on international education has focused on the structure of study abroad programs. Tarrant, Rubin, and Stoner (2014) orchestrated a study to investigate the degree to which a short-term, faculty-led study abroad program might help promote global citizenship (i.e., social responsibility, global awareness, and civic engagement) among undergraduate students. The authors administered a pretest and posttest survey to 286 undergraduate students enrolled in selected courses with either a direct focus on sustainability or no focus on sustainability in the summer of 2011. The students were categorized in one of the four groups: (a) study abroad/sustainability, (b) study abroad/non-sustainability, (c) home campus/sustainability, or (d) home campus/non-sustainability. The authors reported that students who participated in educational abroad opportunities and enrolled in a sustainability class, displayed the best outcomes on most of the dependent measures at the time of the posttest survey. Students enrolled in nonsustainability classes, abroad or at home, exhibited no significant differences from pre-survey to post-survey. The researchers concluded that education abroad experiences alone are not the best way to develop a sense of global citizenship, but “it has the potential to do so when the academic content and pedagogical delivery is offered in a synergistic fashion” (Tarrant et al., 2014, p. 155).

Braskamp, Braskamp, and Merrill (2009) presented a study to determine if there were any changes in students’ global perspectives during the time the students

participated in a study abroad experience. The authors used the data gathered from the Global Perspective Inventory survey from students who were enrolled in study abroad programs for the duration of one term, in five varying learning institutions, in the spring semester of 2008. The researchers discovered that students' awareness of international issues was more evident than the students' sense of self and the need for stronger relationships with peers of diverse backgrounds. Braskamp et al. (2009) also revealed that study abroad participants often say that time spent studying abroad adds value to their whole educational experience. The authors concluded that they have "attempted to measure and discuss the 'desired ends' in ways that include the heart (Intrapersonal), the hands (Interpersonal) as well as the head (Cognitive) and the social cultural environment that may influence the desired global learning and development" (Braskamp et al., 2009, p. 116).

Jabbar (2012) coordinated a study to examine advantages that students received as a result of living and learning in Jordan. The researcher administered a structured questionnaire to 149 students as well as interviews to students (and a few teachers) enrolled in an education abroad program at the University of Jordan. The aim was to determine whether participants experienced personal growth, growth in cultural awareness, growth in knowledge of world affairs, and growth in career opportunities. This sample consisted of various students from various backgrounds (i.e., Americans, Europeans, Asians, Australians, and a Canadian) ranging from ages 18 to 37. Jabbar (2012) showed that cultural awareness was the top-ranked advantage or benefit of all groups of students. Interestingly, for American and European students, awareness of global issues was the second-ranked advantage; however, for Asian students, job

enhancement was the second-ranked advantage. The author concluded that students showed advantages to living and studying in Jordan in each domain examined in this study. The length of the education abroad experience determined how students ranked which domain was most important and beneficial to them. Students in one-semester programs ranked the cultural awareness followed by knowledge of world affairs as benefits to living and learning abroad. Students in one-year programs ranked cultural awareness followed by career enhancement as benefits to living and learning abroad. Lastly, students in two-year programs ranked personal growth, career enhancement, and knowledge of world affairs as benefits to living and learning abroad. Refer to Table 6 below for an outline of the relevant studies on short-term study abroad.

Table 6

Major Topics in Studies on Short-term Study Abroad

Major Topic	Study
Short-term study abroad: Lasting learning outcomes	Caldwell & Purtzer (2014)
Short term abroad: Pre-service teachers	Misco & Shiveley (2014)
Two-part study abroad: Learning outcomes	Lumkes et al. (2012)
Course embedded short-term study abroad: Pre-post outcomes	Gaia (2015)
Short-term study abroad: Global awareness	Kurt (2013)
Short-term study abroad: Cultural intelligence	Engle & Crowne (2014)
Short-term study abroad: Cultural adaptability	Mapp (2012)
Short-term study abroad: Cultural adaptation	Conner & Roberts (2015)
Short-term study abroad: Curriculum & instruction	Coryell (2013)
Short-term study abroad: Effects on cultural pragmatics	Reynolds-Case (2013)
Short-term study abroad: Understanding immigrants journeys	Palmer & Menard-Warwick (2012)

General Outcomes of Short-term Study Abroad

Caldwell and Purtzer (2014) conducted a qualitative, descriptive study in order to explore and unveil any possible permanent or lasting learning outcomes in a short-term study abroad experience. The researchers administered questionnaires to the participants at a minimal of a year and a maximum of three years following the study abroad experience in Honduras. The sample consisted of 41 nursing students, in programs ranging from pre-nursing to doctoral level, ages 22 to 60 and nearly all of them being women. Caldwell and Purtzer (2014) provided evidence of the emergence of three themes that contributed to long-term learning: embracing other (i.e., a genuine welcome, warm embrace, and contentment), gaining cultural competences (i.e., seeing and attempting to understand first-hand the difference between oneself and others with whom they interact), and experiencing an ethnocentric shift (i.e., seeing the world from another perspective rather than one's own). A fourth theme, negotiating ethical dilemmas (i.e., the concern of personal impact on the vulnerable), arose as a result of the students recognizing the ethnocentric shift from themselves to the Hondurans. The researchers went on to note that short-term study abroad experiences, particularly in third-world countries, positioned students to activate higher order thinking skills as a result of the environment being so different from what they are used to. Finally, the authors suggested that the perceptions of students about the culture, customs, and general information of the country they were visiting prior to the study abroad experience were not their perceptions after the study abroad experience. The students' perspectives aligned more with what they had experienced during their time abroad, thus supporting the claim that short-term study abroad experiences can have long-term learning outcomes.

Misco and Shiveley (2014) conducted a study to investigate and comprehend the outcomes of pre-service educators participating in short-term education abroad experiences. The authors asked approximately 40 students at a Midwestern university, enrolled in a course entitled 'Comparing U.S. and European Schools,' to keep observation and reflection notebooks as they interacted with students and teachers at public schools in Luxembourg, Austria, and Switzerland. The observations and reflection served as data. Misco and Shiveley (2014) showed that "pre-service teachers examine their own culture with previously unquestioned values, they develop a criticality of their own country's educational practices, as well as their own biases and prejudices" (Misco & Shiveley, 2014, pp. 54-55). The researchers also showed that pre-service teachers participating in short-term education abroad experiences developed more open-mindedness in regard to varying approaches to the field of education. The researchers concluded that education abroad opportunities can assist pre-service teachers in discovering answers about the many educational assumptions that have been made in both the United States and abroad. As a result, pre-service teachers are more likely to start viewing the United States in a more international context.

Lumkes, Hallett, and Vallade (2012) coordinated a quantitative study to examine the learning outcomes of 15 students completing a two-part course (i.e. part two being a study abroad experience) entitled 'China: Globalization, Agriculture and Environment.' The researchers administered a questionnaire, at the end of each part of the course, to 15 students (i.e., eight males and seven females) pursuing agriculture degrees at Purdue University, the majority of who were from rural Indiana. The researchers provided evidence of significant change in the students' perceptions of the following: (a) what it

means to be an American, (b) what it means to be a minority, (c) what it means to come from a privileged upbringing, (d) understanding of the term environmental protection, (e) perspective of the role of America in international trade, (f) perspective of the role of America in politics, and (g) their academic goals. The changes in students' perceptions on the aforementioned ideas (i.e., being American, being a minority, privileged upbringing etc.) were greater after than before the study abroad experience. The authors concluded that "classroom education has considerable value in delivering technical and background information about a foreign country or culture but that study abroad adds a significant extra dimension and important contextualization" (Lumkes et al., 2012, p. 154).

Gaia (2015) devised a quantitative study to investigate the pre-post outcomes of an embedded two- to three-week short-term study abroad experience led by faculty members. Gaia (2015) defines the embedded model as "involving topical, discipline-based courses with an embedded study abroad component, most often at the end of a semester, but also possible during the mid-semester" (p. 22). The researcher administered The Global Perspectives Inventory (Braskamp et al., 2011) that focused on the social-cultural development domains: cognitive (i.e., How do I know?), intrapersonal (i.e., Who am I?), and interpersonal (i.e., How do I relate to others?) (King & Baxter Magolda, 2005) to 136 students (i.e. mostly women) at a small, private liberal arts college in Southwest Virginia. The researcher discovered the greatest change in student participants' social-cultural development was in the cognitive domain in the sense of an increasing awareness of other cultures (i.e., with different languages, values, norms, and customs) outside of their own. There are also significant changes in the intrapersonal domain, in the sense of truly understanding the nuances of identity and how complex the concept of

identity is, and the interpersonal domain, in the sense of wanting to interact with individuals from different cultures and backgrounds. The author concluded that short-term study abroad experiences can assist in enhancing an individual's cultural awareness and the experiences "might increase participants' hands-on knowledge of other cultures and languages, as well as their frequency of interaction with cultures outside their own: both are attributes that lead to higher levels of cultural understanding and global perspective" (Gaia, 2015, p. 29).

Specific Outcomes of Short-term Study Abroad

Kurt, Olitsky, and Geis (2013) completed a study to examine the effects of the short-term study abroad experience on the global awareness of students enrolled in the program. The researchers administered multiple surveys (i.e., initially, post-preparatory course, and post study abroad experience) to 23 undergraduate students at Elon University traveling abroad for three to four weeks. The authors unveiled that student participants' global awareness was heightened in the following areas: general global awareness, functional knowledge, and foreign media exposure. The participants' highest learning outcome was in the area of functional knowledge (i.e., how to make a phone call from a foreign country, how to convert currency, and other tasks required to adequately function in a foreign country). The researchers concluded that raising an individual's global awareness is quite the task when trying to do so at the home campus; however, preparatory courses can be beneficial as "such courses prepare students for their experience abroad, likely allowing them to acclimate to their new environment and academic content more quickly and easily" (Kurt et al., 2013, p. 31).

Engle and Crowne (2014) presented a study to examine the impact of a short-term study abroad experience designed to reflect Allport's (1954) contact hypothesis on the sub-components of cultural intelligence, which are metacognitive cultural intelligence (i.e., one's conscious cultural awareness), cognitive cultural intelligence (i.e., one's knowledge of norms, practices and facets of varying cultures), motivational cultural intelligence (i.e., one's desire to adapt to environments different from his or her own), and behavioral cultural intelligence (i.e., one's actions as they relate to cultural awareness). Allport's (1954) contact hypothesis suggests "that increased contact of a certain contextual nature would improve inter-group relationships" (Engle & Crowne, 2014, p. 33). The researchers administered Ang and colleagues-created surveys (Ang, Van Dyne, Koh, Ng, Templer, Tay, & Chandrasekar, 2007), which was comprised of 20 items that would be responded to on a seven-point Likert scale, to measure cultural intelligence. Pre- and post-surveys were administered. This study consisted of a test group and study group. The test group was comprised of 105 students participating in a seven to 14-day study abroad experience (i.e., to either Barbados, Guatemala or Nicaragua) through a Northeastern university. The control group was comprised of 30 students from the same university who did not participate in a study abroad experience. The researchers discovered that there were no significant correlations between gender and any of the sub-components of cultural intelligence for both the test and control groups. The researchers also revealed that, for the test group, the cultural intelligence sub-components significantly increased after the study abroad experience, but for the control group, they did not. The authors concluded that even though there was a small degree of pre-departure preparations, participants were only abroad one to two weeks, and still

experienced an increase in their cultural intelligence. The researchers also concluded that these findings should assist in helping researchers and practitioners alike understand that any amount of international exchange (i.e. short-term, long-term or anywhere in between) can impact one's cultural intelligence.

Mapp (2012) executed a quantitative study in order to measure the change in cultural adaptability in students (working towards their bachelor's) at the completion of a study abroad experience lasting one to three weeks. The researcher administered the Cross-Cultural Adaptability Inventory questionnaire (i.e., as a pre-post measure) to 87 students at a small liberal arts college in central Pennsylvania, between the years 2005 and 2009. The researcher detected that the student participants' post-test averages increased as a result of the study abroad experience. In fact, significant change was in their emotional resilience. The author also noted that factors such as the length of the trip, whether or not the native language of the host country was English, and the amount of other countries students had visited, had no significant impact on the results of cultural adaptability measurement. The author concluded that "the speed of globalization and the intertwining of the world's people will only continue to increase" (Mapp, 2012, pp. 734-735). Thus, short-term study abroad experiences are efficient and effective in helping individuals meet the needs of the world.

Conner and Roberts (2015) orchestrated an exploratory qualitative study to examine the way in which participants adapted culturally during a short-term study abroad experience in Swaziland, Africa. The researchers administered pre- and post-experience surveys as well as gathered data from the reflective journals of 15 undergraduate students (i.e. 13 females and two males) in the College of Agriculture and

Life Sciences at the University of Florida, in which only four of the participants had been to a region outside of the United States (including Belize, France, and Switzerland). The authors disclosed that the participants went through the following stages during their study abroad experience: initial feelings, cultural uncertainty, cultural barriers, cultural negativity, academic and career growth, feelings throughout the program, and cultural growth. The authors also stated that the more positive experiences the participants had, as it relates to the culture, the more the idea of cultural uncertainty (i.e., the idea of culture shock and constant comparison of the host country's culture to that of one's own native culture) declined, so that student participants could truly acclimate to the culture. The researchers concluded to maximize the learning potential and help students better culturally adapt, study abroad facilitators and coordinators should structure their programs so to allow for learning opportunities before, during, and after a study abroad experience. The authors also mentioned that

Learning activities conducted before leaving the home country should aim at preparing participants to experience cultural growth while in the host country.

Learning activities while in the host country should focus on cultural traditions and connect with what participants discussed prior to traveling. (Conner &

Roberts, 2015, p.167)

Pedagogy, Personal Experiences, and Short-term Study Abroad

Coryell (2013) completed a qualitative study (i.e., case study approach) in order to investigate an approach to the design and implementation of curriculum and instruction in a short-term study abroad program in Italy. The researcher maintained observational field notes and gathered the midterm and final group-based reflection based activities as

data from 24 students (i.e., 18 females and six males between the ages of 19 and 46), in which nine had never been out of the United States, seven had traveled to Mexico, and six had traveled to countries outside of the United States and Mexico (not including Italy). The author reported that participants expressed a blend of all types of experiences (structured, unstructured, and unplanned formal and informal experiences) being important in a meaningful study abroad experience. The participants recognized the relevance of multiple facets of the study abroad experience (i.e., physical space and interactions with instructors, peers, and natives in the host country). The participants also recognized “mini-lectures on-site, collaborative learning exercises, and student choice” (Coryell, 2013, p. 24) as critical components of the overall program. The author concluded that student-centered and driven learning “not only must be shifts in content, facilitation, and setting, but also the adult learners themselves need to become more metacognitive in their learning processes and outcomes...instructors need to consider the entire student learning experience (Coryell, 2013, p. 26).

Reynolds-Case (2013) conducted a study to examine and understand what effect, if any, does a short-term study abroad experience in Spain have on individuals’ cultural pragmatics (i.e., the context in which we use a certain type of language) and language development. Specifically, the author wanted to know if students could use the second-person plural *vosotros* vs. *ustedes* in the appropriate context. The researcher administered a pre-departure survey, pre-departure short-answer questions, and post-departure survey in addition to keeping participant-observation notes. The student participants consisted of ten students (i.e. three males and seven females) from a university in the Southeastern region of the United States, who had some formal

university-level courses in the Spanish languages at their university before traveling to Spain. The author discovered that even in a short four-week study abroad experience, the student participants were able to use the correct Spanish second-person plural in the right context. The author also noted an increase in the student participants' cultural competence as a direct result of them understanding when to use the formal vs. informal pronoun in certain situations. The researcher concluded that short-term study abroad programs can have a positive effect on students' language acquisition, and the "burden of knowing and teaching students every linguistic and cultural variation is somewhat lessened with the knowledge that if students travel to a region where a specific variation is used, they will have the tools necessary to incorporate it" (Reynolds-Case, 2013, p. 319).

Palmer and Menard-Warwick (2012) presented a qualitative study for the purpose of exploring and examining how a short-term study abroad experience in Mexico can help pre-service teachers conceive the journeys and personal experiences of immigrant children in American classrooms. The researchers utilized dialogue journals, coursework products, pre-post surveys, and interviews as data sources. The study sample consisted of seven prospective teachers (i.e., six women and one man) from Texas with diverse ethnic backgrounds, who all but one had never traveled abroad. The researchers determined that students increased their empathy for their future students because of this study abroad experience. Because of the cultural and linguistic disconnect, student participants began to develop empathy for their future students, and as a result, challenged their own understanding of what immigrant children experience day-to-day in American schools, which led to the participants' development of critical cultural awareness. The authors concluded that "empathy does indeed appear to be a good place to start in the

development of skills crucial to future teachers of culturally and linguistically diverse students” (Palmer & Menard-Warwick, 2012, p. 25).

Summary of Literature Review

International exchange (i.e., studying abroad and experiential learning opportunities) is nearly a necessity in today’s world. Researchers have been exploring the concept and the value international exchange adds to an individual. In regard to being in a diverse setting, students see the positive impact diverse settings can have on their educational experience, but students with little intercultural experience do not have overly positive attitudes developing relationships and working with culturally diverse people (Braskamp et al., 2009; Summers & Volet, 2008). Similar trends are noted in terms of pre-service and in-service teachers working with culturally and linguistically diverse students. Educational researchers suggest that teachers are ill-equipped to provide students who are culturally and linguistically diverse with the support they require to be successful in the classroom and are not receiving adequate training and guidance on how to support culturally and linguistically diverse students (Fasching-Varner & Seriki, 2012; Hayes & Juárez, 2012). Focused and intentional professional development opportunities on culturally responsive practices can positively impact culturally and linguistically diverse student learning as it relates to student achievement (Griner & Stewart, 2012; Mayfield & Garrison-Wade, 2015; Cholewa et al., 2014; Doran, 2014). Students’ willingness to study abroad and their destination location depends on their own unique preferences and cultural background (Hackney et al., 2012; Wilkins et al., 2012). Finally, international exchange or studying abroad is the best way to develop a sense of global

citizenship as well as experience personal growth, cultural awareness, and knowledge of world affairs (Wilkinson & Hayden, 2010).

CHAPTER III

Method

The qualitative method that I utilized in this study was a collective case study approach. Case studies often are conducted when, “the researcher focuses on an issue or concern, and then selects one bounded case to illustrate this issue” (Stake, 1995). A collective case study appeared to be the best approach to addressing the research questions in this study because I explored a select group of individual in-service teachers’ experiences on a short-term summer study abroad program in Chile. This study consisted of four in-service teachers who participated in a three-week study abroad experience in Santiago, Chile. Moreover, this exploration was grounded within the conceptual frameworks of culturally relevant education and experiential learning.

Context

The context of this study included university-enrolled in-service teachers who chose to study abroad in Chile to inform their practice on working with diverse students. The participants were associated with the College of Human Sciences and Education at Louisiana State University in Baton Rouge, Louisiana. The study abroad program was a faculty-led study abroad program that focused on specific topics, such as creating environments for learning, methods of teaching in secondary schools, and assessments of student learning in secondary schools.

The host country, the Republic of Chile, or more informally known as Chile, is situated in the southern region of South America, bordering the South Pacific Ocean, between its neighboring countries, Argentina and Peru. The official language of Chile is Spanish, and three-fourths of the country’s population of 17, 650, 117 (as of July 2016)

identify as Roman Catholic and Evangelical or Protestant. Chile is referred to as an “aging society,” as the birthrates in Chile are low and the general population is aging, which has overall economic benefits for the country. Over the last several years, due to the increased economic stability, Chile has decreased its poverty rates, which indicates that the country now has lower poverty rates than most Latin American countries (Central Intelligence Agency, 2016).

This collective case study consisted of following the experiences of four in-service teachers working for three weeks in a Pre-Kindergarten through 12th grade private and religious-affiliated school in Santiago, Chile. Each in-service teacher and his or her experience was an individual case. The case was bounded by the fact that each of the in-service teachers were participating in a study abroad program through a public university in the southern region of Louisiana. The participants worked alongside Chilean teachers and lived with host families. During the time spent in schools, the U.S. in-service teachers received the opportunity to co-teach alongside the Chilean teachers. In addition to having opportunities to co-teach with the Chilean teachers, the U.S. in-service teachers also received opportunities to plan and implement lessons of their own with the students. The participants participated in online face-to-face interviews and blogging activities.

Research Questions

This study has two central research question:

1. How do select U.S. in-service teachers describe their summer study abroad experience in Chile?

2. What aspects of cultural responsiveness are reflected in their described experiences?

Participant Selection

The qualitative purposeful sampling technique that was used in this study was the criterion sampling technique, which means the participants will meet certain criteria (Miles & Huberman, 1994). I selected criterion sampling because I wanted to assure that the data collected from each participant would be of good quality as it related to truly answering the research questions at hand. With the criterion sampling technique, I was able to make sure that each of the participants were actual in-service teachers who had enough years of experience to truly compare their past experiences as a teacher with their current (study abroad) experience as a teacher and reflect on how the study abroad opportunity affected them both personally and professionally. The use of criterion sampling allowed for the development of the most genuine themes in this study. I focused my research on the unique experiences of four individuals. The criteria were as follows: (a) the participant is an in-service teacher; (b) the participant is enrolled in the Louisiana State University-sponsored program during the specified summer; and (c) the participant has at least three years of teaching experience.

A second sampling technique I used in this study was convenience sampling (Miles & Huberman (1994). This technique allowed me to easily access participants. This sampling technique was appropriate because it allowed me to communicate with a group of potential participants (those who met the set criteria) and ask if any of them were interested in participating in the study. Participants self-selected to participate in the study. By allowing respondents to be self-selected participants, I acquired participants

who had an interest in participating in the study, thus a group was willing to complete certain tasks, such as completing weekly blog entries and offer descriptive information in their interviews to the best of their ability.

Role of the Researcher

In this study, I was the primary instrument. In my role as an instrument in this study, I served as an objective viewer. My philosophical paradigm is of social constructivism, which helped guide the research. I have had many international exchanges. As a pre-service teacher, I participated in a faculty-led trip to Austria. During my experience, I attended classes Monday through Friday at Alpen-Adria Universität Klagenfurt, through a program entitled Deutsch in Österreich (i.e., German in Austria) for one month. My peers consisted of other students from the United States and included students from other countries such as Poland, Slovenia, Sweden, Italy, Croatia, Finland, Mexico. I was also required to meet weekly with my home university professor for what he referred to as Stammtisch (i.e., regulars' table), where we would talk about what we had been experiencing each day and really reflect on the experiences. During this experience, I lived in student housing across from the university. During my free time, I went on many excursions and participated in many activities with the locals. I seized every opportunity to interact and practice my German skills with the locals.

As an in-service teacher, I have traveled independently to Germany as well as led a group of students on a study abroad trip to Austria, Germany, Switzerland and many surrounding countries. Prior to the trip, I held several preparatory sessions leading up to our departure to inform participating students and family members of what to bring and what to expect, as it related to cultural differences. My students and I were able to

interact with other U.S. students and teachers from a different state, as the two groups shared a coach bus. During our time, abroad, we lived in less-commercial, authentic hotels that embodied the culture and customs of the specific areas. My students and I were able to see cities, such as Vienna, Munich, and Luzerne, under the supervision of local tour guides and embark on many excursions to really get a glimpse of the lives of the locals on a day-to-day basis. We were also granted the opportunity to explore the cities on our own and truly interact with the locals and practice our language skills.

I strongly believe that the experiences I had as a pre-service and in-service teacher directly influenced my cultural responsiveness. As a pre-service teacher, I believe my experiences influenced my cultural responsiveness through the basic exposure to individuals from various cultures. Because I was surrounded by individuals who were from different backgrounds than my own for several hours a day, seven days each week, I was able to learn about the complexities and the nuances of their cultures and acculturate more quickly. This cultural experience created a shift in my approach in regard to how I reacted in certain situations; I became more culturally sensitive and alert. It allowed for to me not only consider my own culturally relevant points of reference, but also the culturally relevant points of references of others. I became “multidimensional” in my way of thinking and began to make valiant efforts to “validate every student’s culture” as reflected on to be more culturally responsive as an educator (Gay, 2010).

As an in-service teacher, I believed my experiences influenced my cultural responsiveness even more so than as a pre-service teacher, because I wanted my students to have a similar experience to my own. I knew how powerful and life-changing my study abroad experience was to me as a student and how it changed my worldview, so I

was excited to offer that opportunity to my students. I wanted to empower my students to really seize the experience and get as much out of as they could and learn as much as they could about themselves. I knew that this experience would widen their lens as it did mine. It was my goal to offer the world as a classroom to students in order to expand their way of thinking, their beliefs and values, and take ownership of their own education.

In my review of the literature, I found that having international exchanges and other hands-on approaches to learning can influence one's cultural responsiveness and that there is much still to be discovered as it relates the necessary components to create the most culturally responsive educator. This discovery along with the culturally relevant education and experiential learning frameworks led me to develop criteria for the participants of this study, which also aided the development the interview protocols and blog questions.

Interview Protocols

The interview protocols followed the Spradley (1979, 1980) approach—grand tour questions that lead to more specific questions. The development of the interview protocols started as a large sum of questions that I, as the researcher, wanted to know about the participants' study abroad expectations experience, as it related to their cultural awareness and impacting their cultural responsiveness. For this study, there were two main interview protocols: the pre-trip interview protocol and the post-trip interview protocol.

Pre-trip interview protocol. After the inclusion of the conceptual frameworks, which specifically included focusing on the four markers of culturally relevant education and a model of experiential learning, the pre-trip interview protocol was revised multiple

times before a final set of questions were determined. I completed a trial run of the pre-trip interview protocol with a sample of participants similar to the individuals who participated in my study to ensure the appropriateness of the protocol. The pre-trip interview protocol was modified after the trial run.

The pre-trip interview protocol consisted of nine questions (see Appendix B). The grand tour questions were designed for the participants to discuss their reason for deciding to participate in the study abroad experience in Chile and their experience working with culturally and linguistically diverse students. The mini tour questions were design to allow the participants to go into detail about their experiences working with culturally and linguistically diverse students, their personal actions to accommodate their students, their employers' expectations for working their students, their experiences with working other diverse individuals, and their anticipations they had about their trip abroad.

Along with the pre-trip interview protocol, blog questions were written to guide the participants' individual reflections. The blog questions were also revised multiple times and piloted with sample participants similar to those who participated in the study. The blog protocol consisted of three questions or statements (see Appendix C). The questions were designed for participants to reflect on the pedagogical differences between U.S. teachers and Chilean teachers, the tensions because of pedagogical differences, and changes in their worldview because of the experience.

Post-trip interview protocol. Like with the pre-trip interview protocol, after the inclusion of the markers of a culturally relevant education and elements of experiential learning, the post-trip interview protocol was revised multiple times before a final set of questions were determined. I completed a trial run of the post-trip interview protocol with

a sample of participants similar to the individuals who participated in my study to ensure the appropriateness of the protocol. The post-trip interview protocol was modified after the trial run.

The post-trip interview protocol consisted on 12 questions (see Appendix D). The grand tour questions were designed for participants to discuss their expectations prior to the study abroad experience and what they experienced once they arrived in Chile and their general role as a co-teacher in the Chilean classroom. The mini tour questions were designed to for participants to discuss in detail their experience working the Chilean students, working with the Chilean teachers, living with a host family, the challenges they faced, and their take-a-ways from the experience as a whole.

Along with the post-trip interview protocol, a background questionnaire was given to the participants at the end of their post-trip interview. This questionnaire requested information such as the participants' gender, race/ethnicity, age, years as an educator, level of education, professional goals, previous study abroad experience etc. The information collected from the background questionnaires was used to ensure that each participant meets the criteria and to help inform the researcher of any patterns or developing trends in the data.

Procedures

I, as the researcher, sent out an email to identified in-service teachers who were preparing to embark on the study abroad experience to see if any were interested in participating in the study. A background questionnaire was given out to ensure potential participants meet the set criteria and to make decisions regarding arising patterns or trends in the data. Once the interested potential participants responded, the four that most

closely met the criteria was invited to participate in a pre-departure online face-to-face interview. The participants were also asked to complete and submit blog entries each week while on the study abroad trip. Upon the conclusion of the trip, the participants were also being invited to participate in a post-trip online face-to-face interview and background questionnaire. The individuals who agreed to the participate in the pre- and post-trip online face-to-face interviews were asked to meet with the researcher at a specified date and time agreed upon by both the researcher and participant. When the researcher and participant arrived, he or she was informed of the purpose of the study, which is to explore how in-service teachers' study abroad experiences might influence their teaching and cultural responsiveness in U.S. classrooms. The interviews were visually recorded and the data were transcribed (Spradley & Baker, 1979, 1980).

The participants were reminded that the interviews are voluntary interviews and that they all opted to show and participate. The researcher informed the participants that each interview (i.e., pre- and post-study abroad interviews) would take them approximately 35-45 minutes each to complete. The researcher then asked if there are any questions about the information that had been given.

When no questions arose, the researcher proceeded with conducting the interview. Upon completion of each interview, the participant was thanked for his or her time. Once all the interviews had been conducted and transcribed and the blog entries submitted, the researcher began analyzing and coding the collected data.

Data Analysis

I took a constant comparative analysis approach to analyzing the raw data, which entails breaking each individual experience into a separate case and categorizing the data

(Glaser & Strauss, 1967; Strauss & Corbin, 1990). For each case, I also implemented a cross-case analysis approach (Yin, 1994) to interpret any common themes across the participants' cases. Cross-case analysis entails comparing themes that arose across each individual case and noting similarities and differences. Data analysis for this collective case study was ongoing and circular in nature, meaning it did not reflect a linear series of steps. I used an online transcription service to complete verbatim transcriptions of both the pre-trip and post-trip interviews conducted. Once the transcriptions were complete, I read through each transcription while listening to the audio version of the interview to ensure the transcription was accurate. I also emailed the transcriptions to respective participants for member checking. The data transcribed from the visually recorded interviews and blog/journal entries were coded using a combination of first and second cycle coding (Saldaña, 2013). All the coding for this study was done by hand; no data analysis software was used. It is important to note that I decided to combine the post-trip interview and the blog data because the data received from the blogs seemed superficial in nature and discussed mostly the social components of the trip, such as spending time with the host families.

In embarking on a first cycle of coding, I used attributive coding (Bazeley, 2003; DeWalt & DeWalk, 2011; Gibbs, 2002; Lofland et al., 2006), which, in this case, involved creating generic descriptive information about the participants in the study. I applied this coding method by utilizing the demographic data collected in the demographical survey. Also, included in the first cycle of coding was open or initial coding (Charmaz, 2006; Corbin & Strauss, 2008; Glaser, 1978; Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1998). As described by Strauss and Corbin (1998), this

method of coding involves sorting the data into individual parts to determine similarities and differences that existed. I applied this coding method by simply reading through the data for organization and initial themes. Structural coding (Guest et al., 2012; MacQueen et al., 2008; Namey et al., 2008) was applied as part of the open or initial coding process. This coding method entails coding the data based on specific questions to categorize the data collected in a way that is more manageable for the researcher and allows the researcher to gain easy access to the data he or she needs. I applied this coding method by taking my interview transcripts and sorting the data collected from the four participants by interview question.

The fourth coding method included in first cycle coding was descriptive coding (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994). Descriptive coding is essentially the utilization of a single word or short phrase to summarize or come up with a topical term for a specific piece of the data set. I applied this coding method by reading various chunks of the data sets and asking myself a reflective question such as, “What is happening here?” and applying a term to describe chunks of information.

The last method of coding that I employed during the first of cycle coding was in vivo coding (Charmaz, 2006; Corbin & Strauss, 2008; Glaser, 1978; Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1998). This method encompasses the selection of specific words or phrases from the participants and recording them verbatim to honor the voices of the participants. I applied this coding method by selecting participant phrases from the interview transcripts, as each of the participant’s own language of “indigenous terms” were most appropriate to “prioritize and honor the participant’s voice” (Saldaña, 2014, p. 91).

After applying first cycle coding, second cycle coding was applied. Axial coding (Boeije, 2010; Charmaz, 2006; Glaser, 1978; Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1998) was applied as part of the second cycle coding process. Boeije (2010) states the purpose of axial coding is “to determine which [codes] in the research are the dominant ones and which are the less important ones...[and to] recognize the data set: synonyms are crossed out, redundant codes are removed and the best representative codes are selected” (109). I applied this coding method by going through the data sets and grouping similar codes and developing categories of the various concepts that arose. Also, included in the second cycle of coding was selective or theoretical coding, which calls about a deductive approach to focus on and determine a central category or theme of the study (Charmaz, 2006; Corbin & Strauss, 2008; Glaser, 1978, 2005; Stern & Porr, 2011; Strauss, 1987; Strauss & Corbin, 1998). I applied this coding method by determining the central categories or themes, developing clusters of meaning, and theming the data. It is important to note that the analysis of the data was an iterative process. Although the various coding methods utilized in this study were categorized as either first cycle coding or second cycle coding, the two were not mutually exclusive. There were several rounds of analyses and the data was constantly visited and revisited through constant comparisons until saturation was obtained.

Trustworthiness and Credibility

It is quintessential for researchers to incorporate processes in order to ensure that their research is valid. To ensure trustworthiness and credibility of my research, I employed several validation strategies such as peer review and member checking, as suggested by Creswell (2013). A peer reviewer or debriefer allowed for an extra set of

eyes to view the research and play “devil’s advocate” to “keep the researcher honest” (p. 251). This strategy allowed me to have a knowledgeable peer look over the research and ask detailed questions to help determine if the research approach had been carried out most appropriately in terms of data collection and analysis. Member checking was also beneficial, as it allowed me to return to the research participants and collect their perspectives and have them “judge the accuracy and credibility of the account” (Creswell, 2013, p. 252). I used this strategy to have the participants look over my analysis and determine if it is accurate based on their own accounts and whether they feel any changes are needed to make the research more trustworthy. Lastly, I conducted a mock interview using the interview protocol, so that I could make any modifications or adjustments before the actual interviews with participants.

Summary

In Chapter III, the research approach, context of the study, research questions, participants in the study, role of the researcher, instrumentation, procedures, data analysis, and trustworthiness and credibility were detailed. The collective case study was outlined in this chapter, which is the methodological approach that will be used in the data collection and data analysis process. In Chapter IV, the results of the study are outlined in detail.

CHAPTER IV

Findings

This qualitative collective case study was conducted in the summer of 2016. Data were collected from the teacher participants before, during, and after their participation in a short-term study abroad program for in-service teachers in Santiago, Chile. I explored the teachers' study abroad experiences through a lens of culturally relevant education and experiential learning. Specifically, I explored how in-service teachers' study abroad experience might influence their teaching and cultural responsiveness in U.S. classrooms. I applied a collective case study design in this research. Cases consisted of four teachers (i.e., one elementary, one middle, and two high school teachers), who participated in the summer study abroad experience (i.e., Geaux Global: LSU Education Collaborative in Chile) organized through the College of Human Sciences & Education at Louisiana State University. Data for each of the four participants were analyzed individually. Then, I looked for commonalities and differences between the four individual cases using cross-case analysis. Two central research questions were applied in this study: (a) How do select U.S. in-service teachers describe their summer study abroad experience in Chile? and (b) What aspects of cultural responsiveness are reflected in their described experiences?

As a qualitative collective case study, which included many conversations and interpretations of shared experiences, I assumed the role of researcher-interviewer in attempting to understand the perceptions of the individuals in the collective case study (Creswell, 2013; Spradley, 1980). Data were collected from two online face-to-face interviews, blog/journal entries, and my reflexive journal. In this chapter, I describe how

the findings address the two central questions for this collective case study. I begin by providing demographic information on each participant including academic qualifications, positions, years of teaching experience, perceived level of cultural responsiveness, and other background information. Furthermore, I will share some of my thoughts and observations noted in my reflexive journal.

Participants

Two men and two women participated in this collective case study. I gave each participant a pseudonym: Roman, Angel, Joshua, and Charity. The participants were selected through a non-probabilistic, purposive sampling strategy so that specific characteristics of participants could be predetermined (Johnson & Christensen, 2014; Morse, 1994). I selected these particular teacher participants to see how their experiences on this study abroad trip influenced their attitudes and beliefs about their own teaching and cultural responsiveness. Per Miles and Huberman (1994), convenience sampling and criterion sampling allows for the researcher to have easy access to participants as well as have participants meet certain criteria. To recruit these select participants, I reached out to the Geaux Global: LSU Education Collaborative in Chile Program Coordinator. The program coordinator then solicited individuals who were participating in the study abroad experience and also might be interested in participating in this collective case study. The coordinator then shared the emails of the consenting participants with me. The participants had to be a participant in Chile teach abroad program and have a minimum of three years of teaching experience in U.S. schools. Electronic invites and consent forms were sent to all interested individuals asking for their participation in this collective case study. Initially, five individuals were interested in participating. However, only four

individuals were selected to participate the study. At the time of data collection, each of the participants were on summer break from fulltime jobs as public or charter school K-12 teachers and teaching alongside Chilean teachers at a private school in Santiago, Chile. The researcher conducted online one-on-one face-to-face interviews with each participant in two phases (i.e., pre-trip and post-trip interviews) and asked each participant to complete blog/journal entries and a demographic questionnaire.

During the pre-trip interviews I asked participants two grand tour questions: (a) Please talk about why you decided to participate in this study abroad experience; and (b) Describe your experience with working diverse students. As a response to several mini tour questions I asked, participants also discussed cultural diversity in curriculum, differentiating instruction, working with people of diverse backgrounds, school and district expectations for working with culturally and linguistically diverse students. The pre-trip interview consisted of open-ended questions as shown in appendix B. While in Chile, students updated blogs and journals discussing the major pedagogical differences between Chilean and U.S. teachers, tensions experienced as a result of any major pedagogical differences, and how their experiences changed them and their worldview. The participants could reflect on any and every part of their experience, but open-ended questions were provided to guide their reflections as shown in appendix C. Then, students completed a post-trip interview, which consisted of two grand tour questions: (a) Tell me about your expectations prior to the study abroad experience compared with the actual experience; and (b) Talk to me about your role as a co-teacher in the classroom at the Chilean school. As a response to several mini tour questions I asked, participants also discussed their experiences and challenges working with students at the Chilean school,

the practices and challenges of the Chilean teachers, their experiences of living with a host family, societal influences, inequities and how they play out in Chilean schools. The post-trip interview consisted of open-ended questions as shown in appendix D. Lastly, participants filled out a demographic questionnaire where they listed their age, race, academic preparation, teaching position, and years of experience. The demographic questionnaire consisted of closed-ended and open-ended questions as shown in appendix E.

Three of the participants (i.e., Roman, Angel, and Joshua) lived and taught in Louisiana, and one participant (i.e., Charity) lived and taught in Georgia. Angel taught fourth grade at an elementary charter school with ten years of experience when the study took place. Roman taught 6th grade social studies at a public middle school with eight years of experience when the study took place. Two of the participants taught high school when the study took place—Joshua taught ninth grade social studies at a K-12 public school with five years of experience and Charity taught career technology at a public high school with sixteen years of experience. Three of the participants were in their early thirties (one Black male, one Black female, and one White male), and one participant was in her mid-forties (Black female). All participants had a master's degree, and one participant had a doctoral degree.

Entries in my reflexive journal outlined my impressions about each of the participants before data analysis occurred. In Case 1, Roman saw himself as the enforcer in the classroom with the Chilean students and teacher. He loved the simplicity of the Chilean culture and how Chileans let their children be actual children. Roman tried not to judge what he witnessed and experienced during his time abroad. He made it clear that he

was not a fan of co-teaching. He seemed to be a straight and narrow personality. He indicated he was a teacher who preferred the traditional sit-and-get approach. In Case 2, Angel did not know what to expect when she arrived in Chile, but was going into the experience with an open mind. When she referred to the way things were occurring in the Chilean classrooms, she defaulted to the way things occur in U.S. classrooms as the “right” way. She felt that Chilean classrooms lacked differentiation, and the collaboration among teachers was limited. Angel had a “we do it better; we do it the right way” type of mentality. In Case 3, Joshua’s diversity lens defaulted to linguistic diversity. He thought that the Chilean teachers were seemingly unprepared and that collaboration among teachers was limited. He was taken aback that there was no separation of church and state at this school. In Case 4, Charity appeared to have a wide diverse lens. She wanted all her students to learn, and she did what she could to make sure her students succeeded. She had an “all students can learn” philosophy. During her experience in Chile, she viewed herself as a classroom manager.

Data Analysis

I took a constant comparative analysis approach to analyzing the data, which involved dividing each participants’ experiences into individual cases and creating categories using the data (Glaser & Strauss, 1967; Strauss & Corbin, 1990). For Roman’s, Angel’s, Joshua’s and Charity’s individual experiences, I also employed a cross-case analysis approach (Yin, 1994) to elucidated in shared themes that arose among their cases. Cross-case analysis calls for comparing and contrasting themes that derive across each participant’s case and noticing and highlighting the ways in which they are similar and different. The data analysis for this collective case study was an iterative

process—it was ongoing and circular in nature, and each data set was constantly revisited and compared with the others. An online transcription service was utilized to execute word-for-word transcriptions of the two interviews (i.e., pre- and post-trip interviews) conducted. For the purpose of the ensuring trustworthiness and credibility once the transcriptions were complete, I completed the following tasks: (a) I conducted mock interviews using the interview protocols, so that I can make modifications and adjustments before interviewing the actual participants; (b) I completed a read aloud with the transcribed data and the audio-visual recordings of the interviews to ensure accuracy; (c) I sent the transcripts to Roman, Angel, Joshua, and Charity for member checking; (d) I utilized a knowledgeable peer reviewer to review the data and keep me honest; and (e) I kept a reflexive journal to record my own thoughts as I reviewed the data. The data transcribed from the audio-visual recordings and blog/journal entries were coded using a combination of first and second cycle coding (Saldaña, 2013). All the coding for this study was done by hand and no assistive technology or software was utilized. It is essential to mention that I elected to merge the data from the post-trip interview and blogs/journals, as the data received from the blogs seemed superficial in nature and simply replicated the data collected in the post-trip interviews, including the social components of the trip, such as leisure traveling and time spent with the host families.

In embarking on a first cycle of coding, I employed several coding methods: (a) attributive coding (Bazeley, 2003; DeWalt & DeWalk, 2011; Gibbs, 2002; Lofland et al., 2006)—creating generic descriptive information about Roman, Angel, Joshua and Charity, which was evident in the demographic data collected with the demographic survey; (b) open or initial coding (Charmaz, 2006; Corbin & Strauss, 2008; Glaser, 1978;

Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1998)—sorting the data into separate pieces and comparing and contrasting the individual parts to determine how they are similar and different, which was evident in my initial reading, organization, and theming of the data; (c) structural coding (Guest et al., 2012; MacQueen et al., 2008; Namey et al., 2008)—coding the data based on specific questions to make it more manageable and accessible, which was completed by utilizing the transcriptions to separate the data collected by the interview questions; (d) descriptive coding (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994)—the utilization of a single word or short phrase to highlight the most critical points of the data, which was obtained by reviewing the divided pieces or chunks of the data and asking a reflective question such as, “What is the essence of this chunk of information?” and assigning a descriptive term or phrase to the information; and (e) in vivo coding (Charmaz, 2006; Corbin & Strauss, 2008; Glaser, 1978; Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1998)—the selection of words or phrases from the individuals and writing them verbatim to ensure their voiced are present and honored, which was evident in the selection of specific phrases from Roman, Angel, Joshua, and Angel or “indigenous terms” in order to “prioritize and honor the participant’s voice” (Saldaña, 2014, p. 91).

After applying first cycle coding, I also employed second cycle coding: (a) axial coding—determining and isolating the dominant codes by merging the synonymous codes and removing codes that were redundant in nature (Boeije, 2010; Charmaz, 2006; Glaser, 1978; Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1998)), which was completed by the grouping of synonymous codes and categorizing the concepts that surfaced; (b) selective or theoretical coding—an a priori approach to focus on

determining the central categories of the study (Charmaz, 2006; Corbin & Strauss, 2008; Glaser, 1978, 2005; Stern & Porr, 2011; Strauss, 1987; Strauss & Corbin, 1998), which was conducted by determining the central categories, developing clusters of meaning, and ultimately theming the data. As previously state, the data analysis process was an iterative process and non-linear in nature. The first cycle and second cycle coding methods were intertwined throughout the entire data analysis process until saturation was obtained.

Case 1: Roman

Roman is a 32-year-old Black male participant with eight years of teaching experience, whose path to teaching was through an alternative certification program. Roman is currently a doctoral student who has taken courses or attended trainings related to race and ethnicity in higher education, narratives, and multicultural affairs. He has experience traveling and interacting with diverse populations in destinations such as France, Spain, Mexico, and Greece. As it relates to how Roman describes his summer abroad experience, five unique themes arose: (a) admiring genuinely, (b) intermitting frequently, (c) teaching traditionally, (d) transitioning challenges, and (e) developing social skills. Refer to Table 7 for a summary of themes from Roman's experience abroad.

Table 7

Summary of Themes from Roman's Experience Abroad

Theme	Description	Significant Statement Examples
Admiring genuinely	Roman discussed how students genuinely admired their teachers.	"Biggest "aha" moment was the relationship between teachers and the students...they'll be burning the class down, but still love their teacher at the end of the day."
Intermitting frequently	Roman discussed the frequent breaks that students received throughout the school day.	"Every 45 minutes [they had] recess they called recrea. The kids would all of a sudden pull out a soccer ball and just start throwing it across the classroom."
Teaching traditionally	Roman discussed the traditional methods of teaching he observed.	"They don't use a lot of technology, where like here, we place emphasis on everybody having an iPad, whatever, some kind of gadget or gizmo.... I learned that simple, traditional strategies like lecturing [works]."
Transitioning challenges	Roman discussed the organizational challenges of teachers.	"I would just assume it [teacher challenges] would be organization because if you're hauling around all your stuff from class to class, that can't be easy for you."
Developing social skills	Roman discussed the school's mission of developing social skills.	"They [teachers] did force social skills a lot because they were always talking about how to treat people and what to do in this situation and what to do in this situation."

Roman's Culturally Responsive Insights: Pre-departure

Before the trip to Santiago, Chile, Roman rated himself as a moderately culturally responsive educator. His experiences with working with diverse learners was limited to

English language learners, and in his eyes, that was the extent of the culturally and linguistically diverse students in his classroom. In terms of differentiating his instruction to meet the needs of his students, he did not see it as something to do on a daily basis. Instead, Roman mentioned that he tried to differentiate for his students about twice a week, and that was his cap for doing so, as he felt that differentiating was too much work on him as the teacher and too much work for the students. Roman's ideas for celebrating different cultures in his classroom was referencing ideas such as Cinco de Mayo, Mexico's Independence Day, France's Independence Day etc.

When I inquired about his reason for participating in this study abroad opportunity, Roman expressed that he was eager to see a different culture and how people interact within that culture. As it relates to education, Roman was interested in learning a different way to present information to his students and how instruction varied. In terms of trip expectations, he made a comment about how American schools are geared towards testing, so he was interested in seeing what Chilean schools emphasized. He wanted to know what other schools were doing in other countries and what the dynamics were between teacher and students.

Roman's Culturally Responsive Insights: Experiential Themes

Admiring genuinely. One unique theme that developed in Roman's description of his experience abroad was *admiring genuinely*, which refers to one of his biggest take-a-ways about the relationship between the Chilean students and teacher. Roman discussed that even when students appeared to be rambunctious and seemingly unruly, they still had an abundance of love and respect for their teachers. Roman explained, "It's really a sense of community at that school. I think it's important, and it goes a long way in

showing...because look at it this way—their kids love them; their kids really respect and really like their teachers.”

Intermitting frequently. A second unique theme that developed in Roman’s description of his experience abroad was *intermitting frequently*, which refers to the many intermissions students had throughout their school day. Roman discussed that there would be a recess period every 45 minutes or so throughout the school day. Students would turn the classroom to somewhat of a recreation area during their recess period. Roman described this setup as “a headache the first couple of weeks.” He talked about trying to maintain order and having a sustained period of instruction when all of a sudden, “I would look up and she [the teacher] would be playing with the kids [for their recess period].”

Teaching traditionally. Another unique theme that developed in Roman’s description of his experience abroad was *teaching traditionally*, which alludes to Roman’s interpretation of the instructional practices at this Chilean school. Roman explained that the Chilean teachers utilized basic, traditional methods of teaching and minimal use of technology in the classroom. He shared, “These people get up there, with a straight up white board and a dry erase marker, but kids pay attention to it. They draw out everything. They’ll give notes when they lecture.” Roman further shared, “Paper and pencil never hurt anybody. Books are not a bad thing. If you have the right personality and the right spirit and the right group of kids, they don’t need all that extra stuff.”

Transitioning challenges. A fourth unique theme that developed in Roman’s description of his experience abroad was *transitioning challenges*, which refers to how he sees organization as one of the biggest challenges for the Chilean teachers, assuming

classroom management was not their biggest challenge. Roman discussed the fact that the teachers at this Chilean school did not have a set classroom or office space—they simply moved around from classroom to classroom to teach their students, which made transitions challenging. Roman stated,

They [the teachers] walk in with their stuff. The kids, every kid because the kids don't change classes, has their same desk, so they keep all their materials in their desk. The professor just walks in, does whatever he or she is going to do for the day, and then that's it.

Developing social skills. A final unique theme that developed in Roman's description of his experience abroad was *developing social skills*, which ascribes to the school's mission or vision set for its students. Even though Roman believed that the school's mission was to make every student excellent, he knows they focused on social skills. He mentioned,

Even if they [the teachers] are talking about Spanish grammar or talking about Greek Mythology, the professor would take it a step further and be like why is this a bad thing? What is the moral of this story? You should always do this or that. He was always talking about how you always respect other people. That was a big recurring theme.

Case 2: Angel

Angel is a 32-year-old Black female participant with ten years of teaching experience, whose path to teaching was through a traditional teacher education program. Angel has a master's degree and has taken several multicultural classes through the local university. She has experience traveling and interacting with diverse individuals outside

of the U.S. one time. As it relates to how Angel describes her summer study abroad experience, five unique themes arose: (a) keeping an open mind, (b) communicating with persistence, (c) modeling best practices, (d) outlining student success, and (e) strengthening personal relationships. Refer to Table 8 for a summary of themes from Angel's experience abroad.

Table 8

Summary of Themes from Angel's Experience Abroad

Theme	Description	Significant Statement Examples
Keeping an open mind	Angel discussed the importance of keeping an open mind when interacting with those different from one's self.	"I just went with a completely open mind and a blank slate.... [PDA was big] ...they didn't care. They were so affectionate. It did spark a conversation.... because I didn't have a set idea in my mind of how [people] would be, I think it was easier for me to accept who they were..."
Communicating with persistence	Angel discussed the importance on never giving up on communicating even when there are barriers.	"Another challenge was not giving up on communicating with the students, because sometimes I wouldn't understand what they were saying. [I had to] make sure that I was insistent on, 'Okay, we have to learn how to communicate with each other no matter the boundary.'"
Modeling best practices	Angel discussed the essence of showing best practices and not just talking about them.	"We were able to share ideas, but their system had been working, so they weren't as receptive until they saw it....[we were constantly] finding the balance and not being a disservice to students, but not being offensive to teachers..."

(continued)

Theme	Description	Significant Statement Examples
Outlining student success	Angel discussed the thought that goes into student success and how it is measured.	“They seemed to be focused on making sure that the students were successful on assignments as opposed to like, ‘let’s have data meeting to see where we are and what this test is about.’”
Strengthening personal relationships	Angel discussed the school’s mission of students strengthening their personal relationships.	“They [the school] wants personal relationships to be really, really solid.... It’s a really big focus on being connected and staying connected to each other throughout the school and throughout the communities...”

Angel’s Culturally Responsive Insights: Pre-departure

Before the trip to Santiago, Chile, Angel rated herself as a moderately culturally responsive educator. Her experience with working with diverse learners included her time spent teaching gifted and talented students for seven years to students of various cultural and ethnic backgrounds. Angel explained that many of her students were the offspring of the individuals who were employed by the same university at which her charter school was located. She credited her interactions with her students and their parents as the most diverse population she has ever worked with or encountered. In terms of differentiating for the unique needs of each of her student learners, Angel referenced leveled and flexible grouping of her students to really focus on their individual areas of need. She mentioned that there were language barriers between some of her students and her and identified that as really the sole “cultural difference” that needed to be addressed.

When I inquired about her reason for choosing to participate in the study abroad opportunity, Angel expressed her genuine love for traveling. She also mentioned that that she was intrigued by the opportunity to see what she could learn from different teachers

in a foreign country. She wanted to see what the U.S. was lacking in terms of education and how a different system operates from the bottom up. As it relates to trip expectations, Angel expressed that she really did not know what to expect. Her hopes were to just see how the school day goes and hang out with host family to see how they live from day to day. She mentioned that she hopes the trip makes her more aware and more sensitive to needs.

Angel's Culturally Responsive Insights: Experiential Themes

Keeping an open mind. One unique theme that developed in Angel's description of her experience abroad was *keeping an open mind*, which refers to the attitude she tried to maintain as she encountered individuals and circumstances that appeared to be opposite of the norm for her (e.g., being in a new environment, meeting new people, learning behaviors and what is and is not acceptable). Angel mentioned,

Because I didn't have a set idea in my mind of how they [the host family and the experience in general] would be, I think it was easier for me accept who they were as opposed to having to change whatever I had pre-planned them to be. I think I didn't have to change my mind about who they were. I just had to learn who they were.

Communicating with persistence. A second unique theme that developed in Angel's description of her experience abroad was *communicating with persistence*, which alludes to the realization that one must be persistent in making attempts to break communication barriers, so that all students can learn and receive the instruction he or she needs. Angel alluded to the fact that no matter what the circumstance there is always a means to communicate with every single person. She expressed,

You can communicate with anyone in some kind of way, so don't ever shun or don't ever shy away from trying to help or learn or know or discuss because whether it's through, I don't know, whatever, there's always a way you can communicate...no matter if there's a disability or if there's just a language barrier or if there's a cultural difference, there is a way to have some kind of conversation, even if it's limited.

Modeling best practices. Another unique theme that developed in Angel's description of her experience abroad was *modeling best practices*, which ascribes to the fact that the Chilean teachers would not exactly take the advice of their American counterparts when it came to instructional implications. Instead, Angel mentioned that she had to show or model the things she wanted to implement before there would be buy in. Angel reported,

They don't really see the effect of it unless they see the effects of it or unless they see how the students are engaged...They wanted to see new things, but just discussing it wasn't enough. They needed to actually, tangibly either see what you have or see it in action and then they were more prone to doing.

Outlining student success. A fourth unique theme that developed in Angel's description of her experience abroad was *outlining student success*, which connected to how teachers would plan to ensure students were successful and how they would measure success. Angel discussed the structure of the school and the teaching assignments and how those factors served to meet the needs of their students. She stated,

It seemed that they [the teachers] met among the grade levels, just as we do here. My teacher taught first and second grade math, science, and English, so they

collaborated with the teachers [of the other grade levels], and they would kind of discuss what students needed or what they missed or what they didn't get. The teachers knew [the needs] from year to year because they've seen the year before. Everything seems to be very well planned.

Angel also discussed that success was driven by each individual assignment, and not test scores.

Strengthening personal relationships. A final unique theme that developed in Angel's description of her experience abroad was *strengthening personal relationships*, which refers to a vision that the school and teachers seemingly had for its students. Angel realized that there was an emphasis placed on students and the personal relationships they developed and sustained. Angel mentioned,

The seniors, whenever they graduate, all of the students from pre-K through 12th grade go out into this courtyard area, and they tell the seniors how appreciative they are and how happy they are and how congratulatory they are....even after they graduate high school, they don't really leave the country to go anywhere. They don't even leave the house to go to school. They stay there; they stay grounded, and they form a really close-knit community.

Case 3: Joshua

Joshua is a 30-year-old White male participant with five years of teaching experience, whose path to teaching was through a master of art in teaching program. Joshua has a master's degree and has attended various professional developments and training on multiculturalism and diversity. He has experience traveling to and working with diverse individuals in destinations such as Europe, Asia, and South America. As it

relates to how Joshua describes his summer abroad experience, five unique themes arose:

(a) accepting differences, (b) persisting with inquiry, (c) discussing organically, (d) learning reciprocally, and (e) learning non-traditionally. Refer to Table 9 for a summary of themes from Joshua's experience abroad.

Table 9

Summary of Themes from Joshua's Experience Abroad

Theme	Description	Significant Statement Examples
Accepting differences	Joshua discussed embracing differences.	"The reality of what I experienced in the classroom there was very different from what I was used to, but it wasn't necessarily bad; it was just different."
Persisting with inquiry	Joshua discussed the importance of seeking the "why" when presented with situations we don't understand.	"I think it [this experience] made me more willing to listen, and I think more importantly than listening is asking questions...pay attention to people who are of a different culture and do your best to understand that culture.... Meet people where they are at, finding a way to connect...."
Discussing organically	Joshua discussed the importance of having uninhibited student-led conversations in the classroom.	"One thing that I would like to work on and need to work on is just allowing space for conversation...stepping back and allowing conversation to happen, rather than trying to run the conversation...just see where the conversation goes...letting that organically happen...."
Learning reciprocally	Joshua discussed the idea of mutual learning—teacher learning from students and students from teachers.	"It was a wonderful experience, because the students got a chance to interact with us and our own material, and we were able to explain our history to them and use that history to illuminate their understanding of their own history."

(continued)

Theme	Description	Significant Statement Examples
Learning non-traditionally	Joshua discussed some elements of the school that would be considered non-traditional in U.S. schools.	“In Chile, religious education is mandatory....the protestant class stood out to me....it was very evangelistic....this definitely stretched some of my personal and professional ideas about separation of church and state....a lot of my colleagues...were very excited that something like that would be occurring in a school setting. It was interesting to see that divergence of perception.”

Joshua’s Culturally Responsive Insights: Pre-departure

Before the trip to Santiago, Chile, Joshua rated himself as a moderately culturally responsive educator. His experience working with diverse student learners included working with individuals from all over the world. Joshua mentioned that he is a world traveler, so he has much experience in working with people of different cultures and different backgrounds. He went on to say the he has learned to simply listen and understand why they ask the questions that they do, not to automatically assume they are being offensive by doing so. As it pertains to education and accommodating diverse learning, Joshua mentioned that he takes a research and discovery approach with his students, which includes a healthy dosage of technology integration. Joshua also mentioned the importance of giving his students choice when it comes differentiating his instruction. As for working with the lower-performing students, Joshua discussed working one on one with those students and finding alternatives to reach them.

When I inquired about his reason for choosing to participate in this study abroad opportunity, Joshua mentioned his love for traveling and his belief that becoming a part, for at least a little bit, of another culture is a good thing. He also mentioned that he was

interested in experiencing the educational system of another country and their unique approach to students and curriculum. In terms of trip expectations, Joshua stated that he was looking forward to simply coming into contact with diverse individuals and having one-on-one experiences with them. He also stated that he was looking forward to the opportunity to simply dig into the culture, the history, and working on his Spanish.

Joshua's Culturally Responsive Insights: Experiential Themes

Accepting differences. One unique theme that developed in Joshua's description of his experience abroad was *accepting differences*, which corresponds with his discovery of what different means as it relates to people, places, and systems. Joshua talked about how several of the methods utilized at the Chilean school were different, but not necessarily worse, than that of the U.S. schools. Joshua articulated,

American schools tend to be pretty orderly, pretty organized; whereas, depending on the teacher that you worked with (and I worked with three), in Chile, they were a lot more willing to just, I don't know what to say 'wing it....' That flexibility and that looseness, I think, might have contributed, or definitely contributed, to more of a discussion in the classrooms because their classroom management was relaxed, but kids seemed to know, at least in most cases, when they needed to shape up and do what they needed to do.

Persisting with inquiry. A second unique theme that developed in Joshua's description of his experience abroad was *persisting with inquiry*, which is a strategy he realized was quintessential in working with culturally and linguistically diverse individuals. He mentioned that exhausting every medium in an attempt to communicate with others was most essential. Joshua put into words,

It's especially important in the classroom because sometimes you're going to have kids that act in certain ways that don't necessarily make sense to you, or they respond to things in a way that might not make sense to you. So, inquiring as to, 'Okay, why did you do that?' I think is very important. Taking that time to really understand, okay, why they're doing this, or why they act that way, or what have you.

The lesson to be learned was that cultural sensitivity is important, and one has to remember that "different is not always bad, that it's just different."

Discussing organically. Another unique theme that developed in Joshua's description of his experience abroad was *discussing organically*, which related to him coming to the conclusion that there is much value in the student-centered classroom and in letting students lead the conversation. With the proper guidance, students can engage in meaningful conversations. Joshua expressed,

One thing that I would like to work on and need to work on is just allowing space for conversation...stepping back and allowing conversation to happen, rather than trying to run the conversation. Have a few well-placed questions, but otherwise, just let the conversation [happen], just see where the conversation goes.

Obviously, not letting it get off topic or too far into the weeds, but just letting that organically happen, rather than trying to orchestrate something.

Learning reciprocally. A fourth unique theme that developed in Joshua's description of his experience abroad was *learning reciprocally*, which alluded to the benefits of mutual learning. Joshua discussed the benefits that he witnessed not only when teachers brought their own knowledge and experience to the table, but also when

students brought theirs. Joshua also discussed the opportunities to learn from other teachers. Regarding his American counterpart in the classroom, he mentioned, “We got to learn from each other. The two Americans working together got to learn from one another...flexibility is important in this situation...” Joshua concluded that being flexible and learning from one another is key, especially in circumstances that are different than those expected.

Learning non-traditionally. A final unique theme that developed in Joshua’s description of his experience abroad was *learning non-traditionally*, which entails some of the seemingly unorthodox instructional practices. In this particular case, Joshua identified mandatory religious education as an unusual practice to him in a school setting. Even though students could choose from a catholic, protestant, or ethics course, the situation still appeared unique to him because of the nature of the courses. In one course (i.e., the protestant class), he shared,

The whole experience from walking into the class and singing worship music to this whole very evangelistic explanation of Jesus and of Christianity, and then at the end with this altar call, just threw me for a loop, both personally and professionally.

The experience forced Joshua to think about whether or not separation of church and state is a construct in Chile and how does that impact the educational system as a whole.

Case 4: Charity

Charity is a 44-year-old Black female with 16 years of teaching experience, whose path to teaching was through a traditional teacher certification program. Charity has a doctoral degree and has taken several courses on being culturally sensitive. She has

experience traveling to and interacting with diverse populations in destinations such as Panama, Mexico, Grand Cayman Island, the Bahamas, and Jamaica. As is relates to how Charity described her summer study abroad experience, five unique themes arose: (a) planning purposefully, (b) illuminating learning expectations, (c) learning comfortably, (d) maintaining efficiency, and (e) learning from experience. Refer to Table 10 for summary of themes from Charity's experience abroad.

Table 10

Summary of Themes from Charity's Experience Abroad

Theme	Description	Significant Statement Examples
Planning purposefully	Charity discussed the importance of having sacred planning time and being creative with student learning.	"They [teachers] had to achieve a certain amount of lessons and information [in a certain amount of time], so teachers are under a tremendous amount of pressure.... The planning was intense.... They talk about what's not working; they share information with each other, so common planning is a very precious thing."
Illuminating Learning expectations	Charity discussed the importance of having rigorous standards for learning even if there are barriers.	"Even in pre-K, the rigor that I saw in terms of the visuals, the singing, the teachers using different methods for the students to actually obtaining and learning the information was pretty unique."
Learning comfortably	Charity discussed the importance of students being comfortable in their learning environment.	"I noticed in the library when it was reading time that they had, instead of desks all over the library, what looked like bleachers.... The kids just laid across the steps during reading time. It was like whatever you feel like was comfortable, that's what you did."

(continued)

Theme	Description	Significant Statement Examples
Maintaining efficiency	Charity discussed the lack of a substitute system in the Chilean school and how teachers covered for one another.	“A lot of times, my teacher would lose his planning period because he had to go and sub for the other teacher, and that was rough...[they] would want him covering for someone who may not come back for a week...the department was it.”
Learning from experience	Charity discussed the philosophy that Chilean parents have about their children.	“In Chilean culture, they let their kids experience life and make their own decisions, and they just feel like when they bump their heads, we’re going to be there to catch them. He [host father] said, ‘By the time our kids go to college they’ve already done everything.’”

Charity’s Culturally Responsive Insights: Pre-departure

Before the trip to Santiago, Chile, Charity rated herself as a moderately culturally responsive educator. Her experience working with diverse student learners was varied. Charity made note of working with general education students, students who had learning disabilities, and English language learners. Charity also mentioned her own Panamanian family lineage and how her experiences traveling to Panama and being around her Panamanian family helps her be more culturally sensitive and understanding of some of the challenges individuals of different cultures face. As it relates to education, Charity commented on how she attempts to create a classroom environment in which students feel free and safe to be themselves. Charity also stated that her philosophy regarding students and differentiating instruction is that all students can learn, and if they are not learning, then it is time to go back to the drawing board and figure out why.

When I inquired about her reason for participating in this study abroad opportunity, Charity expressed that she wanted to learn something new about a different

education system outside of the U.S. She went on to express that she not only wanted to learn about it, but she wanted to experience it as well and take away strategies for working with culturally and linguistically diverse individuals. As it relates to trip expectations, Charity mentioned that she was really looking forward to observing what Chilean teachers are doing in Chilean classrooms—how they are assisting their own students and their own versions of culturally and linguistically diverse students. Lastly, Charity commented on her interest in seeing if the Chilean teachers have some of the same challenges that teachers have in the U.S.

Charity's Culturally Responsive Insights: Experiential Themes

Planning purposefully. One unique theme that developed in Charity's description of her experience abroad was *planning purposefully*, which alludes to the fact that teachers are bound by a curriculum with a very scripted scope and sequence, so teachers have to ensure that they are purposeful in their planning. Teachers must ensure what is supposed to be covered is covered and that creative learning opportunities are built within the requisite curriculum. As it related to having sacred planning time, Charity mentioned,

I think they have this [planning] meeting maybe once or twice, maybe once a week really, but it's very serious and everybody's invested in making sure that everyone's class rises, so to speak, in terms of their scores and things like that....Their hands are tied a little bit, though, because they have to follow strictly the information that's in the book, and so they have to be very creative about how to really give students an opportunity to learn the information another way....I

think [this experience] helped open my eyes up to really become more creative in terms of making learning more fun for my students, so it's not so mundane.

Illuminating learning expectations. A second unique theme that developed in Charity's description of her experience abroad was *illuminating learning expectations*, which includes the teachers ensuring that students have rigorous learning opportunities, can demonstrate their learning, and overcome the learning barriers that are placed before them. Charity talked about those expectations in U.S. classrooms and how they compare to the Chilean classroom. She stated,

I've found that in the U.S., although we have all the technology in the world, we lose the creativity that I was able to see among students [at the Chilean school]. It's one thing to memorize the information, but to demonstrate it was well...was really, for me, to me it as very vigorous.

I think that what I took from this is that [we should] push our students more, so that they can demonstrate what they learn. Our students are capable of doing well.... it's important for me to recognize that they're capable of learning...I need to be willing to modify my instructions, so that they can learn.

Learning comfortable. Another unique theme that developed in Charity's description of her experience abroad was *learning comfortably*, which speaks to students' choice in learning in the environment most comfortable for them. Charity spoke about the seemingly unorthodox arrangement in many of the learning spaces in the Chilean school. What seemed to be disorder and chaos was actually students learning in their natural habitats. Charity discussed,

As long as they were listening, they were just intensely listening, it was just like, 'It's reading time. Oh my God.' They were so excited, which most little kids would be, but the fact they were able to choose how they chose to pay attention was really nice. They were able to select, okay, if I want to sit up, if I want to lay down I can.... That is allowing students to take in information the way they feel is best for their learning style already, without calling it whatever you want to call it, verbal, hands-on, kinesthetic, whatever.

Maintaining efficiency. A fourth unique theme that developed in Charity's description of her experience abroad was *maintaining efficiency*, which correlates with how the teachers had to cover for another in the event of an absence. Even though each teacher had their own set of pressures for teaching their own class and having to get their students to perform well, they were also responsible for their counterparts. Charity mentioned,

A lot of times, my teacher would lose his planning period because he had to go and sub for the other teacher, and that was rough...[they] would want him covering for someone who may not come back for a week, and the department was it. They just fill you in on that person's schedule and then you had the pressure of going to teach that class, the same rigor and the whole nine yards, ready or not you had to do it.

This re-emphasized the importance of planning and collaborating with one another. Not only were teachers required to maintain efficiency, but they had to also maintain effectiveness.

Learning from experience. A final unique theme that developed in Charity's description of her experience abroad was *learning from experience*, which refers to what she gathered as parents' philosophies regarding rearing their children and preparing them for adulthood. Charity explained that in Chile parents are not very protective of their kids. They allow them to travel and live abroad at young age and much more. They serve more as guides for their children. Charity said, "We [the U.S.] shelter our children to be home to a certain age. We try to protect them from everything under the sun...drugs, sex, and so forth, and basically when they go to college they go crazy." In the Chilean culture, it is the complete opposite. Parents expose their children to much more, and they are there to answer any questions their children may have provide guidance for them. Charity went on to say,

Not that they condone it [the actions of their children], but it's kind of like what did you learn from that? Is that how you want to feel? Do you want to be hung over the next day? You're dating this girl? Do you want to have this pregnancy scare? When they go to college, they're more settled at that point.

Common Themes

Each participant was treated as an individual unique case with a unique set of themes. However, there were some common themes present across the four cases. The themes that some or all the participants had in common: (a) allowing lax environments/leniency, (b) being the auxiliary support, (c) owning the instruction, (d) discussing worldly issues, (e) recognizing the vision, (f) preparing the instruction, and (g) interacting positively with others. Refer to Table 11 for a summary of themes from all the participants' experience abroad.

Table 11

Summary of Common Themes from All Participants' Experience Abroad

Theme	Description	Significant Statement Examples
Allowing lax environments/leniency	The participants discussed lax environment and leniency teachers provided for students.	"Any American administrator giving an observation in the Chilean class, I'm pretty sure the teacher would come out as ineffective instantly. You've got kids walking around...in the back making coffee.... It's more like a peace treaty...you're going to be cool, and I'm going to be cool."
Being the auxiliary support	The participants discussed their own roles in the Chilean classrooms.	"As far as actual co-teaching, that didn't really happen. It was more like...I don't know...being an auxiliary, or helping to facilitate things." "I basically went in there and played bad cop for the first week and a half...."
Owning the instruction	The participants discussed the opportunities they had to plan and deliver their own lessons.	"There wasn't much differentiation...I would work those small groups without her [Chilean teacher] direct instruction because it's a need that I thought was there. Then, I just started doing stuff on my own and saying, 'Oh, I brought this. Let me see how your students would use this.' I would come with tangible things...."
Discussing worldly issues	The participants discussed the way Chilean teachers approached societal issues.	"They address it [societal issues]. The next day after the Orlando shootings...every teacher addressed it, and they went in and were just talking about gay rights and caring about one another and how horrible it was...social equality."

(continued)

Theme	Description	Significant Statement Examples
Recognizing the vision	The participants discussed the vision of the Chilean school.	“I think that’s the overarching mission, is to create well-rounded students, who are well-educated, and who also speaks English.”
Preparing the instruction	The participants discussed the process teachers underwent and the resources used to prepare lessons.	“The people who make the standardized tests also make the textbooks. By that same token, the entire school, every social studies class is working on the same thing in the same form from 6 th grade to 12 th grade. It’s just different levels of it.”
Interacting positively with others	The participants discussed the interactions they had with various individuals, including their host families.	“The Chilean people love to celebrate. They’re very jovial, just gregarious people. They welcome everybody with open arms no matter who you are...they don’t care who you are...”

Allowing Lax Environment/Leniency

One common theme that developed in the participants’ description of their experience abroad was *allowing lax environments/leniency*, which makes reference to minimal structure and forgiving nature of the Chilean classroom. All of the participants made mention to how relaxed the environment was in the Chilean school and how lenient their teachers and administrators were towards students. Roman stated,

It’s relaxed...they just kind of do whatever they want. The kids kind of run wild, and that’s not just one or two teachers. That’s the entire school....they don’t have much classroom discipline....but they respect their teacher. With the leniency they have...they don’t have the need to rebel. Like you don’t see kids going off on teachers. You don’t see kids trying to fight...

Angel shared similar sentiments. She expressed,

The children have lots of breaks during the school day. In the morning, they're running around. They seemed to be a little unsupervised, I mean, as opposed to the U.S. where you [teachers] will have specific posts to be on, and you're here and there. Even the conversations in the classroom are a little bit lax.

Concerning the transition time at the Chilean school, Joshua added,

The bells don't really mean too much. Kids are in one moment actively playing on their phones, and in the next, they're having this deep conversation about the Holocaust, or a deep conversation about civil rights, and they transition almost seamlessly between all of that.

Lastly, Charity expressed,

Students have a lot more freedom. Students are allowed to hang out in the courtyard. Their music time, for example, is you just pull out your instrument, and you just go outside in the courtyard and played music. Nobody's harassing you about what are you're doing, how long are you here....in the classroom, students are able to use their cell phones on a regular basis. It's like part of the culture.

Being the Auxiliary Support

A second common theme that developed in the participants' description of their experience abroad was *being the auxiliary support*, which calls attention to how the participants viewed their roles alongside the Chilean teachers—some as disciplinarians and some as individuals who conducted pull outs and individual instruction with students. Although none of the participants were truly being co-teachers with their Chilean counterparts, many of them had either appointed or self-appointed roles in the classroom. Roman declared,

I basically went in there and played bad cop for the first week and a half because the kids...were just getting up out of their chair, not raising their hand, talking without permission, throwing stuff. I basically sat back there and was a disciplinarian for a while because they're [the students] not used to hearing a 32-year-old Black man being like 'be quiet.'

Angel added to the discussion by adding,

Initially, I just watched her [the Chilean teacher] teaching for maybe like the first few hours of the day, and then I started working with students individually who I felt were being left out...there was a very direct style of teaching. There wasn't much differentiation.

Joshua affirmed that

As observers, sometimes we got to work with the teacher, as far as facilitating discussion. We got to facilitate discussion a fair amount. I felt more like a student teacher, like I'm in the classroom, and I'm doing my thing in correlation or conjunction with them, but not, per se, teaching alongside them.

Charity concluded with,

I was actually given the task of helping with classroom management. I also was responsible for making sure that I gave one-on-one individualized assistance, which was really nice because we never get a chance to do that in the public schools [in the U.S.].

Owning the Instruction

Another common theme that developed in the participants' description of their experience abroad was *owning the instruction*, which pertains to the participants'

opportunity take the reins, design, and implement their own instruction. Most of the participants shared that they were given the opportunity teach their Chilean students.

Roman mentioned,

Daphne [my Chilean counterpart] said that she wanted me to plan the next lesson, that was the Greek mythology thing. She didn't give me any guidelines. Actually, I brainstormed with some of the kids in class. They don't usually do a lot of projects, so that was the first thing I wanted to do. I was like 'I'm going to give you all a break from paper and pencil.'

Angel stated,

I just started doing stuff on my own. I would come with tangible things, so they could see as opposed to waiting for the time for them to allow me to plan something, so I would use what was already being taught and then create something either at the house or in the library. I did that maybe only about three times, that I take her actual material home and plan something and do like full-fledged science lessons.

Concerning his opportunity to own the instruction, Joshua concluded with,

When we were allowed to teach, we were given complete latitude to do whatever we needed to do, which was nice. We could ask the questions we needed to ask. We could adapt whatever we needed to adapt, so that was a good thing.

Discussing World Issues

Another common theme that developed in the participant's description of their experience abroad was *discussing world issues*, which alludes to how the Chilean teachers addressed and taught their students to approach societal influences and

inequities. Most of the participants addressed issues outside of Chile—more worldly issues. Roman remarked on his experience with his Chilean counterpart,

They address it [societal issues]. They teach justice. They teach them to stand up for what's right. We were talking about the civil war in one class, and the teacher asked me to chime in...after I finished playing the civil war tune, the kids literally dropped their faces. They were so sad that I was Black and was growing up in America. They're very socially aware; they're compassionate. They [teachers] talk to them about it and show them good examples of how it should be.

Regarding the same topic, Angel stated,

While we were there [in Chile], there were like a couple of riots and protests because students were wanting free education at the universities. There were also some things in the news about labeling of their food products, like there's this new law that allows stickers of how [there are] too many calories or high in sugar and things to be put on the food labels, and there were differences of opinions within the school. There was a debate in a 7th grade class on whether it was affecting people psychologically...

Lastly, as it relates to societal issues, Joshua expressed,

Talking about them. What I discovered is that there's very little that's off-limits in the Chilean classroom. There was a point when we were talking about civil rights and human rights, where they're talking about the right to have an abortion and the death penalty, topics that we might shy away from in an American classroom, or topics that I was surprised to hear discussed in a very conservative, Catholic country. I think the major way that teachers in Chile prepared their students for

that sort of thing is just by talking about it. ‘This is what it is. This is how it is.

This is what we deal with. Now, how do we combat this? How do we welcome?

How do we make sure that everyone’s rights are protected?’

Recognizing the Vision

A fifth common theme that developed in the participants’ description of their experience abroad was *recognizing the vision*, which refers to participants being able determine the mission or vision of the school whether it is explicit or implicit. All participants mentioned that the school had an implied vision based on where the emphasis was placed. Per Roman, “I guess the same mission of every school...to assure excellence of students.” Angel mentioned,

They just seemed to want to have well-rounded students who do well in academics and who do well in social and personal interactions.... The students are just really well-rounded because everybody has to take music. Everybody has to take art. Everybody has to take a religion course of some sort. There’s gym. There’s yoga. There’s gymnastic. There’s soccer, football, basketball. There’s something for everybody and almost all of the students are involved.

Joshua expressed that

The underlying emphasis is English education, bilingual education....you walk in, and all the elementary students are learning English. In middle school, there’s a transition and everything becomes taught in Spanish, except for English....by the time they [the students] are in middle school, their English is really good, as a rule.

Charity ended with “Students will be proficient in English. That was an absolute hands-down [goal]. You bring your child to this school, they will know English when they leave here.”

Preparing the Instruction

A sixth common theme that developed in the participants’ description of their experience abroad was *preparing the instruction*, which speaks of how the teachers went about preparing for the day-to-day instruction of their students. Most of the participants made mention of how there was a direct correlation between the curriculum and the assessments—that the textbook/curriculum manufacturers were also responsible for making the assessments. As a result, it appeared that the planning for instruction was not very structured. As it relates to planning time, Roman stated,

They were grading papers, or they’d be on the computer trying to find this worksheet, or they’d be finding out what page they’re going to do. It was like not as structured as our lesson planning system is today....the people who makes the standardized test also makes the textbook.

Joshua elaborated by saying,

Something I wondered about, and asked about a little was, is seeming to be not prepared....for me, in the U.S., I’m preparing a PowerPoint, or I’ve got things that my students need to read, or I’ve printed things out. There’s little of that in Chile, but I think part of that is also what they have access to, what they’re able to do, or the way they decide to run their class....they seemed to follow in that whole relaxed idea that they had.

Charity followed up with,

Our students take the SAT and obviously, the College Board has practice books, but they don't really have a curriculum that you can teach in the classroom that has a textbook that is written by the College Board. In this case, they actually had a full-blown curriculum by the same people who provides the actual assessment.

Interacting Positively with Others

A final common theme that developed in the participants' description of their experience abroad was *interacting positively with others*, which refers to positive encounters each participant experienced during his or her time abroad in Chile. All of the participants had remarks indicating the positive interactions and the warm and welcoming atmosphere that came with this experience. Roman expressed,

I absolutely loved my host family.... They made sure that I saw the country of Chile.... They made sure I had a good time.... The Chilean people love to celebrate. They're very jovial, just gregarious people. They're very just happy people.... They're very trusting people.... I guess it [this experience] opened me up to new experiences, maybe, with people like I guess being more caring, open and caring towards people...

Angel shared,

When I got into the home [of the host family], it was very, very warm. They were very excited to see me. They knew a lot about me because we had to fill out those profiles....they knew every little thing that I had written in there, so they were really well-informed about who they were letting into their home, which is a good thing....[They were] an amazing family...absolutely amazing.

Joshua declared,

The big thing, when I first got to Chile, that freaked me out was women...it was expected that you would kiss a woman on the cheek when you were parting company. They would offer their cheek, and it was a simple kiss on the cheek, and we move on about our day....the thing is that everyone across South America is so friendly and welcoming, and willing to help, and willing to listen to you butcher their language, and try to help, and try to fix things, and try to make your stay as good as possible, because at the end of the day, what they really want is for you to take away a good view of their country.

Charity ended with, "I was treated like family. For the most part, I think the thing that stuck out to me the most, Hykeem, was the father insisted, as part of the family's culture, that everyone ate dinner together every day." Charity also expressed the warm environment created by her host teacher. She stated,

He was very friendly, very open, very welcoming.... [He] made me feel as part of the class right away.... It wasn't like you're coming into my space. It was more like the appreciation of another professional coming in to provide assistance. That was really nice. That was my experience for the most part.

Integrated Meta-synthesis

Academic skills and concepts. The first marker of culturally relevant education posits that the culturally responsive educator is intentional in using various constructivist methods in order to connect students' cultural referents to the academic skills and concepts presented to students (Dover, 2013). This suggests that students learn best when they are able to have opportunities in which they construct their own meaning in the learning process and to connect their own culture to what is being taught in the

classroom. This occurred frequently when the participants described their experiences with working with culturally and linguistically diverse students both before and during the study abroad experience. The participants made an effort to have aspects of different cultures represented in various instructional activities.

Critical reflection. The second marker of culturally relevant education asserts that the culturally responsive educator is intentional in requiring that students take part in critical reflection about their own lives and societies in which they surround themselves. Critical reflection opportunities should arise through curriculum designed specifically to include all represented cultures (Dover, 2013). This marker indicates that students would benefit in having an opportunity to critically reflect on their own lives and societies. In doing so, students can become more comfortable with their own truths and their own experiences and be able to speak confidently with their peers and analyze and validate the experiences of the other various cultures represented in the classroom. Many of the participants in this study either engaged themselves in critical reflection or engaged their students.

Cultural competence. The third marker of culturally relevant education states that the culturally responsive educator is intentional in facilitating opportunities in which students can have the chance to learn about diverse cultures, including their own, developing pride in all cultures and growing more culturally competent (Dover, 2013). This supports the assertion that there are many benefits for both students and teachers when granted the time and space to learn about cultures other than their own. This experience has the potential to break through stereotypes, misconceptions, and biases concerning various groups. With those barriers lowered, a sense of unity and

inclusiveness can be instilled, which will only enhance the learning process and environment. Being in Chile, it was easy for the participants to have students learning about the different cultures presented. The Chileans shared information about their culture from their perspectives. The Americans did the same for their culture, and the Argentines and any other represented cultures did the same.

Critique of discourse of power. The fourth and final marker of culturally relevant education submits that the culturally responsive educator is intentional in confronting oppressive systems both inside and outside of the classroom in order to ensure social justice prevails (Dover, 2013). This supports the claim that teachers should always stand up for what is right, take moral high grounds and teach their students to take critical and active stances as well. Teachers should be advocating for their students and fighting to see change with the decision makers, as it relates to ensuring students' opportunity and achievements gaps are closed. Participants of this study shared examples that focused more on the societal systems in place outside of the classroom and ensuring that individuals are treated with decency in a socially-just manner.

Markers of Culturally Relevant Education in Participants' Experiences

Experiences of Roman. Before the summer abroad experience, Roman rated himself as moderately culturally responsive. This is evident in some of the markers he displayed as a culturally relevant and responsive educator. Roman mentioned that some of his practices as a teacher are teaching his students tolerance, how to respect one another, and how it is okay to have different opinions. He also gives his students opportunities to ask their classmates about their native countries and make comparisons to their own. In essence, Roman facilitates his students' cultural competence. Roman also

takes every opportunity to better acquaint his students to different cultures by integrating cultural events such as Cinco de Mayo and Dia de los Muertos. With these type of practices, he helps students connect their cultural references to academic skills and concepts.

At the conclusion of the summer abroad experience, Roman maintained his self-rating of moderately culturally responsive. He continued to share experiences that reflected various aspects of cultural responsiveness. During the time he spent engaging in the Chilean culture, the power of positive thinking is something he learned and attributed to the Chilean culture. This occurrence represents Roman growing more culturally competent as a result of his experience. Roman mentioned several aspects of this experience that exemplifies engaging in critical reflection. He reflected on how U.S. teachers have been trained to not really be hands-on with students and to keep a safe distance, yet his time in Chile showed him that teachers still have an impact on kids' lives outside of the curriculum. He also reflected on the American school system as a whole—how the U.S. could potentially rethink its practices to increase student success. Lastly, Roman remarked on how teachers facilitate students' unmasking of oppressive systems through the critique of discourses of power. He shared his experience in witnessing teachers talking to students about taking critical and active stances and modeling appropriate behavior as it relates to unmasking and unmaking oppressive systems.

Experiences of Angel. Before the summer abroad experience, Angel rated herself as moderately culturally responsive. This is evident in some of the markers she displayed as a culturally relevant and responsive educator. Angel spoke about her experiences as a classroom teacher of many students whose families are of diverse backgrounds. She

talked about how she was intentional in building a rapport with her students and their families and learning how to communicate with them and see what they valued as a family unit. Essentially, Angel facilitated her students' cultural competence. Lastly, she discussed her experiences with having her students study different cultures and share their findings. She spoke about how not only did her students learn from one another, they became more reflective—more accepting and more reflective of themselves, to include people and to know a little more about themselves. She wanted to make sure that students are aware of their differences and that they all embrace their differences and similarities. Angel engaged her students in critical reflection about their own lives and provided them with opportunities to engage in curriculum and activities that represented all cultures.

At the conclusion of the summer abroad experience, Angel rated herself as highly culturally responsive. She continued to share experiences that reflected aspects of culturally relevant education. She discussed her reflections on interacting with people of a different culture, indicating the importance of knowing the good and knowing the bad, but not letting it form your opinions about individuals until you have experienced and worked with them first hand. She further declared that you never know how people will react to who you are. Angel also reflected on the educational practices of Chilean schools and wondered how they ranked in comparison to U.S. schools, as she did not notice much differentiating for students and student-led teaching during her experience. This was another occasion in which Angel engaged in critical reflection. Lastly, Angel mentioned the classes she worked with debating several societal issues as a means to engage in the critique of discourse and power.

Experiences of Joshua. Before the summer abroad experience, Joshua rated himself as moderately culturally responsive. This is evident in some of the markers displayed as a culturally relevant and responsive educator. Joshua alluded to working with Israeli students about certain procedures in their native countries (e.g., lock down or shelter-in-place drills) and comparing them to how those same procedures are carried out here in the U.S. Joshua also alluded to learning that when things happen in a different culture to not get upset about it, instead simply ask questions and infer that whatever is happening is not odd for that particular culture. He believed that constant reassessment is needed, and that it is a matter of being flexible and listening to your students when they communicate what is working and what is not. These experiences are example of Joshua being critically reflective or engaging his students in critical reflection. Cultural competence was also being facilitated, as Joshua also expressed that when we are open-minded, we are open to those of different backgrounds. Whatever feeling we might have about a group, they are put into context when we are open-minded. It is important for students and their background to be exposed to other students who do not view the world as they do. He often attempted to expose his students to other diverse students.

At the conclusion of the summer abroad experience, Joshua rated himself as highly culturally responsive. He continued to share experiences that reflected various aspects of culturally relevant education. He touched on how he thinks the experience made him more willing to listen, and more importantly, listening to ask questions. He asserted that when students act in a way that doesn't make sense to you, or they respond in a way that is odd to you, inquiring why goes a long way. Joshua also spoke of being culturally sensitive and gaining an understanding that different is not always bad, just

different. Each of these experiences are indicators of critical reflection. Joshua also mentioned instances in which students' cultural references were connected to academic skills and concepts. Some of the activities included: discussions comparing the way things are done in Chile versus the way they are done in the U.S. and the mandatory religious or ethics education courses that were evangelistic in nature and ended in an altar call.

Experiences of Charity. Before the summer abroad experience, Charity rated herself as moderately culturally responsive. This is evident in some of the markers she displayed as a culturally relevant and responsive educator. Charity engaged in critical reflection about how she tries to address her students from a cultural perspective as well as try to connect to them in terms of just where they are and who they are. Charity thinks that students need to be given a voice of their own, flexibility, and an opportunity to think about what is important to them. Critical reflection is the aspect of cultural responsiveness that is apparent in the aforementioned experiences. Charity mentioned how important it is for her to make sure to try and infuse the curriculum with more diversity—essentially developing bridges and connecting students' cultural references to academic skills and concepts. Lastly, Charity discussed that as students are interacting with other students from diverse backgrounds, she takes the time to address any poor interactions and things that everyone needs to understand and dialogue about, thus facilitating students' cultural competence.

At the conclusion of the summer abroad experience, Charity rated herself as highly culturally responsive. She continued to share experiences that reflect aspects of culturally relevant education. Charity reflected on her belief that all children can learn,

but they need to be challenged to their highest potential without looking so much at the data, but just believing that with the right instructional methods and considering unique cultures, all students can learn. At the end of the day, Charity made clear that the experience challenged her mostly to make learning more engaging, which requires students having to demonstrate their work. Lastly, this experience caused her to question what she is, what she is not, what she did last year as a teacher, and what she wants to change.

CHAPTER V

Summary, Implications, and Recommendations

It is increasingly apparent that our school communities are becoming more culturally diverse, but we have a lack of teachers who are trained to be culturally responsive educators and who can help provide a culturally relevant education to the students who walk in and out of their classrooms on a daily basis. There is a need for more opportunities in teacher preparation programs for pre-service teachers to learn more about being culturally responsive educators. There is also a great need for on-going professional development opportunities on being culturally responsive educators for in-service teachers so that they may better meet the needs of their culturally and linguistically diverse students. Studying abroad is one way in-service teachers can get experience in working with culturally and linguistically diverse individuals. The present study focused on the described experiences of four in-service teachers on a study abroad experience in Santiago, Chile, where they were paired with Chilean teachers in a Chilean school and worked with students in that school. Specifically, this study addressed the aspects of cultural responsiveness that were reflected in their experiences and how might their experience influence their teaching and cultural responsiveness in U.S. classrooms.

Summary of Method

Two central research questions were applied in this study: (a) How do select U.S. in-service teachers describe their summer study abroad experience in Chile? and (b) What aspects of cultural responsiveness are reflected in their described experiences? To select the four participants for this study, I employed criterion sampling and convenience sampling techniques. A pre-trip interview protocol, post-trip interview protocol, blog

questions, and a demographic questionnaire were developed to collect data from the participants. The interview protocols were tested on a sample similar to the actual participants, and I made modifications to the interview protocols accordingly. After the data were collected, the interviews were transcribed through a transcription service and checked for accuracy. Then, I employed first and second cycle coding, developed clusters of meanings, and themed the data. The analysis of the data was an iterative process. In this section, I will present a summary of the findings, address the implications of the findings, and offer insight that may serve as a guide for future research on the topic.

Summary of Findings

Research question # 1: How do select U.S. in-service teachers describe their summer study abroad experience? The first participant, Roman, discussed the idea of *admiring genuinely*. He discussed this idea in the context of one of the most significant take-a-ways he took from his time abroad. Roman explained that even though the students appeared to not be phased by what the Chilean teachers would say to them, in terms of giving directives, he noticed that the students really loved and cared for their teachers—that they had a genuine admiration for them. The second idea that Roman conversed about was *intermitting frequently*. He spoke about this idea in the context of the way students engaged and interacted with one another on a day-to-day basis. Roman highlighted that the school day was interrupted by several breaks for students. Students had the opportunity to take a mental break every 45 minutes or so between instruction. Another idea that Roman mentioned was *teaching traditionally*. He spoke on this concept in the context of teacher preparation and collaboration practices. In Roman’s experience with his Chilean host teacher, she had a more traditional style of teaching, which aligned

to his own preferred styled of teaching. This means his teacher relied more on lecture as a teaching strategy, and there was very minimal technology integration. An additional idea that Roman conversed about was *transitioning challenges*. This speaks to the very idea of perceived challenges of the teachers. Roman elaborated on how transitioning from one class to another was a challenge for teachers, as they moved from classroom to classroom with their supplies and materials, and students stayed put. Lastly, Roman talked about the idea of *developing social skills*. This idea is directly related to the implied mission the school and teachers had for their students. Roman explained the school personnel had a vested interest in developing their social skills. In fact, social skills activities were often embedded within the lesson.

The second participant, Angel, discussed the idea of *keeping an open mind*. She discussed this idea in the context of one of the things that she held on to mentally once she arrived in Chile and began to interact with her host family, the Chilean teachers, students, and citizens. Angel explained that it was important to her to approach this situation with a blank slate. Instead of generalizing about the country or people, she felt it was important to wait to form her opinions about individuals once she met and interacted with them. The second idea that Angel conversed about was *communicating with persistence*. She spoke about this idea in the context of interacting with students in the classroom when there are barriers that are present (e.g., learning barrier, cultural barrier, or language barrier). Angel highlighted that no matter what the hurdle or obstacle may be in terms of communicating with a child, there is always a way around it; there is always a way to break through with communication. The key is to keep persisting in one's effort. Another idea that Angel mentioned was *modeling best practices*. She spoke on this

concept in the context of collaboration practices and her role a co-teacher in the Chilean classroom. In Angel's experience with her Chilean host teacher, she was not really invited to be a co-teacher. Whenever she would have an idea on how to do something differently, the host teacher simply listened, but never implemented it. Angel eventually learned that she had to show and not simply tell her host teacher her ideas for them to be implemented. An additional idea that Angel conversed about was *outlining student success*. This speaks to the very idea of how teachers planned for their students and how they measured their students' success. Angel elaborated on how teachers do a lot of vertical planning, so that they can have a better idea of what the students lack from the past years and where they are expected to know in the upcoming years. Also, the students' success is dependent on how he or she does on individual assignments and not just standardized tests. Lastly, Angel talked about the idea of *strengthening personal relationships*. This idea is directly related to the implied mission the school and teachers had for their students. Angel explained that the school, teachers, and administrators emphasized good personal relationships among themselves and the community in general.

The third participant, Joshua, discussed the idea of *accepting differences*. He, too, discussed this idea in the context of the lens he put on when he first arrived in Chile and began to interact with his Argentine host family and his Chilean host teacher and students. Joshua explained that the things that he started to experience during his time in Chile were quite different from what he was used to; however, those experiences were not necessarily bad. They were simply different. He explained that it was important to accept those differences for what they were and move on. The second idea that Joshua

conversed about was *persisting with inquiry*. He spoke about this idea in the context of the teacher interacting with students during instruction, especially with students who are linguistically diverse. Joshua highlighted that in the times where students are reacting, behaviorally, in ways that make little sense to you or if they are responding and, verbally, they make little sense to you, you should listen and begin asking questions. If you are always in search of the “why,” you begin to better understand and make progress with your students. Another idea that Joshua mentioned was *discussing organically*. He spoke on this concept in the context of teacher preparing instructional opportunities for their students. In Joshua’s experience with his Chilean host teacher, he reflected on his desire to create more opportunities in class where he can just stand back and allow for organic discussion to unfold in his classroom among the students. He saw this design to be more beneficial for his students rather than him trying to run the conversation as the teacher. An additional idea that Joshua conversed about was *learning reciprocally*. This speaks to the very idea of student interactions and collaborating with one’s peers. Joshua elaborated on the advantages he experienced with letting his students have a large role in classroom instruction and co-teaching with one of his American colleagues. Everyone was able to learn things from one another and grow more culturally competent through these learning experiences. Lastly, Joshua talked about the idea of *learning nontraditionally*. This idea is directly related to some of the personal and professional challenges with the seemingly unorthodox instructional practices that he experienced during his time in Chile. Joshua explained his encounter with the religious education courses at the Chilean school. The instance that was most shocking to him is when there was an altar call at the

end of each protestant class. This experience stretched him both personally and professionally.

The fourth and final participant, Charity, discussed the idea of *planning purposefully*. She discussed this idea in the context of preparing for her students instructionally. Charity explained that since the Chilean teachers had a tight scope and sequence and had to cover a certain amount of material by a certain time, it was important to have sacred planning time to discuss what should occur. It was also important to build in creative learning opportunities for students with a very structured and scripted curriculum. The second idea that Charity conversed about was *illuminating learning expectations*. She also spoke about this idea in the context of planning instruction and interacting with students in the classroom, including addressing any barriers present. Charity highlighted that despite whatever obstacle may be present for students, they are still capable of learning. Teachers simply need to be more willing to set the expectations and modify their instruction, so that students can learn, while maintaining rigorous learning opportunities and students demonstrating their learning. Another idea that Charity mentioned was *learning comfortably*. She spoke on this concept in the context of student interactions in the classroom during the learning experience. In Charity's experience with her Chilean host teacher, the students were able to create an environment for themselves that was most comfortable for them. Whether they wanted to lay on the floor with a pillow or stand, it was allowed. So, the focus was not so much on catering to each individual student's learning style, but instead, catering to their preferred atmosphere for learning. An additional idea that Charity conversed about was *maintaining efficiency*. This speaks to the very idea of perceived teacher

challenges. Charity elaborated on the system in place when a teacher was absent. Because there is no substitute system, teachers are expected to cover for their colleagues during their conference periods, no matter the length of time the teacher is out. While this maintains the efficiency of the school, it takes a toll on how effective teachers can be. Lastly, Charity talked about the idea of *learning from experience*. This idea is directly related to how children are viewed in the eye of society. Parents allow their children to experience the world and make mistakes, but they are there to provide guidance when needed. They are of the belief that, through this method, children are more likely to be settled when they are on their own.

In comparing the four individual cases, there were some ideas that most, if not all, participants had in common. The first idea was *allowing lax environments/leniency*. All the participants made note of the lax environment of the Chilean school as they described their experience. Participants mentioned several observations they made regarding students, including being on their phones when they want to be, having food and drinks in the classroom, not having a bell to signify the start and end of class, creating their preferred learning environment, and having lax discipline consequences. The second idea was *being the auxiliary support*. All the participants mentioned their role in the classroom with their host teachers being something other than a co-teacher. The participants described their roles as more of an auxiliary support role. They did things such as serve as the disciplinarian, observe students and provide one-on-one instruction, and sit in the planning sessions. The third idea was *owning the instruction*. Most of the participants commented on a time in which their host teachers allowed them to teach the class. The participants remarked on the opportunity they had to show the students and the teachers

something different as it relates to instruction. The participants were able to engage the students in a different way than they are used to and learn from one another, thus increasing their cultural competency. Another idea was *discussing worldly issues*. Most of the participants identified approaches Chilean teachers took to address societal issues and inequities that were present. These participants made note of their host teachers discussing or conducting discussion-related activities regarding addressing societal issues and taking critical and active stances against inequities. A different idea was *recognizing the vision*. All the participants recognized an implicit vision of the Chilean school based on what they saw occurring and what the teachers and administrators placed emphasis on. The participants made note that the implied vision of the school was to produce well-rounded students who are proficient in English. The sixth idea was *preparing for instruction*. Most of the participants described the process of preparing for instruction to be lax in terms of requirements for instructional delivery. The participants mentioned that even though teachers meet and talk about what is next on the scope and sequence, there is not much structure in terms of how the concepts must be taught and what instructional tools and strategies will be implemented. The teachers simply utilized the curriculum provided to them by the textbook and assessment creators. The last idea was *interacting positively with others*. All participants addressed the positive interactions that they had with their host families, individuals they encounter at the Chilean school, and the citizens they encountered during their free time. Overall, participants characterized the people of Chile as warm and welcoming.

Research question # 2: What aspects of cultural responsiveness are reflected in their described experiences? The first participant, Roman, discussed his experiences

in the classroom and working with culturally and linguistically diverse students prior to his summer abroad trip in Chile. The facilitation of his students' cultural competence was one aspect of cultural responsiveness that Roman exhibited. One way he did so was by teaching tolerance and respect for one another to his students and that it is fine to have different opinions. Another way Roman facilitated his students' cultural competence was by giving his students opportunities to ask their classmates about their native countries and to make comparisons. Lastly, Roman, connected students' cultural references to academic skills and concepts. He completed this task by getting students to be open to more and different cultures—including activities such as Cinco de Mayo and forth.

Roman also discussed his experiences with working with culturally and linguistically diverse students while on the study abroad trip. Engaging in critical reflection was the primary aspect of cultural responsiveness that Roman shared. Roman reflected on the fact that in the U.S. we have been so hands-off in terms of reaching out to our students and molding them. However, in Chile, teachers are very much hands-on. He mentioned that this experience showed him that teachers still have impact on kids' lives outside of the curriculum. Roman also reflected on the instructional practices in the U.S. versus the instructional practices in Chile and how the U.S. can learn from Chile. Critique and discourse of power was also cited in Roman's experiences.

The second participant, Angel, also discussed her experiences in the classroom and working with culturally and linguistically diverse students prior to her summer abroad trip in Chile. Angel experiences also included the facilitation of cultural competence as the dominant aspect of cultural responsiveness. Angel recalled working with her second grade gifted and talented students and their parents whose origins were

from all over the world and how everyone had to get to know one another and learn one another's culture to get rid of the biases, prejudices, and misconceptions each group has about another. She spoke about the importance of building rapport with families and children and learning how to communicate with them and see what they valued. The goal was to make sure that all students were aware of the differences and similarities of themselves and their peers and embrace those differences and similarities.

Angel also discussed her experiences with working with culturally and linguistically diverse students while on the study abroad trip. Once again, engaging in critical reflection was the primary aspect of cultural responsiveness in which Angel engaged. Angel spoke about first arriving in Chile and starting to meet different people and how she immediately started to form opinions, but she had to remember to keep an open mind. She talked about dealing with things that may seem unnatural or foreign to you. She discussed how you must simply try to learn about them—know the good and the bad, but do not let it form your opinions so quickly. Angel also reflected on the instructional practices in the U.S. versus the instructional practices in Chile and how the U.S. can learn from Chile

The third participant, Joshua, like the first two participants, discussed his experiences in the classroom and working with culturally and linguistically diverse students prior to his summer abroad trip in Chile. The most common aspect of cultural responsiveness that was reflected in Joshua's experience was engaging in critical reflection. Joshua reflected on working with an Israeli student once and comparing how the two cultures differed and how were they the same in terms of some standard practices. This experience caused him to reflect and learn that when things happen in a

different culture to not get upset or confused by them. Simply inquiring about said things and inferring that the cultural differences are not odd will help in the end. Joshua's reflection also indicated the need for a constant needs assessment and asking them what worked for them and what did not. Joshua also facilitated his students' cultural competence.

Joshua, just like the first two participants, also discussed his experiences with working with culturally and linguistically diverse students while on the study abroad trip. Once more, the most common aspect of cultural responsiveness that was reflected in Joshua's experience was engaging in critical reflection. During his critical reflection, Joshua came to the following conclusions: (a) the willingness to listen and ask questions for clarification in the best way to address culturally and linguistically diverse students; (b) it is important to become more culturally sensitive and gain an understanding that different is not necessarily bad, just different; and (c) stepping back and allowing classroom conversations to happen organically among the students instead of forcing them to occur is a great benefit to students. Joshua also experienced or was a part of connecting students' cultural references to academic skills and concepts within the classroom.

The fourth and final participant, Charity, discussed her experiences in the classroom and working with culturally and linguistically diverse students prior to her summer abroad trip in Chile. Of the four markers of cultural responsiveness, engaging in critical reflection was the most prominent one in Charity's described pre-trip experiences. During Charity's reflection, she discussed how she gives her students flexibility in their learning as long as they are making an attempt to learn. She also spoke about the

importance of giving students a voice and choice to communicate what is important to them during the learning process. As a part of Charity's reflection, she also mentioned how cultural sensitivity should be included in teachers' evaluations, so that they would pay more attention to the idea and practice of being more culturally sensitive in the classroom. Charity also discussed connecting students' cultural references to academic skills and concepts and facilitating students' cultural competence.

Lastly, Charity also discussed her experiences with working with culturally and linguistically diverse students while on the study abroad trip. Of the aspects of cultural responsiveness, engaging in critical reflection was the most pervasive in Charity's description of her time in Chile. Charity reflected on the Chilean students being able to do whatever necessary to ensure their learning environment is most comfortable for them, so that the learning potential is maximized. Charity also commented on how her experience caused her to question what she is not, what she did last year, and what she wants to change for the upcoming school year. She realized that not only can all children can learn, but they also need to be challenged to their highest potential (i.e., demonstrate their learning) without looking so much at the data, but just believing that with the right instructional methods and the consideration of unique cultures, all students can learn.

Relationship to Literature

In my findings, the following claims were confirmed as it relates to culturally responsive teaching: (a) one-on-one interactions with teachers and students as well as opportunities for students to respond to scaffolded critical reflections are beneficial for student learning and achievement (Bennett, 2012; Ebersole et al., 2016); (b) culture in general or rather working with culturally and linguistically diverse students should be the

center of teacher preparation programs (Cholewa et al., 2014; Kea & Trent, 2013; Nelson & Guerra, 2014); (c) the more exposure an individual has with working with culturally and linguistically diverse students, the more confident they will become with the practice of doing so (Fitchett et al., 2012); and (d) culturally responsive practices can aid in reducing the socioeconomic and education disparities (Mayfield & Garrison-Wade, 2015).

In my findings, the following claims were confirmed as it relates to in-service teachers and professional development: (a) the best professional learning communities for teachers include the collaboration with teachers who work within their building and with those who work outside of their building (Buczynski & Hansen, 2014; Richard & Manokore, 2011); (b) professional learning communities for teachers that foster reflective dialogue, self-efficacy, and teacher autonomy better prepare teachers to work with culturally and linguistically diverse learners (De Neve et al., 2015; Forte & Flores, 2014; Tournaki et al., 2011); (c) evolving and differentiated professional development opportunities are critical in teacher success (Doran, 2014); (d) teachers are highly interested in participating in professional development opportunities that involve meeting the needs of culturally and linguistically diverse learners (Matteson et al., 2013).

In my findings, the following claims were confirmed as it relates to experiential learning: (a) blended learning models (i.e., face-to-face instruction opportunities, online interaction opportunities, and hands-on learning opportunities) are most effective for learners (Ho et al., 2016); (b) experiential learning opportunities allow students to contextualize instruction in their authentic settings (Hildenbrand & Schultz, 2015); (c) experiential learning opportunities increase the knowledge of its participants, their self-

efficacy and their ability to make critical future-impacting decisions (Ernst, 2013; Gilbert et al., 2014; Russell-Bowie, 2013); (d) when pre-service teachers have guidance and mentors during their experiential learning experiences, they develop a sense of legitimacy and access (Cuenca, 2011); and (e) learning is optimized during experiential learning opportunities when individuals are willing to really step outside their normal realm of comfort (Waddell, 2011).

In my findings, the following claims were confirmed as it relates to short-term study abroad: (a) study abroad experiences cannot alone develop a sense of global citizenship, but it can when paired with culturally responsive teaching and culturally relevant pedagogy (Tarrant et al., 2014); (b) student perceptions about the culture in different countries often change after spending time in the different countries (Caldwell & Purtzer, 2014); (c) assumptions regarding education in the U.S. or abroad can be confirmed or denied as a result of studying abroad, because students can contextualize their learning (Lumkes et al., 2012; Misco & Shiveley, 2014); (d) short-term study abroad can assist in increasing one's cultural awareness and their willingness to interact with cultures outside of their own (Engle & Crowne, 2014; Gaia, 2015; Mapp, 2012); and (e) to optimize the learning potential, program coordinators for study abroad experiences, should create learning opportunities for before, during, and after the study abroad experience (Conner & Roberts, 2015).

Implications for Practice

Although there are a moderate number of studies related to culturally responsive teaching and studying abroad, studies relating to studying abroad as a means of influencing one's level of cultural responsiveness and teaching practices are nearly

nonexistent. However, there are several studies to support the benefits of culturally responsive teaching, the need for continual support, growth and development of in-service and pre-service teachers and how experiential learning opportunities, including individuals studying abroad, can be advantageous to educators who participate in such learning experiences.

University programs. Several different components need to be considered as it relates to teacher preparation programs at the university level. If the U.S. population trends support the claim that the country is growing more and more culturally diverse, those charged with preparing educators to work directly with culturally and linguistically diverse students must be more intentional in their practice. Coursework or other related programs should be put into place to ensure enough time is being allotted to the concept of teaching in a pluralistic society and teaching strategies that meet the needs of culturally and linguistically diverse students (Hayes & Juárez, 2012). Perhaps universities should include a study abroad or other experiential learning opportunity component to its course of studies in hopes of preparing pre-service teachers to be better prepared in-service teachers. Universities might consider having programs in place for graduates as well, so that learning and professional development continues in critical areas.

One program that comes to mind that is already in place is the Fulbright Program. This program is an international education exchange program with participants from the U.S. and participants from about 155 other countries. According to the Council for International Exchange of Scholars, the goal of the program is to foster mutual understandings between the U.S. and countries other than the U.S., as well as to foster the peaceful and friendly relationships between the countries. Because the program awards a

healthy number of grants for individuals to participate in the program each year, universities should heavily promote the program in its teacher preparation programs.

In speaking with all each of the participants in this study, most of them indicated that as a result of this study abroad experience in Chile, their level of cultural responsiveness increased from moderate to high (Engle & Crowne, 2014; Gaia, 2015; Mapp, 2012). All participants asserted that their choice to participate in the summer abroad experience in Chile had positive in impact on them (Summers & Volet, 2008). They expressed immediate plans to go back to their classrooms and make changes in their instructional practices and classroom management with the aim of being more culturally sensitive and culturally responsive to the needs of not only their culturally and linguistically diverse students, but also to all their students. The participants had such assertion because they believed the study abroad experience allowed them to learn outside of their normal realm of comfort and expanded their minds both personally and professionally (Engle & Crowne, 2014; Ernst, 2013; Waddell, 2011). Based on the findings of this study, traveling and studying abroad should be strongly considered a requirement for teacher preparation programs (Caldwell & Purtzer). For students who cannot afford, scholarships and/or grants or local experiential learning opportunities should be made available to them.

K-12 professional development opportunities. Once individuals have satisfied their university or program of study degree and licensure requirements, the learning should not stop there. Public and private school leaders should be more intentional in organizing purposeful professional development opportunities for their faculty and staff members. Specifically, school leaders should monitor their respective campuses and

determine campus needs for professional development for faculty and staff, as it relates to improving student achievement (Adoniou, 2013).

A semi-annual program evaluation of the various programs and procedures within a school would be beneficial. The program evaluations would be most beneficial in the form of needs assessments. This would allow the school administrators to determine the specific needs of various programs and protocols in their schools and provide the most appropriate forms of support to cultivate the cultural responsiveness needs of faculty and staff.

In order for us to truly attend to the opportunity and achievement gaps that exist in U.S. schools, teachers must be equipped with the tools for them to be successful culturally responsive educators as well as knowledge, comprehension, and application of how culture works (Adoniou, 2013; Buczynski & Hansen, 2014; Doran, 2014). This can be achieved by creating opportunities for teachers to engage and interact with individuals from cultures with whom they might be unfamiliar. Opportunities such as these can create an ideal time and place for ethnocentric shifts to occur within individuals and allow individuals to look beyond themselves in everything and person they encounter going forward (Palmer & Menard-Warwick, 2012).

Implications for Program Elements

The participants of this qualitative study were associated with the College of Human Sciences and Education at Louisiana State University in Baton Rouge, Louisiana. The study abroad program was a faculty-led study abroad program that was promoted as an opportunity for teachers to focus on specific topics, such as creating environments for learning, methods of teaching in secondary schools, and assessments of student learning

in secondary schools. In speaking with the participants of this study about their individual experiences, they expressed critiques and recommendations they had about the experience at the program level.

Coordinators. For coordinators of study abroad programs, much must be considered to ensure the programs are meeting the goals of the actual program itself, as well as the needs and the goals of its participants. This requires that coordinators be intentional with their planning, be proactive, and anticipate possible concerns that might arise. Clear and defined objectives should be outlined by the program coordinator for students as they make plans and agree to participate in a study abroad program (Conner & Roberts, 2015). Again, the program should be an opportunity participants are taking advantage of because it aligns with their goals and needs.

After speaking with the participants included in this study, there are several considerations for program coordinators. First, coordinators should consider how to prepare participants for the study abroad experience. Detailed pre-trip seminars that addressed program expectations, the culture and customs of Chile, and an introduction to and markers of culturally relevant education would have proven helpful (Conner & Roberts, 2015; Kurt, 2013). Second, coordinators could consider specific tasks and experiences the participants might undergo to guide and facilitate them in activities that will help them realize the goals of the program and the goals they have set for themselves (Ernst, 2013; Perrin, 2014). For example, critical reflection and inquiry. Third, coordinators should check in frequently with participants to see how they are doing and what supports they need to be successful in their ventures (Cuenca, 2011).

Participants. The participants are the most important aspect of a study abroad experience because they are the individuals who are embarking on the experiential experience. They are also who will reap the benefits of the opportunity. Teacher participants are the vessels through which a culturally relevant education will be provided to their students, as a result of the exposure and experiences teachers have while on a study abroad trip.

Participants in this study felt there were several things that could have occurred before the trip or even during the trip that would have enhanced their experience and time abroad. The first thing that the participants would have benefited from is a cultural orientation of some sort. Because none of the students had been to Chile before and knew little to nothing about the Chilean culture, a cultural orientation of Chile would have been helpful (Conner & Roberts, 2015; Kurt, 2013; Salmona et al., 2015). The second thing that the participants would have benefited from is an introduction to their host families. Many of the participants did not know who their host families would be until they arrived in Chile. Having a fact sheet or arranging an online face-to-face meeting with the host family would have eased the anxiety some participants had about meeting their host families for the first time.

As it relates to the work they would be doing while in Chile, the participants would have benefited from knowing their job placements ahead of time. Some of the participants did not know their grade-level or subject-area placement until they reported to the school for their first day of work. The late placements resulted in participants feeling ill-prepared for the work they would be doing their first day in the Chilean school (Fitchett et al., 2012). Lastly, the participants would have benefited from having a

designated meeting place and time a few days per week to meet with other program participants and coordinators to discuss what they were doing and experiencing during their time in Chile. Having critical questions to guide the participants' discussions and critical reflections would have been advantageous (Bennett, 2012).

Implications for Research

At the start of this qualitative study, there was an insufficient number of studies that explored in-service teachers study abroad experiences and how those experiences impact teachers' cultural responsiveness. As previously discussed, having the exposure to and the experience with a culture other than one's own is beneficial to the way the participants interact with individuals of different cultures other than their own. More research could be beneficial in this area to support the need for teacher preparation programs to address the component of working with culturally and linguistically diverse individuals, for study abroad coordinators to create programs that meet this need, and for Pre-K through 12 school leaders to create meaningful professional development opportunities with their schools to also meet this need.

Directions for Future Research

In this qualitative study, I explored how in-service teachers' study abroad experience might influence their teaching and cultural responsiveness in U.S. classrooms. The data collected for this study were from four in-service teachers on a study abroad experience at a private and religious-affiliated school in Santiago, Chile. Based upon the results of this study, the following recommendations for future research are made.

First, the data collected for this study were from in-service teachers on a study abroad experience at a private school in Chile. Researchers are recommended to replicate

the study to see whether the findings would be different if the participants spent their time working at a public school rather than a private school in Chile. Such analysis could allow the researcher to conduct research and get findings that are representative of a more typical environment and education institution (i.e. public schools), thus providing a different perspective through the data. This study could also be replicated in different settings to see how the finding might differ. This investigation could yield different results, due to the change of location, which means the change of culture and customs.

In this research study, I employed the qualitative collective case study approach to explore the experiences of four in-service teachers. Researchers are recommended to replicate this study with the inclusion of a mixed methods approach and more participants. A mixed-methods approach could consider strengths of both qualitative and quantitative methods in addressing a research problem or research questions. The inclusion of more participants could also strengthen the study. More participants would account for more perspectives for researchers to analyze, and thus, reveal a much richer data set.

To include more perspectives, researchers might include more teachers of different ethnic and cultural backgrounds in the study to explore their lived experiences and perceptions of a study abroad experience and how it influences their ability or capacity to be a culturally relevant and responsive educator. Also, the integration of student perspectives would add a meaningful layer to the research. Having students share their perspectives of a classroom experience with their regular Chilean teacher and a U.S. teacher could be didactic.

After analyzing the data in this study, I discovered that of the four markers of a culturally relevant education, facilitating students' cultural competence was something that the participants did not do or experience often. Researchers are recommended to embed definite ways for participants to include or demonstrate all the markers of a culturally relevant education. Also, in this study, there was no way to truly measure an individual's level of cultural responsiveness. Researchers could utilize existing instruments to measure participants' cultural responsiveness.

Lastly, in this qualitative study, I focused on an isolated event: four participants on a three-week study abroad experience in Chile during the summer of 2016. Although, my study explored the experiences of these participants and how the experience impacted their cultural responsiveness and their teaching in U.S. classrooms, I did not follow up with the participants a few months after their return. Researchers might replicate the study and follow up with in-service teachers who participated in the study to see whether the study abroad experience influenced their classroom practices in unique ways, did they implement what they learned, and if they see progression or regression in their students' classroom experience. This line of research might further validate study abroad experiences as a means to influence in-service teachers' cultural responsiveness.

Conclusion

Efforts for social justice must occur in schools to validate the rights of all people and create equal opportunities. More efforts are required to understand the needs of students in U.S. schools. The popular belief is that education plays a key role in supporting equality. Growe and Montgomery (2003) discussed educational equity in America, and referenced Horace Mann who said it best that "education, then, beyond all

other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of social machinery” (Growe & Montgomery, 2003, p. 23). If this assertion is to be believed, then more must be done to provide our students a culturally relevant education. More must be done to develop more culturally responsive teachers.

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APPENDIX A



INFORMED CONSENT AUTHORIZATION TO PARTICIPATE IN A RESEARCH STUDY

Title of Research Study: Exploring Cultural Responsiveness of U.S. In-service Teachers on a Study Abroad Experience

Institution: Sam Houston State University, Huntsville, Texas

Principal Investigator: Hykeem Craft

Research Advisor: Dr. Rebecca Bustamante

Name of Participant: _____

1. Introduction

No attempts to recruit were made, nor was any data collected prior to the written notice of the Institutional Review Board approval.

You are being asked to participate in a research study. Dr. Kenneth Fasching-Varner, the Chilean Teach Abroad Coordinator, shared your e-mail address with me because you expressed an interest in learning more about my U.S. in-service teacher study abroad research study as a possible participant. This document describes the study purpose, procedures and duration, risks, discomforts, and incentives. It also describes the benefits of participating in this study, your rights to withdraw from the study, and the assurances of your privacy and confidentiality. Please read the information below. Please feel free to ask questions and share any concern or comment to the researchers. Participation in this study is entirely voluntary.

2. Study Purpose

The purpose of this study is to explore how in-service teachers' study abroad experiences might influence their teaching and cultural responsiveness in U.S. classrooms.

3. Procedure and Duration

This study will involve two 30-45-minute online face-to-face interviews (pre-departure and post-trip) using an online communication software (i.e., Zoom) and three reflective blog/journal entries, which will not be shared publicly. You and I will decide on the best date and time for me to conduct this online face-to-face interviews. The interviews will be visually recorded and later transcribed. You will be asked about your teacher preparation and study abroad experiences.

4. Potential Risks and Discomfort

There is not physical or psychological risk or discomfort of your involvement in this research study. No anticipated risks outside of normal computer use is anticipated. The online face-to-face interviews will be recorded and encrypted (password protected). All data will be used for only for my research purpose of exploring in-

service teachers' pre-departure expectations prior to a study abroad experience and their actual study abroad experience. All data will be analyzed holistically so no names or identifying information will be shared with anyone. All data collected from online journal entries in the form of a blog will be confidential, password protected, and not shared publicly. Even after providing consent to participate in this study, you may withdraw participation at any time.

5. Incentives/Compensations

There will be no costs for participating in the research study. Participants will not receive any compensation or inducements for participating in this study.

6. Anticipated Benefits

There are not direct personal benefits by participating in this study.

7. Right to Refusal or Withdrawal of Participation

Participation in this research study is completely voluntary, and refusal to participate will involve no penalty. Each participant is free to withdraw consent and discontinue participation in this study at any time.

8. Confidentiality

All information gathered from this research study will remain confidential. Participants' identity will not be disclosed to any unauthorized persons. Only the researchers at Sam Houston State University and the Institutional Review Board (IRB) will have access to the research materials, which will be kept on a password-protected personal computer. Any references to the participants' names that would compromise the anonymity will be removed or disguised prior to the preparation of the research report and publications. The visual recordings will be destroyed or erased at the completion of the study. Participants' names will not be used in the transcripts of the visual recordings.

9. Questions About the Research Study

If you have questions or wish more information about what you are being asked to do or the contents of this consent form, the researchers are available to provide a complete explanation. Please direct them to:

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Sharla Miles
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Administrator
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Tel. 936-294-4875
Email: sharla_miles@shsu.edu

Participant Signature

I have read this consent document, have had the opportunity to discuss any concern or questions with the researchers and totally understand the purpose of this investigation and my involvement as well as any risk or discomfort. This agreement states that you have received a copy of this informed consent, and that your signature below indicates that you agree to participate in this study.

Printed Name of Participant	Signature	Date:
<i>Hykeem M. Craft</i>		
Principal Investigator	Signature	Date

APPENDIX B

Interview Protocol (Pre-experience)

Purpose of Study: *The purpose of this study will be to explore the impact of a short-term study abroad experience on the cultural responsiveness of in-service teachers in the United States.*

Research Question: *How does a short-term study abroad experience influence U.S. in-service teachers' cultural responsiveness?*

“Thank you so much for agreeing to meet with me and consenting to participate in this interview. As an in-service teacher, the sharing of your experiences inside and outside of the classroom is extremely valuable for researchers as they consider solutions to gaps in teacher education programs and professional development opportunities. Today, I am going to ask a few questions that will help educational researchers. Our discussion will last 30-45 minutes.” Below are the questions:

Question Number	Question Type	Interview Questions	Markers of CRE
1.	Grand Tour	Please talk a bit about why you decided to participate in this study abroad experience.	
2.	Grand Tour	Describe your experience with working with diverse students.	
3.	Mini Tour	How do you typically integrate cultural diversity into the classroom curriculum?	Academic Skills and Concepts
4.	Mini Tour	How do you differentiate instruction for diverse students?	Academic Skills and Concepts
5.	Mini Tour	Please talk a bit about your own personal and professional experiences with people of other professional backgrounds. How does this influence your experience in working with diverse students?	Critical Reflection
6.	Mini Tour	How do you feel your students' interactions with others from various backgrounds influence their own learning?	Critical Reflection

7.	Mini Tour	What are the expectations of your school or district regarding working with diverse students? How do they align or misalign with your own expectations?	Critique of Discourses of Power
8.	Mini Tour	If expectations are aligned, how do you meet and exceed the vision of the school or district? If expectations are misaligned, what priorities and strategies have you implemented within your classroom to ensure the needs of your diverse students are being met?	Critique of Discourses of Power
9.	Mini Tour	What do you anticipate about the upcoming trip? What do you imagine/hope/think this trip might do in relation to enhancing your cultural responsiveness?	

APPENDIX C**Summer 2016 Study Abroad Experience for In-service Teachers****BLOG QUESTION 1 (WEEK ONE):**

Discuss the major pedagogical differences you've discovered between the Chilean teachers and U.S. teachers.

BLOG QUESTION 2 (WEEK TWO):

What, if any, tensions have you experienced as a result of major pedagogical differences between your Chilean teacher counterpart and yourself? How have you navigated through those tensions?

BLOG QUESTION 3 (WEEK THREE):

At the end of your three weeks abroad, reflect on all that you have experienced. Discuss how these experiences have changed you and your worldview and how you plan to approach teaching and learning within your own classroom.

APPENDIX D

Interview Protocol (Post-experience)

Purpose of Study: *The purpose of this study is to explore perspectives and experiences of select U.S. in-service teachers who are participating in a short-term study abroad experience in Chile. The study is grounded in a conceptual framework of cultural responsive pedagogy.*

Research Question: *How does a short-term study abroad experience influence U.S. in-service teachers' cultural responsiveness?*

“Thank you so much for agreeing to meet with me and consenting to participate in this interview. As an in-service teacher, the sharing of your experiences inside and outside of the classroom is extremely valuable for researchers as they consider solutions to gaps in teacher education programs and professional development opportunities. Today, I am going to ask a few questions that will help educational researchers. Our discussion will last 30-45 minutes.” Below are the questions:

Question Number	Question Type	Interview Questions	Markers of CRE
1.	Grand Tour	Tell me about how your expectations prior to the study abroad experience and compared with the actual experience.	
2.	Grand Tour	Talk to me about your role as a co-teacher in the classroom at the Chilean school.	
3.	Mini Tour	Describe your experience with working with students in the Chilean school. How does it compare to working with your students at your current school? (Follow up with a question about demographics – What was the makeup of the student body and teachers? Chilean or of different ethnicities and races? What about social class?)	Academic Skills and Concepts
4.	Mini Tour	How did the Chilean teachers go about preparing lessons and curriculum for their students, how did it impact your process for preparing lesson and curriculum for your students going forward?	Academic Skills and Concepts
5.	Mini Tour	Tell me about your experience working alongside a Chilean teacher. How do you feel this experience will impact your practice in the classroom?	Critical Reflection

6.	Mini Tour	Tell me about your experience when you were given the opportunity to fully plan for and teach the Chilean students.	Critical Reflection
7.	Mini Tour	Tell me about your experience with your host family. How do you feel this experience will impact your practice in the classroom?	Critical Reflection
8.	Mini Tour	What would you say were the biggest challenges Chilean teachers faced on a day-to-day basis, and how did they cope?	Critical Reflection
9.	Mini Tour	How did this experience challenge your own personal or professional beliefs or philosophy regarding education?	Critical Reflection
10.	Mini Tour	Talk to me about the vision and mission of the Chilean school. What were the priorities and expectations of the educational leaders regarding students? What did you see and/or experience that made these priorities evident?	Critique of Discourses of Power
11.	Mini Tour	How do societal influences and inequities play out in Chilean schools? How do teachers prepare students to take a critical and active stance against them?	Critique of Discourses of Power
12.	Mini Tour	Taking a moment to reflect on the experience as a whole, what were your biggest “takeaways” or “aha moments”? How do you plan to use them as it relates to enhancing your cultural responsiveness?	

APPENDIX E

Demographic Questionnaire

Title or Research: Cultural Responsiveness of U.S. Inservice Teachers on a Study Abroad Experience

Interviewer: Hykeem M. Craft

The purpose of this demographic questionnaire is to get to know the study participants better.

- | | |
|--|--|
| <p>1. What type of school at which you are employed?</p> <p>2. How many students does your school service?</p> <p>3. What is your current position at your school (i.e., subject and grade level)?</p> <p>4. How long have you been a professional educator?</p> <p>5. On average, how many hours would you say you work per week?</p> <p>6. What is the highest degree you have obtained?</p> | <p>7. Describe your path to becoming a professional educator (e.g., traditional program, ACP).</p> <p>8. What is your age?</p> <p>9. What is your gender?</p> <p>10. What is your race and/or ethnicity?</p> <p>11. Have you ever been outside of the United States for leisure? If so, where? For how long?</p> <p>12. Have you ever been outside of the United States for academic or professional purposes? If so, where? For how long?</p> |
|--|--|

13. Prior to the trip to Chile, how would you have rated how culturally responsive you were to the needs of your students?

- ☐ Not at all culturally responsive
- ☐ Somewhat culturally responsive
- ☐ Moderately culturally responsive
- ☐ Highly culturally responsive

14. After the trip to Chile, how would you rate how culturally responsive you are to the needs of your students?

- ☐ Not at all culturally responsive
- ☐ Somewhat culturally responsive
- ☐ Moderately culturally responsive
- ☐ Highly culturally responsive

15. Do you have any additional information you would like to share about yourself?

All information is strictly confidential. We will report results as group summaries only. We will protect your identity.

Thank you for taking the time to respond to this survey.

If desired, you can e-mail me with any inquiries:

Hykeem Craft
e-mail: hmc022@shsu.edu

APPENDIX F

Request for Permission



Jud Laughter <jlaught3@utk.edu>

Fri 3/10/2017 8:33 AM

Mark as i

To: Craft, Hykeem;

Cc: brittany.aronson@gmail.com; jud.laughter@utk.edu;

Hi Hykeem,

Of course, you're more than welcome to use the table. Just be sure to cite the article and you'll be fine.

Cheers,

Jud

Jud Laughter (he/him/his)

jud.laughter@utk.edu

On 10Mar2017, at 07:50, Craft, Hykeem <hmc022@SHSU.EDU> wrote:

Multiple Greetings, Dr. Aronson and Dr. Laughter!

My name is Hykeem Craft, and I am a doctoral candidate in the department of educational leadership at Sam Houston State University.

I am writing to ask for your permission to use a table (Table 1 -- Synthesizing Gay and Ladson-Billings) that you used on page 168 of your 2015 publication entitled *The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas*.


My intent is to use the table to supplement the conceptual framework in my dissertation entitled *Cultural Responsiveness of U.S. Inservice Teachers on a Study Abroad Experience*.

Thank you,

Hykeem M. Craft

APPENDIX G

Request for Permission



Saul Mcleod <saulmcleod@gmail.com>
Thu 4/13/2017 9:56 AM

Mark as unread

To: Craft, Hykeem;

Hi Hykeem,

Yes, you have my permission to use the image, but please reference the site.

Saul


On Thu, Apr 13, 2017 at 3:18 PM, Craft, Hykeem <hmc022@shsu.edu> wrote:

Multiple Greetings, Mr. McLeod!

My name is Hykeem Craft, and I am a doctoral candidate in the department of educational leadership at Sam Houston State University.

I am writing to ask for your permission to use The Experiential Learning Cycle image located on your website at: <https://www.simplypsychology.org/learning-kolb.html>

Specially, the following image:



VITA

Hykeem M. Craft
Assistant Principal, Spring ISD

Education:

Sam Houston State University, Huntsville, TX	Doctor of Education (Ed.D.) Educational Leadership (May 2017)
Austin Peay State University, Clarksville, TN	Master of Arts in Education (M.A.Ed.) Curriculum & Instruction Specialization: Instructional Technology
Austin Peay State University, Clarksville, TN	Bachelor of Arts (B.A.), English (Major) German & Professional Education (Minors)

Professional Licensure and Certifications:

- Principal (EC-12) – Texas
- English Language Arts and Reading (8-12) – Texas
- English Language Arts and Reading (7-12) – Tennessee
- Instructional Leadership Development (ILD) Certificate

Publications:

Craft, H. M., Malveaux, R., Lopez, S. A., & Combs, J. P. (2016). The acclimation of new assistant principals. *Journal of School Administration Research and Development*, 1(2), 9-18. Retrieved from <http://www.jsard.org/>

Peer-Review Presentations:

Craft, H. (2015, March). *A Review of the Literature on International Exchange and the Development of Cultural Responsiveness in Pre-service Teachers*. Paper presented at the annual conference of the Universality of Global Education Issues Conference, The Woodlands, TX.

Craft, H. M., Lopez, S. A., Malveaux, R., & Combs, J. P. (2016, February). *The Acclimation of New Assistant Principals*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.

Other Presentations:

Craft, H. M., Malveaux, R., & Lopez, S. A. (2016, April). *Qualitative research on the roles of assistant school principals*. Invited presentation for Doctoral Course in Qualitative Research Methods, Sam Houston State University-Woodlands Center.

Craft, H. M. & Malveaux, R. (2015). *Qualitative research on the roles of assistant school principals*. Invited presentation for Doctoral Course in Qualitative Research Methods, Sam Houston State University-Woodlands Center.

Work or Professional Experiences:

Leadership Roles

2016-Present	Assistant Principal, Spring ISD, Spring, TX
2015-2016	Secondary ELA Specialist, Galena Park ISD, Houston, TX
2014-2015	Administrative Intern, Galena Park ISD, Houston, TX
2014-2015	Eng. IV Instructional Team Leader, Galena Park ISD, Houston, TX
2013-2014	Eng. II Instructional Team Leader, Galena Park ISD, Houston, TX
2013-2014	Eng. II Curriculum Revision Team, Galena Park ISD, Houston, TX
2012-2013	Apple's Challenge-Based Learning Facilitator, Clarksville Academy, Clarksville, TN
2012-2013	Head Varsity Tennis Coach, Clarksville Academy, Clarksville, TN
2011-2012	8 th Grade "Alpha Dogs" Team Leader, Clarksville-Montgomery County School System, Clarksville, TN

Teaching Roles

2013-2015	English Teacher, NSSH Advisor, and Senior Class Sponsor, Galena Park ISD, Houston, TX
2012-2013	English and German Teacher, FBLA Advisor, Freshman Class Sponsor, Clarksville, TN, Clarksville, TN
2010-2012	8 th Grade Reading Teacher and German Club Advisor, CMCSS, Clarksville, TN

Honors and Awards:

- Teacher of the Year Runner-Up and Humanities Texas Outstanding Teaching Award Nominee (2014-2015)
- Recognized for Outstanding STAAR English Scores (2013-2014 and 2014-2015)

- Presenter at Universality of Global Issues Conference (2015)
- Member of School's Leadership Academy -- Assistant Principal for the Day on Multiple Occasions (2014-2015)

Professional Memberships:

- Sigma Phi Epsilon (TN Eta Chapter)
- Texas Education Association