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THE INFLUENCE OF A SHORT-STAY INTERNATIONAL TRIP ON CHAPERONES' ATTITUDES TOWARD TRAVELING STUDENTS, CO-CHAPERONES, AND THE DESTINATION CULTURE: A CASE STUDY

Frederick N. Mbayu

Southeastern University - Lakeland

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TRAVELING STUDENTS, CO-CHAPERONES, AND THE
DESTINATION CULTURE: A CASE STUDY

By

FREDERICK NYIA MBAYU

A doctoral dissertation submitted to the
College of Education
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October, 2018

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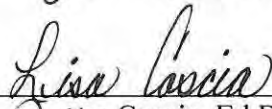
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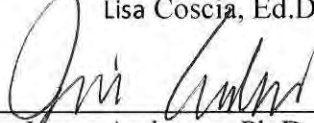
Steven J. Henderson, Ed.D., Dissertation Chair



Janet Deck, Ed.D., Committee Member



Lisa Coscia, Ed.D., Committee Member



James Anderson, Ph.D., Dean, College of Education

DEDICATION

To God be the glory. To my wife, Belle Ange, thanks for spending these decades by my side. Dear soul mate, thanks for holding the fort through this arduous process. To my children, John-Fredelvis, Rhys Sean, Belquis Yonchai, Wilfred Njiki, and Freddybelle Kwingoua, you are my angels. Honor me by attaining this educational height earlier in your lives! Big Papa Moni Mbayu, thanks for instilling in us the desire to continually seek intellectual growth. To my mother, Nzur Mack, you are the laborer who planted and nurtured this seed but did not see it blossom. Here is a fruit of your unfathomable sacrifices. I am sure “Yahweh Nsi” is rewarding you. Daddy Jack, I can only repeat your last words on this earth: “Thank you, thank you, thank you.” Brother George Kevin, thanks for igniting the unwavering intellectual flames.

To His Excellency Felix Mbayu, I vividly remember when you said academic excellence is the norm for any Mbayu. Thanks for inspiring excellence in the family. To the matron, Emily Happi Mbayu. You are so proud of being a Mbayu. Strut with this additional achievement.

Sister Therese Njamfa, thanks for your continuous prayers for the Mbayu-Njamfa family. Uncle Paul Chifor, this one is for you. I am eternally grateful for your support. This study is in remembrance of Auntie Emma, who is amplifying our prayers.

In the footsteps of brother Georges, here are some random thoughts.

Familia Dei

What makes this disparate bunch a *Familia Dei*?

The name **Mbayu** only glue to the unity every day?

The prayer of ancestors' foundation of stability?

The seminal intelligence on all sown by Big Papa origin of super ability?

The outstretched arms of older a rudder to the younger?

The norming of education to the degree for all? Go ponder.

The spousal choices enticed and blended into the *Familia Dei*'s no divorce after the tie?

Globetrotters, excelling wherever cast by the work and life die.

“Tanyi,” John Ndzinkeu in Bundes Benz, epitome of engineering eminence.

India saw Wally conquer. Matron par excellence.

Georges Kevin, the pen he wielded in genuine intellectual combat.

Toupet, charmer and maker of a managerial acrobat.

His Excellency Felix Mbayu, presiding UN sessions, S.G, Minister, *ad infinitum*.

Emily Mbayu Happi, proudly perpetually the name carried.

Tino, la Grande Royale, national and international, composed, never harried.

Scholastica Wandja Mbayu, scholar, gracious maternal.

Chansi, la vita contemplativa. Hopeful eternal.

Jules Kwenko. Hybrid. Perfect remembrancer.

Georges Wandja and others welcomed in: Mbayu by you, sky your debut.

All generations heed Big Papa: The sky is your limit when striving together. Pinnacle of sophia.

Amor Vincit Omnia.

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I would be remiss if I did not thank the newly minted Dr. Terence Ngwa. We started this doctoral program together and shared our frustrations and joys. Thanks for being a partner in perseverance.

Dr. Cindy Campbell, thanks for your attention to detail in editing the various drafts of the present study. I really appreciate the politeness in your comments and suggestions. Dr. Patty LeBlanc, your encouraging words and warm smile during my first stay on campus are engraved in my memory. You dissipated most of my apprehensions and encouraged me to carry on at different stages of the program.

ABSTRACT

Chaperones are adults who accompany, look after, and supervise traveling students. This case study examined the influence of an urban middle school short-stay international trip to France on chaperones' perceptions and attitudes toward traveling students, co-chaperones, and the destination culture. Five chaperones on spring break trips from 2014 to 2017 provided data during individual ex post facto semi-structured interviews. Trip-related documents and trip vendor participant online accounts were analyzed to corroborate and augment the interview data. Participants developed a positive view of the traveling students after traveling together for ten days. Chaperones increased their understanding of diversity, developed a deeper understanding of students and co-chaperones, and increased their knowledge of the destination culture. Though some conflicts and misunderstanding existed among chaperones, the chaperones' attitudes toward co-chaperones were mostly positively influenced by the experience. The chaperones infused the lessons learned and the realia gathered during the experience in classroom instruction. Chaperoning urban middle school students was an opportunity for personal and professional growth and an opportunity to build enduring relationships between the students and the chaperones.

Keywords: chaperone, middle school teacher, international trip, teacher-led, middle school, short-stay, attitudes, perceptions, predeparture, relationships, on-tour, urban, experiential learning, situated learning, social constructivism.

TABLE OF CONTENTS

Dedication.....	iii
Acknowledgments.....	v
Abstract.....	vi
Table of Contents.....	vii
List of Tables.....	x
List of Figures.....	xi
Chapter	Page
I. INTRODUCTION.....	1
Background and Review of Relevant Literature.....	1
General International Travel.....	3
Teacher International Travel.....	4
Impact of Short-Stay Programs.....	5
Synopsis of Traditional Theories of Learning.....	6
Kolb’s Experiential Learning Theory.....	7
Conceptual Framework.....	8
Significance of the Study.....	9
Purpose Statement.....	9
Overview of Methodology.....	10
Research Design.....	10
Research Questions.....	10
Data Collection.....	11
Sample.....	11
Interviews.....	12
Documentation.....	13
Instrumentation.....	14
Reliability and Validity.....	14
Procedures.....	14
Limitations.....	15
Definition of Key Terms.....	16
Summary.....	17
II. REVIEW OF LITERATURE.....	18
Introduction.....	18
General International Travel.....	18

Student International Education Travel	23
Impact of Short-Stay Programs.....	30
Weaknesses of the Short-stay Program.....	30
Strengths of the Short-stay Program	33
Teacher International Travel.....	44
Traditional Theories of Learning.....	49
Experiential Learning Theory.....	51
Conclusion	53
III. METHODOLOGY	56
Introduction.....	56
Description of Research Design.....	56
Context of the Study	58
Participants.....	59
Role of Researcher.....	60
Measures for Ethical Protection.....	61
Research Questions.....	61
Data Collection	62
Instruments used in Data Collection.....	62
Interviews.....	62
Documentation.....	62
Validity	63
Reliability.....	63
Procedures.....	63
Method to Address Assumptions of Generalizability.....	64
Data Analysis.....	65
Summary	65
IV. RESULTS.....	67
Methods of Data Collection.....	68
Data Analysis	70
Detailed Descriptions.....	70
Participants.....	71
Becoming a Chaperone on the France trip.....	73
The Context.....	74
Predeparture	74
On-tour.....	75
Actions of Chaperones.....	76
Findings: The Main Research Question.....	78
Findings: The Research Sub-questions.....	80
Research Question 1	80
Research Question 2	83

Research Question 3	87
Research Question 4	90
Classifying: Coding Method	92
Themes	93
Theme 1: Perceptions and Changing Attitudes.....	93
Initial Perceptions of Students	93
Initial Perceptions of Chaperones	94
Changing Perceptions and Attitudes toward Students	94
Changing Perceptions and Attitudes toward Chaperones.....	96
Changing Perceptions and Attitudes toward the Destination	97
Theme 2: Learning.....	98
Students.....	98
Chaperones.....	100
Theme 3: Collaboration	102
Theme 4: Bonding from Shared Experiences	103
Theme 5: Looking Ahead	105
Evidence of Quality	107
Summary	109
V. DISCUSSION.....	110
Statement of the Problem.....	110
Methods of Data Collection	110
Summary of Results	111
Discussion by Research Question.....	114
Research Question 1	114
Research Question 2	115
Research Question 3	115
Research Question 4	116
Theoretical Implications of the Study.....	116
Study Limitations.....	118
Implications for Future Practice.....	118
Chaperones.....	118
School Administration	120
Recommendations for Future Research	122
Conclusion	123
REFERENCES	125
APPENDICES	135

LIST OF TABLES

Table	Page
1. Participant Information	60
2. Participant Information with Pseudonyms.....	71
3. Expanded and Aggregated Categories	95

LIST OF FIGURES

Figure	Page
1. French Promenade Brief Itinerary	77

I. INTRODUCTION

According to the most recent figures released in the Open Doors Report of the Institute of International Education (IIE, 2017), 63% of American students who studied abroad during the 2015-2016 academic year participated in short-term programs. The greatest gains were observed in programs during the academic year that were eight weeks or less (IIE, 2017). Approximately 50% of students participating in study abroad engaged in programs lasting less than six weeks (Chieffo & Griffiths, 2004). Some teachers at the secondary school level are called upon to act as chaperones on short-stay international trips. Middle school chaperones are adults who work closely to perform various supervisory tasks before, during, and after international trips with middle school students. This case study focused on the adult component of a short-stay international travel program in an urban middle school in the Eastern United States. The study confirmed that experience is an important source of learning and development. The current research substantiated Kolb's (1984) assertion that learning is the process whereby knowledge is created through the transformation of experience.

Background and Review of Relevant Literature

I have organized short-stay international trips at the secondary education level for two decades at the same institution. I understand the value of international travel for students and am cognizant of the important tasks involved in supervising and caring for students while abroad. The institution has witnessed a steady increase in the number of students participating in short-stay international trips since 2004. The increase mirrors trends in post-secondary education where, according to the IIE (2017), a three-fold increase in the proportion of students involved in study abroad programs has been observed in the prior two decades. A corresponding

growth exists in studies of the influence and impact of study abroad trips on the participating students' personal attitude, academic performance, and global awareness (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Batey & Lupi, 2012; Braskamp, Braskamp, & Merrill, 2009; Chieffo & Griffiths, 2004; He, Lundgren, & Pynes, 2017; Pedersen, 2010; Riggan, Gwak, Lesnik, Jackson, & Olitsky, 2011; Ritz, 2011).

Short-term international trips and study abroad programs at the secondary level are led by adults who are variously described as supervisors, chaperones, or travel ambassadors (DCPS Study Abroad, 2018). Currently, culturally competent teachers are needed since, "being a teacher requires understanding and positively responding to the cultural and linguistic nuances present in the classroom" (Gonzalez-Carrido, de Nava, & Martinez, 2017, p. 841). The Study Abroad program of the U.S. State Department (2018) posited that educators who travel abroad are a catalyst for students' interest in international travel and play a crucial role in preparing students to understand the interconnected world in which we live.

The chaperones in the current study were employees of an authorized International Baccalaureate Organization (IB) middle school in the Eastern United States. The school was a culturally diverse institution with a robust world language and culture program. At the time of the study, 1,477 students were enrolled in the three World Language Department course offerings: Chinese, French, and Spanish. The linguistic immersion style of teaching in the language classrooms and the school-wide international awareness curriculum were complemented each spring by international linguistic and cultural immersion trips for eighth grade students enrolled in world language classes. World language teachers organized the trips, and selected adults from the school were afforded the opportunity to travel as chaperones.

General International Travel

A paucity of research exists on the influence of a short-stay international trip on the middle school chaperones' attitudes toward traveling students, co-chaperones, and the destination culture. Research abounds on the role of international travel in increasing personal growth, enhancing international and intercultural understanding, and honing global competency in an increasingly interdependent world (Batey & Lupi, 2012; Festervand & Tillery, 2001; Fung & Filippo, 2002; Gonzalez-Carriedo et al., 2017; He et al., 2017; Kraft, Ballantine, and Garvey, 1994; Wilson, 1993). Kraft et al. (1994) held that international travel programs from the United States and Central Europe primarily aim at improving language skills and communication with foreigners. Kraft et al. added that U.S. programs emphasize individual development and international understanding. Similarly, the Council on International Educational Exchange (CIEE, 2017) stated that its mission is “to help people gain the understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world by bringing the world together” (para. 2). Similarly, the U.S. State Department (2018) asserted that, through study abroad, Americans experience the world and begin to form networks that may enhance their prospects in the world’s marketplace and their potential as global problem-solvers. In addition, Americans who studied abroad built “understanding as unofficial ambassadors for our country, defining American values and debunking stereotypes” (para. 2). According to Braskamp et al. (2009), “education abroad has become an increasingly important educational program (experience) in global learning and development, intercultural competence, intercultural maturity, and intercultural sensitivity of students” (p. 101).

The International Institute of Education/Fulbright program (IIE/Fulbright, 2017) offers grants to study, teach, and conduct research for U.S. citizens to go abroad and for non-U.S. citizens to come to the United States. The program is “designed to increase mutual understanding between the people of the United States and the people of other countries” (IIE/Fulbright, 2017, p. 1). As such, international travel experiences can promote the idea that people should enjoy the similarities and respect the differences in other cultures (Anderson et al., 2006; Chieffo & Griffiths, 2004; Drummond, 2001; Fung & Filippo, 2002). Fung and Filippo (2002) stressed the importance of understanding the implications for the faculty or staff leading study abroad opportunities.

Teacher International Travel

Intercultural competence for teachers is indispensable for effective teaching due to a “growing culturally and linguistically diverse (CLD) student population in U.S. K-12 settings” (He, Lundgren, & Pynes, 2017, p. 1). Students in schools today are more diverse than ever, in regard to racial, ethnic, linguistic, religious, socio-economic, and cultural backgrounds (de Jong, 2011). Boix-Mansilla and Jackson (2011) posited that teachers are challenged to develop intercultural competence in all students with a view to fostering effective communication and collaboration across cultural backgrounds. Gonzalez-Carriedo et al. (2017) indicated that “being a teacher requires understanding and positively responding to the cultural and linguistic nuances present in the classroom” (p. 841).

The Study Abroad program of the U.S. State Department (2018) indicated that educators who travel abroad are a catalyst for students’ interest in international travel and play a crucial role in preparing students to understand today’s interconnected world. Batey and Lupi (2012) and Chieffo and Griffiths (2004) agreed that short-term programs are important but less common

for active teachers due to the lack of flexibility in their work schedules. Festervand and Tillery (2001) held that a faculty member's participation in a short-term international experience resulted in significant intellectual growth, especially in cases where new knowledge is acquired through overt, concerted efforts. According to Drummond (2001), "the active teacher who travels abroad multiplies the benefit for years to come" (p. 174).

Impact of Short-Stay Programs

Some researchers have shown considerable skepticism on the effectiveness of short-term programs in increasing cultural sensitivity, changing worldviews, and providing personal and professional growth on the same level as long-term programs (Anderson et al., 2006; Lutterman-Aguilar & Gingerich, 2002; McKeown, 2009; Riggan et al., 2011). Researchers in this school of thought believed that extensive program duration was an essential condition for achieving desired outcomes. Riggan et al. (2011) questioned whether participants involved in short-stay study abroad "typically allow themselves and their understandings about the world to be transformed by their experiences or if these brief trips only serve to reify and legitimize preconceived notions and stereotypes about the world" (pp. 236-237). Riggan et al. posited that short-term study tours have the potential to provide a valuable opportunity for participants to deepen their understanding of themselves and their role in the world. However, Riggan et al. insisted that these results can only be obtained "if a critical reflection component is incorporated in the study tour" (p. 237). Lutterman-Aguilar and Gingerich (2002) added that reflection, critical analysis, and synthesis are also essential elements for program success.

Conversely, Strange and Gibson (2017) found that there appears to be little difference in the transformative educational ability of programs based on program length, providing they are more than 18 days in length. Medina-Lopez-Portillo (2004) suggested that trip duration does not

really matter because long- or short-term study abroad trips provide only a cursory look into cultural understanding. Likewise, Ritz (2011) held that the duration of the trip would not matter if one of the main goals was to increase the social connection between the traveling students and teachers.

Chieffo and Griffiths (2004) emphasized the present and future impacts of trips by arguing that short-term programs can have a significant present and future impact and can be a gateway to greatly improved international awareness despite their brevity. In this light, short-term international trips for teachers can be “transformed into a lifetime of fond memories” (Stauffer, Christenson, & Fischer, 2008, p. 1).

Wilson (1993) posited that gaining a global perspective that includes substantive knowledge and perceptual understanding, on the one hand, and developing self and relationships marked by personal growth and interpersonal connections, on the other hand, are “key outcomes for participants of international experiences” (p. 16). Engle and Engle (2003) stated that, at its best, the short-term international travel experience was a source of pride that could be eminently memorable and emotionally gratifying.

Synopsis of Traditional Theories of Learning

Behaviorists believe that learning involves a change in behavior and human behavior is the result of the “arrangement of particular stimuli in the environment. If this behavior is reinforced or rewarded, it is likely to continue; if it is not reinforced, it is likely to disappear” (Merriam & Bierema, 2014, p. 26). In contrast to the external, overt behavior focus in behaviorism, the spotlight in humanism is on the whole person, including body, mind, and spirit, and the potential of humans for growth and development. Humanists believe that learning is

about the development of the individual. In this view, the goal of learning is self-actualization and becoming a fully functioning person (Merriam & Bierema, 2014).

Cognitivism represents a shift in the perceived locus of learning from the environment or the fully functioning person to the learner's mental processes. In this orientation, learning is a mental process. In social cognitive theory, learning is social, and context bound. Social cognitive learning includes learning through observing, modeling, and mentoring. This mode of learning mirrors the basic tenet of constructivism which describes learning as the creating or constructing of meaning from experience. Aspects of constructivism, especially the social construction of knowledge, are central to self-directed learning, transformational learning, reflective practice, contextual learning, and experiential learning (Merriam & Bierema, 2014). The experiential learning opportunity and the influence of the experience of chaperoning urban middle school students on the attitudes of the chaperones was the focus of this study. In this light, a discussion of the tenets of experiential learning was necessary.

Kolb's Experiential Learning Theory

According to Sousa (2011), learning involves the brain, the nervous system, the environment, and the process by which their interplay acquires information and skills. Merriam and Bierema (2014) highlighted the interrelationship between life experience and learning by stating that "our lives play out in a cyclical pattern, where learning often leads to new experiences and life experiences that are themselves sources of learning" (p. 104). Kolb (1984) also placed experience at the heart of his understanding of learning and defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 38). Kolb (1984) viewed learning as an integrated process consisting of four stages: (1) a concrete experience followed by (2) observation of and reflection on that experience which leads to (3)

the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Each stage is mutually supportive of and feeding into the next. A learner can enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is an effective learning procedure on its own (McLeod, 2013).

Both Kolb's (1984) learning stages and cycle were used as a backdrop to critically evaluate the learning opportunity inherent in chaperoning. Chaperones were called upon to recall past chaperoning experiences, reflect on the perceived influence of the experience on their attitudes, share the analysis and conclusions the experience generated, and discuss active experimentation with what was learned as chaperones on the international trip.

Conceptual Framework

A case study design within a social constructivist paradigm was used to understand the perceived influence of a short-stay international trip to France on the attitudes of the chaperones toward traveling students, fellow chaperones, and the destination culture. The interpretive framework for this study was social constructivism in which "multiple realities are constructed through our lived experiences and interactions with others" (Creswell, 2013, p. 36). This reality is co-constructed between the researcher and the researched. The philosophical assumption was ontological because in this assumption, reality is multi-faceted as seen through many views (Creswell, 2013). The case study is appropriate when the quest is an in-depth understanding of a case (Yin, 2009) and focuses on phenomena that occurs in a bounded system (Gay et al., 2012). Confluence exists in the social constructivist paradigm and the case study approach since reality is co-constructed between the researcher and the researched and shaped by individual

experiences (Creswell, 2013). Additionally, Gay et al. (2012) posited that “one outcome of case study research is a narrative account that provides the researcher (and the reader of the case study) with new insights into the way things are and into kinds of relationships that exist among participants in a study” (p. 446). A focus on the views of a diverse group of past chaperones on the France trip provided different perspectives as themes developed in the findings (Creswell, 2013).

Significance of the Study

A paucity of research exists on the perceived influence of participating in a middle school short-stay international trip on chaperones’ attitudes toward traveling students, co-chaperones, and the destination culture. This study provided a deeper understanding of the influence of this experiential learning experience on the chaperones’ attitudes toward traveling students, co-chaperones, and the destination culture. Additionally, for future chaperones, the school administration, and the community, it was “important to understand several individuals’ common or shared experiences” (Creswell, 2013, p. 81).

Purpose Statement

The purpose of this qualitative case study was to develop an understanding of the influence of a short-stay international trip on the attitudes of chaperones of urban middle school students toward traveling students, co-chaperones, and the destination culture. This case study substantiated Kolb’s (1984) learning theory, an existing theory of adult learning. The community studied was an urban middle school in the Eastern United States. The study focused on a small group of staff members who served as chaperones on short-stay international trips to France during the school’s spring break each year from 2014 to 2017. The main source of data was individual interviews with past chaperones. Triangulation was implemented by the use of

corroborating evidence from different sources to shed light on multiple perspectives and themes that emerged.

Overview of Methodology

Research Design

The research type employed was a qualitative case study in which the investigator explored a real-life, contemporary bounded system, through detailed, in-depth data collection and reported a case description and case themes (Creswell, 2013). A case study is appropriate when the inquirer seeks to achieve an in-depth understanding of the case or cases (Yin, 2009). This case study focused “on the exploration of phenomena that occur within a bounded system” (Gay et al., 2012, p. 13). The study was bound by place and time—a single urban middle school’s spring break 2014 to 2017—and focused on a single issue: the influence of the trip on chaperones’ attitudes. All participants agreed to take part in the study.

Research Questions

The general question the current study answered was: How do chaperones of urban middle school students perceive the influence of a short-stay international trip on their attitudes toward traveling students, co-chaperones, and the destination culture? This general question subsumed several related questions:

1. How does chaperoning influence the chaperones’ perceptions of traveling students?
2. How does chaperoning influence the chaperones’ attitudes toward fellow chaperones?
3. How does chaperoning influence the chaperones’ attitudes toward the destination culture?
4. How does the chaperone’s cultural attitude change as a result of chaperoning multiple short-stay trips to the same destination?

Data Collection

The purpose of this qualitative case study was to develop an understanding of the influence of a short-stay international trip on the attitudes of chaperones of urban middle school students toward traveling students, co-chaperones, and the destination culture. The study focused on chaperones on short-stay international trips to France during the school's spring break each year from 2014 to 2017. The main source of data was individual interviews with past chaperones. Triangulation was implemented by the use of corroborating evidence from different sources to shed light on multiple perspectives and themes that emerged.

Sample

A purposive sample of two men and three women who traveled as chaperones on the France trip from 2014 to 2017 participated in this study. Participants were African-American (2), White (1), African (1), and Middle Eastern (1). Maximum variation sampling was implemented as the sample selected for the interviews accurately represented all the sub-groups within the population of those who have participated in the France trip as chaperones during the period under review: females and males, new and veteran teachers, first time and repeat chaperones, participants who opted for single rooms and those who shared rooms, and teachers of 8th grade students and teachers who did not teach at that grade level at the time of travel. The diversity in the approach “increase[d] the likelihood that the findings will reflect differences or different perspectives—an ideal in qualitative research” (Creswell, 2013, p. 157). Additionally, Gay, Mills, and Airasian (2012) posited that the representative sampling of sub-groups within the population enhanced the generalizability of results.

The sampling approach employed in this study was criterion sampling in which the researcher selected “all cases that meet some set of criteria or have some characteristic” (Gay et

al., 2012, p. 143). Criterion sampling was also “useful for quality assurance” (Creswell, 2013, p. 158). The selection of a participants depended on whether the subject was willing (a) to join in an open-ended and frank investigation of their attitudes, (b) to commit the necessary time and work that would be involved, and (c) to have the interview recorded and the data from it used in a doctoral dissertation and publications (Fraelich, 1989).

The researcher in this study was a lead chaperone at the urban middle school and knew the participants. Hockey (1993) posited that being an insider researcher “may potentially influence the whole research process—site selection, method of sampling, documentary analysis, observation techniques, and the way meaning is constructed from the field data” (p. 200). Knowing the participants in this study was an advantage because “insider researchers usually have considerable credibility and rapport with the subjects of their studies, a fact that may engender a greater level of candour [*sic*] than would otherwise be the case” (Mercer, 2007, p. 7).

Interviews. Interviews are considered one of the primary and most important data sources in qualitative research; they generally are semi-structured rather than structured and should be fluid rather than rigid (Yin, 2009). In exploring and understanding the experience of others, “the in-depth interview, as the primary and perhaps singular method of investigation, is most appropriate” (Seidman, 2013, p. 5). Additionally, “interviews are conducted with individuals or groups to ascertain their perceptions” (Joyner, Rouse, & Glatthorn, 2013, p. 73).

Both open- and closed-ended questions were employed in the semi-structured interviews with the chaperones of previous France trips. This study used Moustakas’ (1994) interview protocol which involved an informal, interactive process and utilized open-ended comments and questions. A researcher-generated interview guide was implemented in this study. The interview guide consisted of four guiding questions aimed at evoking a comprehensive account

of the perceived influence of a short-stay urban middle school international trip on chaperones' attitudes toward traveling students, co-chaperones, and the destination culture. Repeat chaperones answered an additional guiding question elucidating the influence of multiple trips on their cultural attitudes.

The interviews were conducted in a comfortable climate that was conducive for the research participants to respond honestly and comprehensively to the research questions. The recorded interviews took place after school hours at pre-arranged public locations. The interview questions elucidated how serving as a chaperone on an urban middle school short-stay international trip to France influenced the chaperones' attitudes toward traveling student, fellow chaperones, and the destination culture. Additionally, repeat chaperones were asked to describe the perceived influence of chaperoning a trip to the same destination on their cultural attitudes. Audio-visual equipment was used for data collection during the individual interviews. Each participant received a transcript of the interview for member checking and validation.

Documentation. Chaperone trip agreement and release from the school district (see Appendix C) shed light on the expected responsibilities and roles of chaperones. Other records analyzed included the official chaperone rosters for the trips, the trip itinerary (see Appendix D), and chaperone online tour accounts. These artifacts provided participant demographic information, tour destination details and activities, and on-tour rooming arrangements. These documents corroborated and augmented evidence from the interviews and were insightful into cultural features (Yin, 2009).

Instrumentation. The main method of data collection was individual interviews of chaperones who traveled on an urban middle school international trip. The interview guide consisted of researcher-designed guiding questions. Content validity was established through

item validity as all interview items were relevant to the measurement of the content and the research questions sampled the total content area being tested (Gay et al., 2012). All the items on the interview guide were relevant to the interpretation of the chaperones' attitudes.

Reliability and Validity

To ensure reliability, the researcher took detailed notes, employed two good-quality recording devices simultaneously, and ensured accurate transcribing of the recording. The current study utilized Gay et al.'s (2012) steps to confirm validity in a qualitative study. These steps consisted of: (a) implementing member checks to test the overall report before the final draft; (b) establishing referential adequacy by checking that the analyses and interpretations accurately reflect the documents, recordings, and other primary sources of data collected; and (c) practicing triangulation to obtain a more complete picture of what is being studied and to cross-check information. At the end of the study, validity was achieved by giving participants a summary of the interview analysis and debriefing for the removal of "any misconceptions and anxieties that the participants have about the research and to leave them with a sense of dignity" (Blanck, Bellack, Rosnow, Rotheram-Borus, & Schooler, 1992, p. 961).

Procedures

Gay et al. (2012) described data analysis in qualitative research as a process that "involves summarizing data in a dependable and accurate manner. It is the presentation of the findings of the study in a manner that has an air of undeniability" (p. 478). Yin (1994) described data analysis as a procedure consisting of examining, categorizing, tabulating, or otherwise recombining evidence to address the initial propositions of a study. Gay et al. (2012) proposed three iterative steps in the process of qualitative data analysis. The process focuses on:

(1) becoming familiar with the data and identifying potential themes (i.e., reading/memoing); (2) examining the data in depth to provide detailed descriptions of the setting, participants, and activity (i.e., describing); and (3) categorizing and coding pieces of data and grouping them into themes (i.e., classifying). (p. 467)

Limitations

Although this study provided valuable data contributing to the research on the influence of an urban middle school short-stay international trip on chaperones' attitudes toward students, co-chaperones, and the destination culture, the study was limited in several ways. First, there were some limitations to the generalizability of the findings. The data obtained by the researcher were specific to chaperones from one institution during a limited period. The study was limited to spring break trips in the 2014 to 2017 period.

The main data collection method in this study was ex post facto interviews. Yin (2009) stated that case study participant interviews should be considered verbal reports only. "As such, they are subject to the common problems of bias, poor recall, and poor or inaccurate articulation" (p. 85). In the current study, trip-related documents and chaperone online accounts were analyzed to corroborate evidence of the participant reports.

Using a pretest-posttest instrument might have yielded a more complete picture of the influence of the experience on chaperones' attitudes. The interactive nature of the semi-structured individual interviews allowing for follow-up questions, and the comfortable interview environment allowed for rich data collection and enhanced the understanding of each chaperone's perceptions and attitudes. In exploring and understanding the experience of others, "the in-depth interview, as the primary and perhaps singular method of investigation, is most appropriate" (Seidman, 2013, p. 5).

Another limitation of the study was the purposive sampling of five chaperones from one institution. Purposive sampling allows the researcher to choose participants and the site for the study so they can “purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2013, p. 300). The purposive sampling of five urban middle school chaperones might hamper the transferability of the results to other contexts. In this study, maximum variation sampling of all subgroups in the population helped to mitigate this limitation. Gay et al. (2012) posited that the representative sampling of sub-groups within a population enhances the generalizability of the results.

Definition of Key Terms

This study described the perceived change in chaperones’ attitudes toward traveling students, co-chaperones, and the destination culture after participating in a short-stay international trip to France with urban middle school students. The following general definitions were used: a chaperone is an older person who accompanies young people at a social gathering to ensure proper behavior; broadly: one delegated to ensure proper behavior (“Chaperone,” 2018); an attitude is a settled way of thinking or feeling about someone or something, typically one that is reflected in a person’s behavior (“Attitude,” 2017); and learning is the acquisition of knowledge or skills through experience, study, or by being taught (“Learning,” 2017).

Summary

This case study of the influence of an international short-stay trip on the attitudes of chaperones of urban middle school students made a contribution to the knowledge of chaperones' post-travel attitudes toward traveling students, co-chaperones, and the destination culture. Though there has been an increase in studies on the impact of short-stay trips on students, case studies of the influence of participating on a short-stay international trip with middle school students on the attitudes of chaperones are scarce.

For future chaperones, the school administration, and the community, it was "important to understand several individuals' common or shared experiences" (Creswell, 2013, p. 81). The current study explored several individuals' perspectives on the experiential learning inherent in chaperoning urban middle school students on a short-stay international trip and developed a deeper understanding of the influence of the experience on the chaperones' attitudes toward traveling students, co-chaperones, and the destination culture.

II. REVIEW OF LITERATURE

Introduction

Chapter Two provides the research basis for the present study through an in-depth review of literature related to general international travel, short-stay international education travel for students, and short-stay travel for active teachers. Short-term international travel is an opportunity for learning experience. As such, the literature related to traditional theories of learning, situated learning, and experiential education was investigated to find possible relationships to the realm of short-stay travel and chaperoning. Although priority was given to peer-reviewed articles dated 2008 or later, some seminal studies published before 2008 were included due to their important contributions to the research. This review utilized a conceptual organizational pattern.

General International Travel

The IIE/Fulbright (2017), which offers a variety of programs for U.S. and foreign nationals, expressed the goal of “creating a better world community through investing in people” (p. 1). Similarly, the CIEE (2017) stated that its mission “is to help people gain the understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world by bringing the world together” (para. 2). Along the same line, the IIE (2017) stated that its mission “is to help people and organizations leverage the power of international education to thrive in today’s interconnected world” (para. 2).

The U.S. State Department (2018) asserted that through study abroad Americans experience the world and begin to form networks that may enhance their prospects in the world’s marketplace and their potential as global problem-solvers. Americans who study abroad “build

understanding as unofficial ambassadors for our country, defining American values and debunking stereotypes” (U.S. State Department, 2018, para. 2).

Kraft et al. (1994) stated that international travel programs from the United States and Central Europe were primarily aimed at improving language skills and communication with foreigners. Kraft et al. added that U.S. programs emphasized individual development and international understanding. Congress designated 2006 as the Year of Study Abroad, and in a bid to increase the number of U.S. students traveling abroad and mark an administrative commitment to the furtherance of international education, the U.S. State Department created a Study Abroad Office in 2014. Chieffo and Griffiths (2004) posited that national boundaries have lost their traditional significance through increased travel, global telecommunications, and international trade and investment. Therefore, “it has become important for individuals to possess firsthand experience with other cultures” (Chieffo & Griffiths, 2004, p. 165).

Li (2000) stated that there has been “a long history of reasoning that associates travel with the search for pleasure, education, or health” (p. 17). According to Li, the quest to define the nature of travel experience must be undertaken concomitantly with inquiring if travel experience is “significant for an individual’s enduring character and for society” (p. 2). Urry (1990) maintained that tourists’ travel experience can be construed as a gaze upon or a view of a set of different scenes, landscapes, or townscapes which are out of the ordinary. With this notion of the tourist gaze, Urry (1990) provided a comprehensive description of travel experience with the following nine characteristics:

- Travel experience is a leisure activity that presupposes its opposite, namely regulated and organized work.

- Tourist relationships are generated by the movement of people to various destinations, which necessarily involve movement through space and a period of stay in a new place or places.
- The journey and stay are to sites outside the normal places of residence and work. The stay elsewhere is short-term and temporary, with a clear intention of returning home after a short stay.
- The places gazed upon during a travel experience are for purposes not directly connected with paid work, and they offer some distinctive contrasts with work.
- A substantial proportion of the population of modern societies engages in tourist activities, and new socialized forms of provision are developed to cope with the mass character of the gaze of tourists.
- Places are chosen because there is an anticipation of intense pleasures, either on a different scale or involving different senses from those customarily encountered. Such anticipation is constructed and sustained through a variety of non-tourist practices such as film, TV, literature, magazine, music recordings, and videos which construct and reinforce that gaze.
- The tourist gaze is directed to features of landscape and townscape different from those at home. The viewing of such tourist sights often involves different forms of social patterning, with a much greater sensitivity to visual elements of landscape or townscape than is found in everyday life. These visual elements are usually captured and objectified through photo and video that can be endlessly reproduced.
- The gaze is constructed through signs, and tourism involves the collection of signs, because tourists are interested in everything as a sign when consuming places. For

instance, when tourists see two people kissing in Paris, what they capture in the gaze is “timeless romantic Paris.”

- Various tourism professionals emerge and attempt to reproduce novel objects of the tourist gaze. These objects are in a complex and changing hierarchy that depends on the competition between interests involved in the provision of such objects and changing class, gender, and generational distinctions of taste within the potential population of tourists.

Hazzard (1983) stated that travel helped the world exchange its store of contrasts, adventure, and refreshment. This exchange, however, “is not a value-free and harmless transmission of information” (Li, 2000, p. 20).

Although the outcomes of international travel are largely positive in the literature, there was some disagreement on the effect and authenticity of travel experience on participants. Li (2000) regretted the lack of authenticity in some travel experience, as travel experience is subject to manipulation by the tourism industry. Other researchers reported that travel experience can lead to a sudden and unexpected realization of the relative economic or cultural poverty of one’s country or of sexual, religious, and political discrimination, and that realization may cause feelings of distress and reappraisal of one’s previous sense of value (Furnham, 1993; Pearce, 1982).

A multitude of existing research touted the positive outcomes of international travel experience (Batey & Lupi, 2012; Chieffo & Griffiths, 2004; Drummond, 2001; Engel, Fundalinski, & Gibson, 2017; Li, 2000; Nguyen, 2017; Wilson, 1993). Wilson (1993) posited that international experiences resulted in gains in global perspective that included substantive knowledge and perceptual understanding. Wilson added that developing self and relationships

marked by personal growth and interpersonal connections were “key outcomes for participants of international experiences” (p. 16). Li (2000) used the phenomenological approach to conduct a qualitative study of tourists’ travel experiences. He collected data through semi-structured interviews and participant observation while travelling with Canadian tourists to China on two separate tours. The data were transcribed and analyzed thematically to ascertain the presence of shared experiences. Li found that “certain aspects in travel experience, such as motivation of learning, cross-cultural education, and ecological awareness, may enhance the appreciation of the culture, social life, and natural environment for the tourists” (p. iii).

Ritz (2011) highlighted the life-lasting nature of travel experience and insisted on the necessity of understanding the holistic outcomes of travel experience. Ritz reviewed the study abroad component of a hospitality and tourism management program at a Northern New Jersey institution of higher education in order to (a) evaluate the operation of a short-term study abroad program as a course component, (b) determine if course learning objectives set by the instructor had been achieved, and (c) determine if participants had created linkages between in-classroom learning and field experiences. The 16 participants were five graduate and 11 undergraduate students. The participants, who had been in the program for a minimum of three years, engaged in a 14-day faculty-led trip to Costa Rica and participated in organized activities aimed at assessing the objectives of the study. One of the study’s limitations was the selection of participants based on convenience of accessibility.

Data were gathered through questionnaires completed by participants and evening discussion sessions after day visits to various carefully planned locations at the destination. The discussion sessions provided faculty members with opportunities to promote transformative learning by asking participants questions that encouraged critical thinking. Participants

responded to questions including “When did you feel most challenged today? Did you experience any ‘aha’ moments today?” (Ritz, 2011, p. 172). Ritz stated that the short-term study abroad program reinforced the emotional and social connection between faculty members and participants, thereby allowing for open discussions to take place. Ritz reported that the short-term study abroad context provided the program’s faculty leaders “with multiple opportunities to practice holistic education. In-classroom sessions were designed to promote intellectual education, and during our stay in Costa Rica, the context greatly contributed to promotion of emotional and social—in addition to intellectual—learning” (p. 176). Ritz defined holistic outcomes as outcomes that reflect intellectual, social, and emotional growth.

Student International Educational Travel

Evidence exists that education abroad is a powerful influence on students’ attitudes, intercultural skills, learning within a discipline, and views of an education abroad experience (Batey & Lupi, 2012; Braskamp et al., 2009; Stebleton, Soria, & Cherney, 2015). Braskamp et al. (2009) stated that “education abroad has become an increasingly important educational program (experience) in global learning and development, intercultural competence, intercultural maturity, and intercultural sensitivity of students” (p. 101). Stebleton et al. (2015) indicated that two common options were available for students to engage in international travel. Students could opt to participate in study abroad programs through their own institutions or participate in study abroad opportunities through another institution or consortium of programs.

Research identifies a multitude of reasons for student international education travel (Hunter et al., 2010; Loh, Steagall, Gallo, & Michelman, 2011; Stebleton et al., 2015). Stebleton et al. (2015) conducted a multi-institutional study to discover whether different international activities in which students participated yielded different outcomes for the development of the

students' global and intercultural competencies. Students rated their competency levels when they started at their university and at the time of the study on a scale of one to six (very poor to excellent). The competencies measured included current abilities in understanding the complexities of global issues, applying disciplinary knowledge in a global context, having linguistic and cultural competency in at least one language other than their own, and working comfortably with people from other cultures.

Data were collected using the Student Experience in the Research University (SERU) survey. The web-based survey was administered to 287,498 undergraduate students across twelve large public universities (Stebbleton et al., 2015). The institutional-level response rate was 34.7%. After an initial analysis of the data using the principal component analysis (PCA) on 27 items with oblique rotation (ProMax), six factors were retained for the final analysis: campus climate, academic engagement, sense of belonging, research experience with faculty, research for credit, and classmate interactions. The factor scores were computed using the regression method and saved as standardized scores with a mean of zero and a standard deviation of one. Gains in competencies were computed by subtracting students' initial ratings from their rating of global competencies at the time of the study. Stebleton et al. reported that more respondents had traveled abroad for recreation as compared to other travel or study abroad activities. Additionally, students were slightly more likely to travel abroad for a cross-cultural experience or informal education as compared to more formal study abroad programs organized through the university. Stebleton et al. concluded that college students "often travel abroad for recreational purposes and obtain cultural experiences that are not directly tied to an academic experience" (p. 2).

Loh et al. (2011) conducted a two-part survey to assess students' pre- and posttrip perceived dollar value of the short-term study abroad courses offered at the Coggin College of Business at the University of North Florida (UNF) in 2009. The participants were 135 students who participated in short-term study abroad courses. The study abroad courses covered in the sample included undergraduate trips to Australia, Europe, and South America, as well as a graduate trip to Italy. Loh et al. used the contingent valuation (CV) method which included "a set of value-eliciting survey questions and estimation method designed to estimate respondents' maximum willingness to pay within their own budget constraint" (p. 77). They chose the CV because the valuation estimated was bounded by respondents' ability to pay and less likely to be subject to exaggeration. In both parts of the survey, students were asked to assess the value of the following benefits that they expected to get (pretrip) or thought they acquired (posttrip) out of the course: (a) grow as a person, (b) have a travel experience, (c) enhance job market prospects, (d) gain the international experience that helps in doing business in global economy in the future, (e) learn about family heritage, (f) practice foreign language skill, (g) gain knowledge about the foreign culture, (h) generate a higher starting salary, and (i) get academic credit. The assessment was reported on a 5-point scale with 1 being "not valuable" and 5 being "extremely valuable." Demographic information was collected pretrip and anonymized through a self-created ID number.

Loh et al. (2011) employed a three-fold estimation model. In the first double-bounded model, an initial and a follow-up bid were jointly used to locate the true willingness to pay (WTP) in a bound. Subsequently, an additional bid was added to create a triple-bounded model with the aim of gaining efficiency in the estimation. The third model considered the three rounds of response as three separate observations. Based on the estimation results of each model, the

researchers calculated several median WTP measures. The median WTP was defined as being equivalent to the bidding price with an equal probability of acceptance and rejection. The data showed that students' (a) valuation of language, family history, and culture rose after the trip; (b) perceptions about culture shock were understated before the trip and much more important afterwards; and (c) valuation of practicing foreign language skill was higher posttrip. Loh et al. reported that students found study abroad to be more than worth its cost; the maximum willingness to pay of the study participants exceeded the actual cost of the trip. Additionally, Loh et al. posited that many students participated in study abroad because they were "curious about foreign cultures and want to learn about them first-hand" (p. 75).

Other students engaged in international education travel as a preparation for future professional life, while some were encouraged to study abroad because both employers and institutions increasingly expect students to possess strong global competencies (Hunter, White, & Godbey, 2006; Tarrant, 2010). Leaders in business and business educators value the global competencies students develop through the experiential learning that happens abroad (Farrugia & Sanger, 2017; Trooboff, Vande Berg, & Rayman, 2008). Trooboff et al. (2008) conducted research into employer attitudes toward study abroad. The researchers explored whether there was a correlation between the proportion of revenue that an employer's firm, organization, or agency earns from international sales and the employees' attitudes toward the various types of international experiences. Trooboff et al. also compared the types of study abroad programs and the value placed by on them by senior management and others responsible for hiring. The researchers surveyed senior managers, human resources professionals, and campus recruiters at four universities: Pennsylvania State University (PSU), the University of Kentucky, the University of Notre Dame, and Pacific Lutheran University. Representatives of 352 firms,

organizations, and agencies from a wide range of industries across the United States completed an on-line questionnaire. Their research methodology included having each of the four career services directors send out copies of form letters they had written for the research under their own name and title. Trooboff et al. provided incentives for completion in the form of participation in a prize drawing for a football game ticket. Twenty-nine percent of participants in the firms, organizations, and agencies contacted completed the surveys. Comparisons of employer valuations and rank ordering were based on participants' responses to questions on a 5-point Likert scale survey, with 5 indicating the highest, and 1 the lowest, importance. Trooboff et al. found that the greater the firm's internationally generated revenue, the more likely that its employees valued all types of study abroad. The researchers also found that, for entry-level hiring, in addition to the consideration given to the academic majors, employers placed a high value on the prospective employee's personal skills that were honed by study abroad. The skills included teamwork, the ability to work effectively outside of one's comfort zone, and effective communication in intercultural settings. Consequently, it was critical to possess the necessary skills to interact and lead in global and culturally diverse work environments (Bordia & Crossman, 2008).

Braskamp et al. (2009) conducted a study to assess the progress in global learning and development with education abroad students. The study participants were students enrolled in ten semester-long study abroad programs across five U.S. institutions during the spring of 2008. Participants in the study took the same written survey before or during the first days of their education abroad program and then during the last week abroad or shortly after they returned to the United States. Braskamp et al. selected a "pretest-posttest design to measure changes in

students' global perspective over the period of one semester, the length of the education abroad experiences of students" (p. 103).

Braskamp et al. (2009) used the Global Perspective Inventory (GPI) to measure three domains of global learning and development: cognitive, intrapersonal, and interpersonal. Two scales were constructed to measure each of the three domains. The two cognitive scales were knowing (development) and knowledge (acquisition); the two intrapersonal scales were identity (development) and affect (acquisition); and the two interpersonal scales were social responsibility (development) and social interaction (acquisition). Frequency distributions of each of the 46 items and means of the six scales were calculated for all students combined over all the education abroad programs to obtain an inclusive measure of the differences between students who completed the GPI before and after their study abroad experiences. The six scales of the GPI were completed by 245 students in both the pretest and posttest administrations. The researchers calculated the differences between the pretest and posttest administrations of the GPI using a paired samples *t* test. The data revealed that students had statistically higher posttest means on all GPI scales except knowing.

Braskamp et al. (2009) found that the greatest area of development for education abroad students was in the cognitive domain, which included the understanding of multiple cultures and competence in multiple languages. The researchers concluded that study abroad was an effective educational experience for students, especially if the objective was to help students develop holistically and globally. They pointed out that "student engagement in education abroad experiences enhances global learning and development, which . . . should now become an important and even the core of holistic student development, a goal of almost every undergraduate college or university" (Braskamp et al., 2009, p. 111).

Braskamp et al.'s (2009) findings were corroborated by a similar study by Brandauer and Hovmand (2013) that was conducted at the Danish Institute of Study Abroad (DIS) to assess the preparedness of business students for a diverse workplace through study abroad. The case study focused on semester abroad students and programming from Fall 2011 to Spring 2013. In that period, there were 319 International Baccalaureate (IB) students from U.S.-based colleges and universities who spent a semester abroad at the DIS while earning credit toward their undergraduate degrees.

The case study relied on data collected on IB students through an online survey and course evaluations. The survey and evaluations used a 4-point Likert-scale ranging from 0, indicating "strongly disagree," to 4, indicating "strongly agree." The survey was sent by email to 89 students. The first 50 students who responded received a gift certificate for a coffee or pastry. The number of respondents was 62. The DIS general program and core course evaluations were sent to all students in the week before final examinations. Core course evaluations were sent to 239 students and 194 responded. General program evaluations were sent to 152 IB students and 124 responded. All the respondents' scores were averaged, and they ranged from 2.8 to 3.2. The averages revealed that students' expectations were met with the strongest values in gaining an understanding of European business practices, taking courses that count toward their major at home institution, and gaining a real-world business perspective. Brandauer and Hovmand found that, through concerted intervention efforts, the institute (a) exposed students to different perspectives and to professionals within the Danish and European business communities, (b) made students active participants in their learning and strengthened their intercultural skills, and (c) prepared "students to be able to reflect on and articulate what it is they have learned abroad" (p. 107).

Impact of Short-Stay Programs

Study abroad programs were hitherto construed as language learning semester or yearlong programs, but increasingly short-term programs lasting fewer than eight weeks have witnessed an increase in popularity (Chieffo & Griffiths, 2004; IIE, 2017). According to the most recent figures released in the Open Doors Report of the IIE (2017), 63% of American students who studied abroad during the 2015-2016 academic year participated in short-term programs. The greatest gains in participation numbers were observed in programs during the academic year that were eight weeks or less (IIE, 2017). “The proliferation of study abroad offerings has been accompanied by increased student willingness, and even eagerness, to participate in them” (Loh et al., 2011, p. 74). Short-stay trips have the advantage of being able to provide study travel experiences to increasingly large numbers of students at the graduate and undergraduate levels because they are cheaper, and they are often more convenient and feasible for students (Riggan et al., 2011). The dramatic increase in participation makes it imperative to examine the impacts of program length (Chieffo & Griffiths, 2004), especially since there has been much criticism levied at short-term programs and their ability to provide similar outcomes to longer programs (Riggan et al., 2011; Ritz, 2011).

Weaknesses of the short-stay program. Some researchers have shown considerable skepticism on the effectiveness of short-term programs in increasing cultural sensitivity, changing worldviews, and providing personal and professional growth on the same level as long-term programs (Anderson et al., 2006; Lutterman-Aguilar & Gingerich, 2002; McKeown, 2009; Riggan et al., 2011). This school of thought holds that extensive program duration is a required condition for achieving desired outcomes. Riggan et al. (2011) questioned whether participants in short-stay study abroad “typically allow themselves and their understandings about the world

to be transformed by their experiences or if these brief trips only serve to reify and legitimize preconceived notions and stereotypes about the world” (pp. 236-237). Riggan et al. (2011) decried the lack of planning in some short-stay tours and insisted that positive results can only be obtained “if a critical reflection component is incorporated in the study tour” (p. 237). McKeown (2009) pointed out that the weakness of many programs is their lack of structure, faculty-student engagement, group discourse, and reflective exercises. Similarly, Lutterman-Aguilar and Gingerich (2002) held that short-term program weakness also stemmed from the lack of reflection, critical analysis, and synthesis which are essential elements for program success. To palliate these deficiencies, Deardorff (2011) encouraged sufficient preparation for students on intercultural learning before study abroad opportunities take place, so students can “better communicate the growth occurring during these programs” (p. 71).

Research by Nguyen (2017) also highlighted the necessity for intentional programmatic structures. Nguyen surveyed 55 students across eight different short-term programs at three distinct institutions within the state of Texas. Nguyen used the Intercultural Effectiveness Scale (IES) to examine the impact of short-term study abroad programs on students’ overall intercultural competency and the connections between the measured areas and programmatic content. The IES measured intercultural competency including continuous learning, interpersonal engagement, and hardiness. The quantitative research took place over the course of nine months. The IES was distributed online to all participants. SPSS (Statistical Package for the Social Sciences) was used to conduct a repeated measures analysis of variance (ANOVA) on the total IES quantitative data to determine if gains were made over a time period spanning from before to three months following a short-term study abroad. The participants were surveyed before, immediately after, and three months following a study abroad experience. At each

interval, the data were reviewed for outliers. Standard deviations and means were computed for each of the ten components of the IES. Paired samples *t* tests were used for post-hoc analysis comparing pre to post, post to three months, and pre to three months. At the programmatic level, non-parametric analyses were run using a Friedman's analysis of variance with Wilcoxon Signed Rank Test for post-hoc comparison. The 55 students participating in short-term programs demonstrated an upward trend in intercultural competency as defined by their overall IES mean scores. On a possible range from 1.00 to 5.00, the mean scores for all ten IES components fell within the range of 2.60 and 4.40. Students were shown to have a starting mean score of 3.60 before their study abroad experience and a mean score of 3.74 afterwards. Three months after the experience, the mean score among students remained at 3.74. The data indicated that overall scores were influenced by short-term study abroad experiences in a positive way and remained at similar posttrip levels three months later. Nguyen highlighted the need for intentional programmatic structures that included "well-defined activities and assignments, incorporating meaningful local interaction, and providing planned re-entry" (p. 109).

Another criticism levied at short-term programs was that the programs were onerous. According to Loh et al. (2011), short-term study abroad programs "are expensive—often more expensive than spending a full semester abroad—because students stay in hotels and there is typically significant in-country travel involved" (p. 76). Medina-Lopez-Portillo (2004) argued that semester-length programs were better because students were more prone to assimilate into the host culture and were more likely to be removed from their comfort zone, and, in so doing, students were afforded greater opportunity for educational experiences and cultural adaptation.

In another disparagement of short-stay programs, Engle and Engle (2003) pointed out that some institutions treat international education as a numbers game. The institutions take

students away from the home institution for as little time as possible and maximize profit from their students while still maintaining high percentages of students studying abroad (Engle & Engle, 2003). To mitigate this negative tendency, Skelly (2009) argued that it was imperative to ensure that the study abroad industry was teaching to a specific purpose and laying an intellectual foundation for future generations instead of simply giving in to commodification. Therefore, there was need to design research that evaluated the capacity of study abroad to promote particular outcomes and assess under what conditions these may occur (Tarrant, Rubin, & Stoner, 2014).

Strengths of the short-stay program. Conversely, considerable research findings indicate that short-term, non-language-based programs can have similar impacts to the more traditional programs (Anderson et al., 2006; Chieffo & Griffiths, 2004; Lutterman-Aguilar & Gingerich, 2002; Nguyen, 2017; Tarrant, 2010). Tarrant et al. (2014) proposed a theoretical framework to design and structure short-term, faculty-led, educational travel programs and to explain how and why learning outcomes arise. The framework maintained that by “engaging in an experientially structured study abroad program, a new worldview (global citizenship), predicated on a change in environmentally oriented values, norms, and behaviors, is nurtured and promoted” (p. 447). Tarrant et al. pointed out that most institutions of higher education in the United States acknowledged that the future workforce of America depended on citizenry that was sensitive to, and aware of, global issues. They reported that one response by higher education institutions was to increase enrollments in study abroad. They argued that to achieve democratization and diversification in study abroad, short-term programs may be the only realistic option for most students due to the extensive demands on current undergraduate students.

Medina-Lopez-Portillo (2004) suggested that trip duration does not matter because long- or short-term study abroad trips provide only a cursory look into cultural understanding. Likewise, Ritz (2011) held that the duration of the trip did not matter if one of the main goals was to increase the social connection between students and teachers. Strange and Gibson (2017) conducted a study to investigate the transformative learning potential of university-level study abroad programs and to assess the influence of experiential learning components and program length on transformative learning. The programs included faculty-led and exchange programs ranging from one week to one semester in length. The researchers collected data using an online survey of 216 study abroad participants in a southeastern university in the United States. The instrument consisted of a fixed-choice and open-ended response format questionnaire. Data were analyzed using SPSS. Descriptive statistics were generated for all the variables including means, frequencies, percentages, and standard deviations. A manual thematic analysis was performed on the open-ended data. Data were initially coded into categories and then cross-referenced to identify similarities and differences across the codes. The responses were evaluated according to dimensions of experiential and transformative learning and reported by theme and sub-theme. A one-way ANOVA test showed a statistical significance between program length and the summated transformative learning score. “Sixty-five students responded that they had experienced a change in their beliefs or value system. Students’ responses covered themes such as understanding the United States, changing their value systems, global outlook, career and personal goals, and travel aspirations” (Strange & Gibson, 2017, p. 95). Strange and Gibson found that there appeared to be little difference in the transformative educational ability of programs based on program duration, provided they were more than 18 days.

Lutterman-Aguilar and Gingerich (2002) proposed the implementation of the principles and best practices of experiential international education in educating short-stay travel abroad participants for global citizenship. They posited that many of the structured intercultural predeparture activities can be used just as effectively once students arrive in the host country. “The debriefing of such activities is then richer, as participants begin to draw connections to their current experience and can discuss their differing perceptions with each other” (p. 65). Lutterman-Aguilar and Gingerich insisted that study abroad in and of itself did not lead to the development of global citizenship but can do so when it is designed with that goal in mind; putting into practice the principles of experiential education. They added that study abroad by its nature presents the opportunity for students to test recently understood concepts on their lived experiences, thereby providing a more grounded method for acquiring knowledge.

Chieffo and Griffiths (2004) conducted a quantitative research project at the University of Delaware to determine whether students taking courses abroad during 2003 and 2004 winter study abroad sessions “acquired ‘global awareness’ to a greater extent than those who enrolled in similar courses on campus and whether, at the end of the session, there was a statistically significant difference between the two groups” (p. 167). The 1,509 study abroad participants responded to a survey instrument reflecting four categories of global awareness: intercultural awareness, personal growth and development, awareness of global interdependence, and functional knowledge of world geography and language. Demographic items included gender, major, grade point average (GPA), academic class, and current location (abroad or on campus). Multivariate statistical analyses using SPSS software revealed that the respondents’ academic year, GPA, and major contributed to significant response differences between the abroad and on-

campus groups, while gender had no statistical impact. All four demographic factors were controlled for when comparing the means between the two groups.

The students' responses to the short-answer questions were evaluated using an iterative process of qualitative analysis. The findings "demonstrated that students who go abroad, even for as little as one month, were learning how to perform tasks associated with international travel, and they are engaging in activities to learn more about their host site and host culture" (Chieffo & Griffiths, 2004, p. 171).

About a third of the comments from the students who went abroad included responses related to personal growth and development such as adaptability, flexibility, patience, responsibility, respect for others, and appreciation for the arts. Chieffo and Griffiths stated that there were significant differences in the perceived outcomes of those who participated in short-term programs and those who remained on campus. The authors highlighted the opportunity afforded to students in short-term programs to participate in multiple programs and experience several worldviews while pursuing their degree. Furthermore, they asserted that short-term programs were a gateway to greatly improved international awareness, despite their brevity, and had a significant present and future impact on participants. Additionally, Chieffo and Griffiths found that "short-term programs, even as short as one month, are worthwhile educational endeavors that have significant self-perceived impacts on students' intellectual and personal lives" (p. 174).

The finding by Chieffo and Griffiths (2004) reflected Tarrant's (2010) assertion that where programs, even short-term ones, are experientially structured, there is a high propensity for students to achieve a new worldview by the end of the program. Tarrant proposed the value-based-norm (VBN) theory of pro-environmental behavior as a conceptual framework for

exploring the role of study abroad in nurturing global citizenship. Tarrant asserted that the contribution of the proposed theoretical orientations was that it enabled study abroad administrators to demonstrate program-specific outcomes and validate the importance of international education in the curricula. Tarrant's framework maintained that "by engaging in an experientially structured study abroad program, a new worldview (global citizenship), predicated on a change in environmentally oriented values, norms, and behaviors, is nurtured and promoted" (p. 447).

Anderson et al. (2006) studied American students participating in a four-week, non-language learning program to England and Ireland. The study used the Intercultural Development Inventory (IDI) to assess the extent to which a short-term faculty-led study abroad program affected the cross-cultural sensitivity of student learners. The IDI was administered before the students traveled abroad and four weeks after they returned to the United States. The subjects in the quantitative study were traditional, college-aged students who were majoring in business administration at a private university located in the upper Midwest. The sample consisted of 23 senior-level students enrolled in a management course. The average age of the study participants was 21 years. The program assessed was a faculty-led management course that consisted of one week of on-campus study, followed by four weeks of study in England and Ireland. The 17 U.S. faculty members conducted classroom instruction on university campuses abroad. Classes met in the morning, and participants explored the local surroundings in the evening. The program included guest speakers, company site visits, and travel to local cultural sites. While in London, the students lived with British families in a home-stay arrangement. This form of accommodation provided the students the opportunity to experience daily life at a personal level. The respondents rated their agreement or disagreement using a 5-point Likert

scale on 50 items. The participants in the study significantly improved their overall intercultural sensitivity as measured by the IDI development score. Anderson et al. concluded that “as a group, the students lessened their tendency to see other cultures as better than their own (Reversal) and improved their ability to accept and adapt to cultural differences (Acceptance/Adaptation)” (p. 464).

Likewise, Behrnd and Porzelt (2012) surveyed a group of German college students to explore the utility of intercultural training as a follow up to education abroad experiences. They carried out two studies to compare the intercultural competence of students with and without experiences abroad. In the first study, cognitive, affective, and conative intercultural competence were measured based on a first model of intercultural competence. In a second study, problem solving, social, individual, and strategic intercultural competence were measured based on a different model of intercultural competence. The average age of the participants was 23 years. Fifty-two students participated in experiential intercultural training after having participated in the survey; 38 of them repeated the survey after the training. The survey included three subscales with possible scores from 0 to 40 for cognitive, from 0 to 56 for affective, and from 0 to 28 for conative aspects. The 4-point Likert scale items ranged from “I completely agree” to “I do not agree at all.” The comparison of the different research groups (students with and without experiences abroad) was conducted with a multivariate analysis of covariance (MANCOVA). Relevant other variables were analyzed within a correlational design. The researchers used a paired samples *t* test to demonstrate the changes caused by intercultural training. In Study 1, an effect was found for cognitive intercultural competence. Students who stayed a certain number of months showed higher scores in affective intercultural competence. Post-hoc analysis with an

independent samples *t* test showed 10 months as being critical for affective intercultural competence.

In Behrnd and Porzelt's Study 2, the sample consisted of 255 German students of different fields of study who participated on a voluntary basis. The average age of the participants was 22 years. The participants included 161 students who participated in experiential intercultural training after having participated in the survey; 114 of them repeated the survey after the training. Training participants completed a questionnaire in the classroom before taking part in intercultural training. The researchers carried out a MANCOVA comparing the groups with and without experience abroad with respect to the subdomains of intercultural competence. The number of visited countries, the number of foreign languages spoken, the number of private stays abroad, and the duration of the longest stay abroad were additionally analyzed within a correlational design. A paired samples *t* test was used to demonstrate the changes in the participants' intercultural competence after intercultural training. An effect of being abroad in interaction with the lengths of the stay was found for problem solving and intercultural competence. Behrnd and Porzelt (2012) concluded that "the experience of having been abroad seems to have created the optimal precondition to benefit from intercultural training" (p. 220).

Motley (2013) conducted a quantitative study to examine the influence of short-term study abroad programs on noncognitive variables. The author administered a pre- and post-experience survey instrument using the noncognitive questionnaire (NCQ) and the Student Experiences (SE) Survey from the Wabash National Study of Liberal Arts Education to 200 undergraduate, graduate, and lifelong education students participating in short-term study abroad programs during the summer semester of the 2010-2011 academic year. As an incentive

for completing the survey, the researcher offered a \$20 gift card to Amazon.com to the first 50 students who completed both the pre- and post-departure surveys.

The NCQ consisted of a total of 29 statements, with six questions addressing demographic information and 23 questions directly related to noncognitive variables. The noncognitive variable section of the instrument included 5-point Likert scale items ranging from 1 (strongly agree) to 5 (strongly disagree), multiple-choice questions, and open-ended questions. The data from the predeparture survey was merged with the data from the post-departure survey using a unique identifier as a key variable using SPSS 16.0. Motley (2003) computed only the merged data that included information from both surveys. Results from the pre- and the postexperience surveys were compared using SPSS by using a paired samples *t* test and a one-way ANOVA. Motley found that short-term study abroad programs have an influence on the noncognitive variables of the students who participated in the programs. Furthermore, the results indicated that “some specific factors, namely previous travel abroad, first time experience studying abroad, living with a family while abroad, and the geographic region where the program takes place has an influence on the change in noncognitive variables” (p. 97).

The impact on student worldview of short-term study abroad was also confirmed by Engel et al.’s (2017) study of the impacts of a free summer trip short-stay study abroad program in the District of Columbia Public Schools (DCPS) in 2016. The exploratory pilot study employed a mixed method design. The authors designed and administered predeparture and post-travel surveys to 8th and 11th grade students participating in the study abroad experience to gather quantitative data. Qualitative data were collected through individual, semi-structured interviews with a purposeful convenience sample of 13 participating students and two DCPS

Global Education staff members. Additionally, the researchers collected and analyzed a sample of student work, including in-country blogs and final projects.

Analysis of the staff interviews revealed that the main impacts of the DCPS Study Abroad program on student participants included (a) an increased interest in learning about the world, (b) excitement to engage in cross-cultural exchange opportunities, (c) social connections across DC and awareness of local community, and (d) increased empowerment (Engel et al., 2017). Additionally, the interviews and surveys showed that, through the study abroad opportunity, DCPS students “were engaged in building four aspects of global competence: investigating the world outside their own environment, recognizing their own and others’ perspectives, communicating ideas with diverse audiences, and taking action to improve communities” (p. 1).

Study abroad can have an impact both on a participant’s future plans and desire to work in another country (Wright, 2010). Wright described the study abroad learning experience of U.S. senior nursing students on a study abroad clinical experience and discussed issues such as student selection, student safety, and available clinical experiences that need to be considered before undertaking such an endeavor. The participants lived on the campus and ate at the cafeteria of a rural school of nursing in Botswana. After conducting the clinical experience in the village for a month during the summer, the senior nursing student participants in that experiential study abroad program recognized that they were looking at another culture through their own cultural lenses. “For many, their world view changed, and for some, their plans for the future also changed to include the potential of working in a country other than the United States” (Wright, 2010, p. 286).

Batey and Lupi (2012) conducted a study to determine whether participants in a study abroad experience identified connections to surface and deep cultural issues of the host country and its people. The participants in the study were 16 students who traveled as a group in March and in November 2009 to Plymouth, England. The participants were housed together in small townhouses on the edge of the campus of the University College, Plymouth (UCP). Batey and Lupi used the Cross-Cultural Adaptability Inventory (CCAI) to organize and analyze the qualitative data from the students' reflection papers. The inventory contained four scales: emotional resilience, flexibility and openness, perceptual acuity, and personal autonomy. The inventory was culture-general and based on the assumption that people who adapted to another culture shared commonalities in their perceptions and feelings, regardless of their own cultural background. Additionally, the inventory determined and provided indicators of an individual's readiness to interact in another culture. The researchers reported that international experience was a way to expand cross-cultural knowledge and to develop a global perspective in the participants. Batey and Lupi concluded that even years after the international experience, participants continued to have "a greater understanding of the intellectual life and traditions of the British in addition to an increased awareness of American culture" (p. 12).

Farrugia and Sanger (2017) investigated the connection between study abroad programs and the development of skills that contribute to employment and career development. The researchers surveyed a nationwide sample of over 4,500 alumni of U.S. higher education institutions who participated in study abroad between 1999/2000 and 2016/17. Farrugia and Sanger also conducted interviews focusing on the aspects of study abroad programs that contribute to positive employment outcomes with a segment of respondents to gain a more nuanced understanding of the links between study abroad and employability. They found that:

(a) study abroad had an overall positive impact on the development of a wide range of 21st century job skills, (b) study abroad expanded career possibilities, (c) the skills gained through study abroad had a long-term impact on career progression and promotion, (d) longer periods of study abroad had a high impact on subsequent job offers and the development of most skills, (e) short-term programs were most effective at developing teamwork skills, (f) STEM (Science, Technology, Engineering, and Mathematics) majors highly valued the gains made in skills outside of their majors during study abroad, (g) choosing a less familiar destination was positively associated with skill development and sense of career impact, and (h) student intentionality and highly structured programs contributed to skill development. Farrugia and Sanger (2017) concluded that:

Across majors, professional industries, and study abroad duration, interviewees felt that the challenges and lessons learned during study abroad were some of their most meaningful experiences they had to convey their strengths in overcoming obstacles to potential employers during interviews. (p. 14)

Researchers held different viewpoints on the impact of program length on study abroad outcome. Some researchers held that longer programs were more valuable and impacted students more because longer trips provided greater opportunity for educational experience and cultural adaptation (Medina-Lopez-Portillo, 2004), were less expensive than short-term study abroad that required hotel stays and significant in-country travel (Loh et al., 2011), and differed from brief trips that legitimized preconceived notions and stereotypes about the world (Riggan et al., 2011). Conversely, other researchers posited that duration made little difference, provided sojourn was more than 18 days (Strange & Gibson, 2017) and was not important if the main goal of the experience was to increase connection between students and teachers (Ritz, 2011).

Strange and Gibson (2017) provided a synthesis of the different viewpoints regarding the impact of program length by suggesting that “collectively this debate indicates that a focus on not only length, but also on quality of programming is now necessary” (p. 90). Thus, understanding the influence of the program on the attitudes of participants, no matter the program length, contributes to understanding the holistic impact of the travel experience.

Collectively, studies measuring cognitive and noncognitive variables using various instruments found that students who participated in study abroad programs experienced changes in self-image, academic goals, professional goals, and attitudes about their roles in society (Anderson et al., 2006; Batey & Lupi, 2012; Braskamp et al., 2009; Farrugia & Sanger, 2017; Kasravi, 2009; Li, 2000; Loh et al., 2011; Nguyen, 2017; Riggan et al., 2011; Stebleton et al., 2015; Trooboff et al., 2008). Fung and Filippo (2002) stressed the importance of understanding the implications for the faculty or staff leading study abroad opportunities. Remembering that all of the foregoing studies focused on students’ outcomes, it was, therefore, imperative to study the influence of a short-stay international trip on the attitudes of urban middle school chaperones toward traveling students, co-chaperones, and the destination culture.

Teacher International Travel

Intercultural competence for teachers is indispensable for effective teaching due to the “growing culturally and linguistically diverse (CLD) student population in U.S. K-12 settings” (He et al., 2017, p. 1). Loh et al. (2011) posited that “it is clear to both students and faculty that globalization is here to stay” (p. 74). Students in schools today are more diverse than ever in regard to racial, ethnic, linguistic, religious, socio-economic, and cultural backgrounds (de Jong, 2011). Today, “being a teacher requires understanding and positively responding to the cultural and linguistic nuances present in the classroom” (Gonzalez-Carriedo et al., 2017, p. 841).

Effective teaching requires an understanding of the cultural nuances present in the classroom, an understanding that may require engagement in field experiences beyond the traditional context of the teacher preparation programs (Batey & Lupi, 2012). Festervand and Tillery (2001) stated that faculty often carry biases, stereotypical images, and misperceptions into their everyday activities. International travel can mitigate this unfortunate disposition as “even short visits can allow the individual to re-establish a direct contact and correct such perceptions and biases” (Festervand & Tillery, 2001, p. 110).

A paucity of research exists on the influence of international travel on middle school classroom teachers. The dearth of research has been attributed to the fact that “funded travel opportunities for classroom teachers are meager” (Drummond, 2001, p. 174) and to the lack of flexibility in teachers’ work schedules (Batey & Lupi, 2012; Chieffo & Griffiths, 2004). For the purpose of this study, existing literature on the influence of international travel on active educators in general was reviewed. Educators who travel abroad are a catalyst for students’ interest in international travel and play a crucial role in preparing students to understand the interconnected world in which we live (U.S. State Department, 2018). As such, international travel experiences can promote the idea that people should enjoy the similarities and respect the differences in other cultures (Anderson et al., 2006; Chieffo & Griffiths, 2004; Drummond, 2001; Fung & Filippo, 2002).

Festervand and Tillery (2001) reported that short-term international programs can be a professional development tool for faculty. Festervand and Tillery described an international short-term program in Japan involving business faculty from the College of Business at Middle Tennessee State University and shared their experiences, insights, and conclusions gleaned from the experience. The authors acknowledged the need for faculty to take students abroad not only

for the improvement of the student but also as a means of professional development for the faculty members themselves. Festervand and Tillery concluded that “to stimulate the student in class who has limited exposure or interest in international activities, the instructor should be able to ‘talk the talk’ and make the ‘walk’ real” (p. 110). Likewise, Fung and Filippo (2002) posited that:

The international experiences enable professors to have direct interaction with the people and culture of different countries, particularly within the host country’s natural setting. Such activity enriches professors’ cross-cultural understanding or perspective of a country, and it may be a successful tool in the integration of our concepts and theories that govern our professional disciplines. (p. 58)

Thus, international travel experience increases intercultural competence, which can be understood as the enhancement of appreciation of differences among cultures (Anderson et al., 2006).

Drummond (2001) facilitated summer travel for 170 K-12 geography teachers from the United States in eight different summer programs lasting four or five weeks to Australia, New Zealand, and China. The aim of the program was to provide classroom teachers with experiences that could be translated to the classroom. Drummond stated that teachers and fellow travelers returned to the classroom with enthusiasm and expanded vision, ready to share their experiences with their students. She reported that for returning teachers the world looked different, smaller, more interconnected, and more familiar, and most could not wait to explore another part of the planet. She added that “first-person anecdotes from a teacher, personal insights, and items collected *in situ*, tend to carry more weight with students than any textbook, no matter how skillfully written and illustrated” (p. 174).

Alfaro (2008) conducted a study of the International Teacher Education Program (ITEP) of the California State University System (CSUS). The ITEP was a credentialing program for elementary teacher candidates pursuing certification as bilingual teachers. The purposes of the study were (a) to analyze biliteracy teachers' self-reflection accounts of their significant experiences in an international student teaching setting with respect to teaching elementary students from diverse cultural, linguistic, and socioeconomic backgrounds in Mexico, and (b) to examine cultural and intercultural experiences of difference from a global perspective. The biliteracy teacher candidates spent eight weeks in public schools, two weeks in private schools, and three weeks in indigenous schools in their student teaching practicum. The candidates concomitantly took education methods courses taught by Mexican professors and CSUS university supervisors. Four biliteracy teachers provided data through interviews and journal entries addressing the research purposes. The ITEP participants "learned to teach and learn from the heart, they learned of the cultural experience of difference; ...how to negotiate differences, they experienced transformative cultural and intercultural phenomena; and they learned to practice a multicultural inclusive pedagogy" (p. 25). Alfaro concluded that direct contact with intercultural experience produced an enhanced sensitivity to and awareness of issues related to the cultural and linguistic backgrounds of the students.

Gonzalez-Carriedo et al. (2017) described an international student teacher exchange program between the University of North Texas and the University of Seville in Spain and reflected on the effects of the experience on a Spanish preservice teacher and his mentor teacher in Texas. Five student teachers from the University of Seville, traveled to the United States in the spring of 2015. Concurrently, five American student teachers traveled to Seville. Both groups completed a four-week exchange. Gonzalez-Carriedo et al. reported that the intercultural

experience was an opportunity for participants to reflect on the concept of education as well as on the different elements present in the schools, both in Spain and the United States. They added that, at a personal level, being exposed to different cultures was a life-changing event that increased the propensity to value and embrace diversity.

The effects of international experiences in regard to the global perspectives of the participants tended to be long lasting (Batey & Lupi, 2012; Ritz, 2011; Stauffer et al., 2008) and resulted in an increased desire to consider multiple perspectives in the classroom (Alfaro, 2008; Fung & Filippo, 2002; Gonzalez-Carriedo et al., 2017). Festervand and Tillery (2001) cautioned that participants in short-term travel should view the experience as only the beginning of their learning. Festervand and Tillery added that during the short-term travel experience, participants learn about and from the destination as they interact with the place. In an article on how to prepare children for international travel, Stauffer et al. (2008) proposed guidelines for traveling with adolescent travelers. Stauffer et al. insisted that trauma avoidance should be stressed with adolescent travelers because “adolescent travelers may be particularly challenging especially given their proclivity to increased risk taking behavior” (p. 16). Stauffer et al. added that with careful planning, trips with adolescents can be “transformed into a lifetime of fond memories” (p. 1). Faculty members’ participation in a short-term international experience resulted in significant intellectual growth, and most of this growth occurred vicariously (Festervand & Tillery, 2001). Drummond (2001) noted that “the active teacher who travels abroad multiplies the benefit for years to come” (p. 174).

Student travel on teacher-led short-stay experiences have an influence on the holistic development of the student (Braskamp et al., 2009), and “as institutions continue to work toward campus internationalization, there is more that can be learned about the impacts of short-term

study abroad and how best to support them as meaningful endeavors for cultivating intercultural competence” (Nguyen, 2017, p. 125). According to Merriam and Bierema (2014), “being an educator is an honor and a responsibility, and striving to continually improve as educators is a lifelong learning endeavor” (p. 251).

Traditional Theories of Learning

Considerable debate exists between psychologists and educators on what constitutes human learning (Kalinowski & Weiler, 1992; Kulich, 1987; Lave & Wenger, 1993; Marsick & Watkins, 1990). However, consensus exists that learning is a complex process that involves the mind, the environment, and the learner (Kalinowski & Weiler, 1992; Smith, 1982; Sousa, 2011). According to Sousa (2011), learning involves the brain, the nervous system, the environment, and the process by which their interplay acquires information and skills. Kalinowski and Weiler (1992) defined human learning as a natural process that is mostly incidental and occurs throughout life. Although learning is part of education, learning is different from education in that education is a conscious, planned, sequential, and systematic process based on defined learning objectives and using specific learning procedures (Kulich, 1987). Jarvis (2012) stated:

Once the self has begun to develop, it affects the way in which people interact and the way in which they respond to social experiences. Ultimately, therefore, the self-concept affects the way in which they learn and even what they learn from these social experiences. (p. 58)

Marsick and Watkins (1990) differentiated between formal and informal (incidental/experiential) learning. They posited that formal learning tends to be theoretical, in which reflection is enhanced by the active application of concepts in practice, while informal learning tends to be experiential, taking place incidentally without much conscious reflection.

Behaviorists believe that learning is change in behavior (Skinner, 1971; Watson, 1913). They hold that human behavior is the result of the “arrangement of particular stimuli in the environment. If this behavior is reinforced or rewarded, it is likely to continue; if it is not reinforced, it is likely to disappear” (Merriam & Bierema, 2014, p. 26). In contrast to the external, overt stance in behaviorism, the spotlight in humanism is on the whole person including body, mind, spirit, and the potential of humans for growth and development. Humanists believe that learning is about the development of the individual. In this view, “the goal of learning for Maslow (1970) is self-actualization, whereas for Rogers (1983) it is to become a fully functioning person” (Merriam & Bierema, 2014, p. 29). Cognitivism represents a shift in the perceived location of learning from the environment or the whole person to the learner’s mental processes. In cognitive orientation, learning is mainly construed as a mental process. In social cognitive theory, learning is social and context bound. Social cognitive learning includes learning through observing, modeling, and mentoring. This mode of learning mirrors the basic tenet of constructivism, which describes learning as the creating or constructing of meaning from experience. Aspects of constructivism, especially the social construction of knowledge, are central to self-directed learning, transformational learning, reflective practice, contextual learning, and experiential learning (Merriam & Bierema, 2014).

An understanding of situated learning and its related experiential/incidental learning theory will provide some ground for the argument that tourists learn while being entertained in travel experiences. According to Lave and Wenger (1993), situated learning engages the learners in both the contexts of their learning and in the broad social world within which these contexts are produced. Lave and Wenger added that without this engagement, learning does not occur, and where the proper engagement is sustained, learning will occur. Thus, situated

learning emphasizes the relational interdependency of the learner, the activity, and the world. In situated learning, learning, thinking, and knowing are relations among active people in and arising from the socially and culturally structured world (Lave & Wenger, 1993).

Vogt (1976) posited that travel provides the stimulation, challenges, and opportunities required for substantive interpersonal and intercultural learning to occur. Such learning, according to Elias and Merriam (1984), is a highly personal endeavor that is dependent on individual perception. Thus, learning is different for each learner. Learning is neither impersonal nor achieved in a vacuum, and the learning in tourist travel experience is a situated learning that takes place, with or without intentionality, in the socially constructed place of the destination (Lave & Wenger, 1993).

Experiential Learning Theory

Merriam & Bierema (2014) highlighted the interrelationship between life experience and learning by stating that “our lives play out in a cyclical pattern, where learning often leads to new experiences and life experiences that are themselves sources of learning” (p. 104). Kolb (1984) also placed experience at the heart of his understanding of learning and defined learning as “the process whereby knowledge is created through the transformation of experience” (p. 38). The Association for Experiential Education (AEE, 2017) defines experiential education as:

Challenge and experience followed by reflection leading to learning...It is often utilized in many disciplines and settings: Non-formal education, Place-based education, Project-based education, Global education, Environmental education, Student-centered education, Informal education, Active learning, Service learning, Cooperative learning and Expeditionary learning. (para. 4)

Kolb and Kolb (2005) suggested that experiential learning theory (ELT) “is a holistic model of the experiential learning process and a multi-linear model of adult development” (p. 194). ELT draws from 20th century scholars who placed emphasis on human experience in their theories of development and learning, notably John Dewey, Kurt Lewin, and Jean Piaget (Kolb & Kolb, 2005). Kolb (1984) viewed experiential learning as an integrated process consisting of a cycle of four stages and held that effective learning takes place when a person progresses through the four stages: (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner is able to execute all four stages of the model (Kolb, 1984). Therefore, no one stage of the cycle is an effective learning procedure on its own (McLeod, 2013).

Kolb’s ELT “provides a model for educational interventions in study abroad experiences because of its holistic approach to human adaptation through the transformation of experience into knowledge” (Passarelli & Kolb, 2012, p. 138). Essential to understanding ELT are Kolb’s (1984) six principles:

- Learning should not be considered an outcome, but as a process.
- Learning is a continual process grounded through experience.
- Learning requires resolution of conflicts between modes of adaptation to the world.
- Learning is a process of holistic adaptation to the world.
- Learning comprises interactions between the person and environment.
- Learning is the process of creating knowledge.

The AEE (2017) posited that, through experiential education, relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large. Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious and creative, solving problems, assuming responsibility, and constructing meaning. “Experiential Learning Theory (ELT) provides direction as to how we can develop the type of action-oriented experience that is likely to induce transformation” (Strange & Gibson, 2017, p. 88). As its core principle, ELT defines learning as the process in which knowledge is created through the transformation of experiences (Kolb, 1984). Experiential learning can be achieved through concrete experience, abstract conceptualization, reflective observation, and active experimentation. Through touching all of these bases, knowledge is constructed and learning achieved (Kolb & Kolb, 2005).

According to Merriam and Brockett (1997), “adult learning is a cognitive process internal to the learner” (p. 6) that includes unplanned or incidental experiences which are a part of everyday life. Informal and incidental learning occur when individuals experience a situation as non-routine (Marsick & Watkins, 1990). As experiences may be a direct method of discovery, it may be inferred that one of the most effective types of learning is experiential learning, which leads to change (Orndorff, 1998).

Conclusion

The concepts found in the literature related to international travel, study abroad, traditional learning theories, situated learning, and experiential learning formed the framework for the current study. The impacts, outcomes, and influences related to short-stay international travel assisted in data collection related to the experience and its meaning for the participants.

The review validated the premise that a paucity of research exists on the perceived influence of participating in a middle school short-stay international trip on chaperones' attitudes toward traveling students, co-chaperones, and the destination culture. The review confirmed the assertion by Kasravi (2009) that students who participate in study abroad programs experience changes in self-image, academic goals, professional goals, and attitudes about their roles in society. The review also showed that informal learning is predominantly experiential and non-institutional. Learning can happen incidentally without intentionality, being a by-product of another activity such as leisure travel (Marsick & Watkins, 1990). Urry (1990) posited that travel involves "the notion of 'departure,' of a limited breaking with established routines and practices of everyday life and allowing one's senses to engage with a set of stimuli that contrast with the everyday and the mundane" (p. 2). Participants in this study experienced this contrast with students and co-chaperones on a short-stay international trip to France.

This review also validated the tenet that a short-stay international trip is an opportunity for experiential learning for participants and chaperones. Experiential learning and education are natural partners; while one does not necessarily indicate the other, they both intend to empower learners and embrace the notion of education being achieved through social transformation (Lutterman-Aguilar & Gingerich, 2002). International travel experience is a source of pride that can be eminently memorable and emotionally gratifying (Engle & Engle, 2003).

Urry (1990) stated that "there is no universal experience which is true for all tourists at all times" (p. 1). Read (1994) posited that adults learn from experience by constructing meaning in a unique and individual way. Forming new knowledge is dependent upon being able to fit the experience into the person's own set of perceptions, understanding, expectations, and attitudes (Read, 1994). This study, therefore, explored the unique experiential learning experience

inherent in chaperoning middle school students on a short-stay international trip to France and the perceived influence of this experience on chaperones' attitudes toward fellow traveling students, co-chaperones, and the destination culture.

III. METHODOLOGY

Introduction

The purpose of this qualitative case study was to develop an understanding of the influence of a short-stay international trip on the attitudes of chaperones of urban middle school students toward traveling students, co-chaperones, and the destination culture. Chaperones worked closely to perform various supervisory tasks before, during, and after international trips with middle school students. This case study focused on the adult component of a short-stay international travel program in an urban middle school in the Eastern United States.

International travel experiences are beneficial in regard to the global perspectives of the participants (Batey & Lupi, 2012; Engel et al., 2017; Hazzard, 1983; Ritz, 2011; Stauffer et al., 2008; Wilson, 1993) and result in an increased desire to consider multiple perspectives for teachers in the classroom (Alfaro, 2008; Fung & Filippo, 2002; Gonzalez-Carriedo et al., 2017). The case study design was selected in order to describe the perceived influence of a short-stay international trip on the urban middle school chaperone's attitudes toward traveling students, co-chaperones, and the destination culture.

Description of Research Design

The present study focused on the influence on chaperones' attitudes of a short-stay international trip with urban middle school students. Creswell (2013) described five approaches to qualitative inquiry and research design: narrative, phenomenology, grounded theory, ethnography, and case study. The narrative was not deemed appropriate for this study because it focuses on the life of an individual. Similarly, phenomenology was not considered appropriate because its focus is on a concept or phenomenon and the essence of a lived experience (Creswell,

2013). In grounded theory, the aim is to develop a theory, while in ethnography the aim is to describe a culture-sharing group. Neither of these approaches were appropriate because neither theory development nor the description of a culture-sharing group were the focus of this study. In a case study “a specific case is examined, often with the intent of examining an issue with the case illustrating the complexity of the issue” (p. 121). Therefore, the case study approach was the most appropriate for this study since case study research is a qualitative design in which the investigator explores a real-life, contemporary bounded system through detailed, in-depth data collection and reports a case description and case themes (Creswell, 2013). The case study design was selected because it focuses on “the exploration of phenomena that occur within a bounded system” (Gay et al., 2012, p. 13).

Yin (2009) cautioned that the case study approach can suffer from some prejudices: lack of rigor, excessive duration, researcher bias, little basis for generalizability, inconsistencies in procedures, and hefty collected data. Despite these prejudices, Yin (2009) posited that a case study is appropriate when the inquirer seeks to achieve an in-depth understanding of the case or cases. He added that a researcher would opt for the case study method in order to deliberately cover contextual conditions that may be highly pertinent to the phenomenon of study. Creswell (2013) held that the case study approach was appropriate for showing different perspectives of a problem, process, or event. As the purpose of this research study was to develop an in-depth understanding of the perceived influence of a short-stay international trip on the attitudes of chaperones of urban middle school students and the study was bound in time and place, the case study was deemed the most appropriate design.

Context of the study

The research participants were teachers at an urban middle school in the Eastern United States. The site was chosen due to the researcher's collegial relationship with the chaperones and the school administration. According to the school's website, 1,477 students were enrolled in the 2016-2017 academic year. The demographic breakdown was: White, 47%; Black, 29%; Hispanic/ Latino, 14%; Multiple races, 5%; and Asian, 4%. Eighth graders enrolled in world language classes were eligible to travel on teacher-led spring break international trips to Costa Rica, China, or France, depending on their chosen foreign language of study. Students were responsible for funding the trips. Some need-based scholarships from various sources were available to help defray the cost of the trip.

There were 150 staff members who were eligible to apply to serve as chaperones on the short-stay spring break trips. Chaperones travel with students to China, Costa Rica, and France. Chaperones were not paid extra for traveling with the students, but all trip-related expenses were covered except lunch, passport fees, and airport transportation. Any staff member could apply to participate on the 10-day spring break trips from the institution to the three destinations. During the four spring breaks from 2014 to 2017, the annual average number of students participating on the trips to China, Costa Rica, and France was 25, 80, and 70, respectively. The School District mandated a 10:1 student chaperone ratio for international trips. However, the tour vendor allowed a free chaperone spot for every six paying participants. All free chaperone spots were used on the trips.

The France trip was chosen for this study because of easy access to trip-related data and the chaperones. A total of 35 school-based employees were selected by the school administration to act as chaperones for the France trips during the spring break from 2014 to 2017. The ethnic distribution of France trip chaperones was 21 Blacks and 14 Whites. The gender distribution was 24 females and 11 males. The chaperones' ages ranged from 25 to 63 years.

Participants

The number of participants in case study research is usually small, not including more than four or five cases in a single study (Creswell, 2013). A purposive sample of two men and three women who traveled as chaperones on the spring break France trips from 2014 to 2017 participated in this study. The study participants were selected because they were primary sources who could contribute to answering the study questions. Participants were African-American (2), White (1), African (1), and Middle Eastern (1). As seen in Table 1, the sample selected for the interviews accurately represented all the sub-groups within the population of chaperones who participated in the France trips during the period under review, ensuring maximum variation sampling.

This study used criterion sampling to identify "cases that meet some set of criteria or have some characteristic" (Gay et al., 2012, p. 143). All participants served as chaperones on the spring break trips to France from 2014 to 2017, agreed to participate, and signed a consent form (see Appendix B). Their ages ranged from 28 to 44 years. The chaperones attended three preparatory meetings and assumed different roles before and during the trip. In addition, they had to pass FBI background checks and sign various release forms including a Chaperone Agreement Form (see Appendix C).

Table 1

Participant Information

Participant	G	AT	Ethnicity	TE	FT	Years	IGC	TP	SR
A	F	30	African-American	3	Yes	2014, 2016	No	Yes	Yes
B	M	49	African ^a	1	Yes	2017	No	Yes	Yes
C	M	28	Caucasian	2	No	2016	Yes	No	No
D	F	32	Middle-Eastern ^b	3	No	2016	Yes	No	Yes
E	F	44	African- American	18	No	2015, 2016, 2017	No	Yes	No

Note. G = gender; AT = age on tour; TE = teaching experience at the site; FT = French teacher; IGC = prior international group chaperoning experience; SR = shared rooming on tour with other chaperones; TP = teacher of participants prior to trip.

^aParticipant is from Ghana. ^bParticipant is from Jordan.

Role of Researcher

The researcher in this study has been a lead chaperone for short-stay international trips at the urban middle school for a decade. The researcher was an educator at the institution and maintains a professional relationship with the staff. The chaperones were selected by the school administration with no input from this researcher. Hockey (1993) posited that being an insider researcher “may potentially influence the whole research process—site selection, method of sampling, documentary analysis, observation techniques and the way meaning is constructed from the field data” (p. 200). Similarly, Mercer (2007) postulated that “insider researchers usually have considerable credibility and rapport with the subjects of their studies, a fact that

may engender a greater level of candour [*sic*] than would otherwise be the case” (p. 7). Working relationships with participants were established through face-to-face direct communication.

Yin (2009) listed required skills for the case study researcher: ask good questions, be a good listener, be adaptable to changes in situations, have a firm understanding on the topic being studied, and remain unbiased to preconceived notions and open to possible contradictory findings. The researcher used an interview guide (see Appendix A) to ask questions during interactive individual interviews.

Measures for Ethical Protection

This research was conducted in accordance with the Southeastern University Institutional Review Board. Each interviewee was provided with an informed consent form (see Appendix B). The participants were assigned pseudonyms to protect their actual identity. Participants did not incur any cost by participating and were assured that there would be no repercussions for not participating in the study or for withdrawing at any time. Additionally, participants were informed that data collected would be destroyed immediately, if they decided to withdraw midway through an interview. The data collected were not shared with any third party. All documents, interview recordings, and transcripts were password-protected and stored for 5 years.

Research Questions

General question:

The general question this study attempted to answer was: How do chaperones of urban middle school students perceive the influence of a short-stay international trip on their attitudes toward traveling students, co-chaperones, and the destination culture? This general question subsumes several related questions:

1. How does chaperoning influence the chaperones’ perceptions of traveling students?

2. How does chaperoning influence the chaperones' attitudes toward fellow chaperones?
3. How does chaperoning influence the chaperones' attitudes toward the destination culture?
4. How does the chaperone's cultural attitude change as a result of chaperoning multiple short-stay trips to the same destination?

Data Collection

Instruments Used in Data Collection

Interviews. Interviews are considered one of the primary and most important data sources in qualitative research; they generally are semi-structured rather than structured and should be fluid rather than rigid (Yin, 2009). In exploring and understanding the experience of others, "the in-depth interview, as the primary and perhaps singular method of investigation, is most appropriate" (Seidman, 2013, p. 5). Additionally, "interviews are conducted with individuals or groups to ascertain their perceptions" (Joyner et al., 2013, p. 73).

Both open-ended and closed-ended questions were employed in semi-structured interviews with the chaperones of previous France trips. The interview guide consisted of a set of four guiding questions and optional follow-up questions. Each interview lasted for less than an hour, assumed a conversational format, and took place at a public location.

The interviews focused on elucidating how chaperoning a short-stay international trip with urban middle school students influenced the chaperones' attitudes toward the traveling students, fellow chaperones, and the destination culture. Repeat chaperones were asked to describe the perceived influence of chaperoning a trip to the same destination on their cultural attitude. The audio was transcribed and sent to each interviewee for member checking purposes.

Documentation. Documents corroborate and augment evidence from interviews and are insightful into cultural features (Yin, 2009). Chaperone trip agreement and release from the

school district (see Appendix C) shed light on the expected responsibilities and roles of chaperones. Other records analyzed included the official chaperone rosters for the trips, the trip itinerary (see Appendix D), and chaperone online tour accounts. The artifacts provided participant demographic information, tour location and activities, and on-tour rooming arrangements.

Validity. The current study utilized Gay et al.'s (2012) steps to confirm validity in a qualitative study. These steps consisted of: (a) implementing member checks to test the overall report before the final draft; (b) establishing referential adequacy by checking that the analyses and interpretations accurately reflect the documents, recordings, and other primary sources of data collected; and (c) practicing triangulation to obtain a more complete picture of what is being studied and to cross-check information. At the end of the study, validity was achieved by giving participants a summary of the interview analysis and debriefing for the removal of “any misconceptions and anxieties that the participants have about the research and to leave them with a sense of dignity” (Blanck, Bellack, Rosnow, Rotheram-Borus, & Schooler, 1992, p. 961).

Reliability. To ensure reliability, the researcher took detailed notes, employed two good quality recording devices simultaneously, and ensured accurate transcribing of the recording. Yin (1994) posited that “a case study database markedly increases the reliability of the entire case study” (p. 95). In this vein, reliability was assured by creating a formal anonymized repository. The database was saved for eventual future review.

Procedures

Gay et al. (2012) described data analysis in qualitative research as a process that involves summarizing data in a dependable and accurate manner and presenting the findings in a manner that has an air of undeniability. Yin (1994) described data analysis as a procedure consisting of

examining, categorizing, tabulating, or otherwise recombining evidence to address the initial propositions of a study. Gay et al. (2012) proposed three iterative steps in the process of qualitative data analysis: (a) reading/memoing, (b) describing what is going on in the setting, and (c) classifying research data. As such, the audio recordings were transcribed, and the data were read multiple times to identify potential themes. The researcher undertook an in-depth analysis to provide detailed descriptions of the setting, participants, and activity. The researcher then categorized and coded pieces of data and grouped them into themes.

Yin (2009) stated that case study participant interviews are akin to verbal reports. The chaperone agreement form and the roster for the trip from the vendor were analyzed to gain an understanding of the responsibilities of chaperones and to corroborate the interview findings.

Methods to Address Assumptions of Generalizability

The data obtained by the researcher were specific to chaperones from one institution during a limited period. The interactive nature of the semi-structured individual interviews allowing for follow-up questions, and the comfortable interview environment allowed for rich data collection from chaperones spanning four spring break trips from 2014 to 2017 thus increasing the generalizability of the results by enhancing the understanding of chaperones' perceptions and attitudes during different spring breaks.

The purposive sampling of five urban middle school chaperones might hamper the transferability of the results to other contexts. Purposive sampling allows the researcher to choose participants and the site for the study, so they can “purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2013, p. 300). In this study, maximum variation sampling of all subgroups in the population helped to mitigate this

limitation. Gay et al. (2012) posited that the representative sampling of sub-groups within a population enhances the generalizability of the results.

Data Analysis

The main source of data was individual interviews with past chaperones. According to Gay et al. (2012), “qualitative data analysis is based on induction: the researcher starts with a large set of data representing many things and seeks to narrow them progressively into small and important groups of key data” (p. 466). Gay et al. proposed three iterative steps in qualitative data analysis: (a) reading/memoing, (b) describing what is going on in the setting, and (c) classifying research data. Following these steps, I transcribed the audio recordings and sent each participant his or her transcription and audio file for member checking purposes. Upon approval by the participant, I read the transcribed data multiple times to identify potential themes. I then undertook an in-depth analysis to provide detailed descriptions of the participants, the setting, and the phenomenon studied. Finally, I categorized and coded pieces of data and grouped them into themes. Concomitantly, I analyzed records including the official chaperone rosters for the trips, the trip itinerary, and chaperone online tour accounts. These artifacts provided (a) participant demographic information, (b) tour destination details, location and activities, and (c) on-tour rooming arrangements. These documents corroborated and augmented evidence from the interviews and were insightful into cultural features (Yin, 2009). The analysis of multiple sources of data ensured triangulation and provided a more complete picture of the chaperones’ attitudes.

Summary

This chapter provided a description of the case study methodology and a rationale for employing this design in this qualitative study of the influence of a short-stay international trip

on the urban middle school chaperones' attitudes toward traveling students, co-chaperones, and the destination culture. The chapter also included an overview of data collection and data analysis procedures. Additionally, the chapter clarified the context of the study, described the participants, the researcher's role, and addressed measures for ethical protection, validity, reliability, and generalizability.

IV. RESULTS

The purpose of this qualitative case study was to examine the influence of an urban middle school short-stay international trip to France on chaperones' attitudes toward traveling students, co-chaperones, and the destination culture. To achieve this purpose, one general question was created: How do urban middle school chaperones perceive the influence of a short-stay international trip on their attitudes toward traveling students, co-chaperones, and the destination culture? This general question subsumed several related sub-questions:

1. How does chaperoning influence the chaperones' perceptions of traveling students?
2. How does chaperoning influence the chaperones' attitudes toward fellow chaperones?
3. How does chaperoning influence the chaperones' attitudes toward the destination culture?
4. How does the chaperone's cultural attitude change as a result of chaperoning multiple short-stay trips to the same destination?

The sources of the findings included individual interviews with five chaperones of past France trips and a review of trip-related documents, as described in Chapter 3. Chaperones were asked to recall past chaperoning experiences and reflect on the perceived influence of the experience on their attitudes toward traveling students, co-chaperones, and the destination culture. Trip-related documents were analyzed to augment and corroborate evidence from the interviews. Yin (1994) described data analysis as a procedure consisting of examining, categorizing, tabulating, or otherwise recombining evidence to address the initial propositions

of a study. Gay et al. (2012) defined data analysis in qualitative research as a process that “involves summarizing data in a dependable and accurate manner. It is the presentation of the findings of the study in a manner that has an air of undeniability” (p. 478). This chapter details the methods used to collect, analyze, and store data. The findings are organized by the general research question and the related sub-questions.

Methods of Data Collection

To conduct this study, I collected data to examine how chaperoning a middle school short-stay international trip to France influences the chaperones’ attitudes toward traveling students, co-chaperones, and the destination culture. Data were collected primarily from individual interviews (see Appendices E to I). Trip-related documentation (see Appendices C and D) and trip vendor chaperone online accounts were also analyzed to corroborate and augment the data from the interviews.

A purposive sample of five teachers was selected for this study. All interviewed participants were chaperones on a short-stay international trip to France with middle school students during the spring break in the 2014 to 2017 period. Chaperones were called upon to recall past chaperoning experiences, reflect on the perceived influence of the experience on their attitudes, share the analysis and conclusions the experience generated, and discuss active experimentation with what was learned as chaperones on the international trip. The individual interviews were recorded using a laptop computer and a digital voice recorder simultaneously for reliability. The recorded audio was transcribed immediately after each interview. The researcher examined each audio file, and the raw data have been password-protected and will be stored for five years in an encrypted database since “a case study database markedly increases the reliability of the entire case study” (Yin, 2009, p. 95).

The individual interviews were conducted after obtaining the Southeastern University Institutional Review Board approval (IRB Protocol # 2018 ED06). Subsequent to the approval, I personally contacted the selected teachers and invited them to participate in the study. The sample selected for the interviews accurately represented all the sub-groups within the population who had participated on the France trips as chaperones during the period under review, as discussed in Chapter 3. I conducted face-to-face interviews with five past chaperones who agreed to participate in the study (see Appendices E to I).

All interviews took place at pre-arranged public locations using an interview guide (see Appendix A). I met the participants at locations where participants felt comfortable and responded honestly and comprehensively to the research questions. Interviewees were afforded the opportunity to provide additional insights into their experience as chaperones on a short-stay international trip to France with urban middle school students. The interview format was semi-structured and conversational. Each interview lasted approximately 20 minutes.

The recorded interviews were transcribed verbatim. Each transcript and the corresponding audio file were sent to the interviewed participant to attest accuracy. Once a participant approved the verbatim transcript, I edited, summarized, analyzed, and resent the transcript to the participant to ascertain that I had captured the essence of his or her true feelings, expressions, thoughts, and ideas (Creswell, 2003). The practice of sending the audio recordings, transcripts, findings, and analyses to the participants was an effort to mitigate potential bias in the analysis and to establish accuracy, validity, and credibility of my interpretation of the interview data for member-checking purposes. In member checking, “researchers ask participants if the themes or categories make sense, whether they are developed with sufficient

evidence, and whether the overall account is realistic and accurate” (Creswell & Miller, 2000, p. 127).

The purpose of the interviews was to develop an understanding of the perceived influence of chaperoning an urban middle school short-stay international trip to France on the attitudes of chaperones toward traveling students, co-chaperones, and the destination culture. The additional interview question for repeat chaperones was aimed at elucidating how serving as a chaperone multiple times to the same destination influenced the chaperones’ cultural attitudes toward the destination culture.

Data Analysis

According to Gay et al. (2012), “qualitative data analysis is based on induction: the researcher starts with a large set of data representing many things and seeks to narrow them progressively into small and important groups of key data” (p. 466). Gay et al. proposed three iterative steps in qualitative data analysis: (a) reading/memoing, (b) describing what is going on in the setting, and (c) classifying research data. Following these steps, I transcribed the audio recordings and sent each participant his or her transcription and audio file for member checking purposes. Upon approval by the participant, I read the transcribed data multiple times to identify potential themes. I then undertook an in-depth analysis to provide detailed descriptions of the participants, the setting, and the phenomenon studied. Finally, I categorized and coded pieces of data and grouped them into themes.

Detailed Descriptions

Gay et al. (2012) posited that “describing involves developing thorough and comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research” (p. 468). Similarly, Creswell (2013) held that a

detailed description means that authors describe what they see. “The detail is provided in situ, that is, within the context of the setting of the person, place or event” (Creswell, 2013, p. 184). The descriptions are based on the collected data from interviews and the review of trip-related documentation.

Participants

All participants were licensed full-time teachers at the institution. All had chaperoned eighth-grade students from the same institution and on the same trip itinerary (see Appendix D for the complete itinerary) during the period under review. Table 2 outlines the pseudonyms assigned to participants to protect their identity and to allow the reader to identify the participant’s narrative in the findings.

Table 2

Participant Information with Pseudonyms

Name	G	AT	Ethnicity	TE	FT	Years	RC	SR ^c	TP
“Savanna”	F	30	African-American	3	Yes	2014, 2016	Yes	Yes	Yes
“Kwenko”	M	49	African ^a	1	Yes	2017	No	Yes	Yes
“Rhys”	M	28	Caucasian	2	No	2016	No	No	No
“Belquis”	F	32	Middle-Eastern ^b	3	No	2016	No	Yes	No
“Emily”	F	44	African-American	18	No	2015, 2016, 2017	Yes	No	Yes

Note. G = Gender; AT = age on tour; TE = teaching experience at the site; FT = French teacher; RC = repeat chaperone to same destination; SR = shared rooming on tour with other chaperones; TP = teacher of participants prior to trip.

^aParticipant is from Ghana. ^bParticipant is from Jordan.

^cRooming information was verified on the tour site and on the trip rooming allocation lists.

“Savanna” is a sixth-grade female French teacher who had taught some of the eighth-grade traveling students in sixth grade. She did not have any of the traveling students on her teaching roster the years she chaperoned. She had prior knowledge of the destination. She said, “I did study abroad when I was in college and so I studied abroad in France.” Before her first trip as a chaperone at the institution, she had had no prior experience chaperoning international trips with students.

“Kwenko” is a seventh-grade male French teacher. Originally from Ghana, he had studied and worked in France. He is a frequent visitor to the trip destination. “I travel every year to France,” he said. He had no prior experience chaperoning international trips with students but had traveled internationally as part of a group “not with students, but with colleagues, like going to conferences or going to PDs [professional development sessions] and all.” He had never taught any of the students on the trip.

“Rhys” is a sixth-grade male Math teacher. Prior to his sole chaperoning experience at the institution, he had visited Paris but not the other cities as depicted in Appendix D. He had traveled to many international destinations. “I’ve had a lot of experience traveling and going places,” he said. He participated in study abroad as a student with a more homogeneous group. He said that “even as an undergraduate doing study abroad trips, the people that I traveled with still, I mean, that was not an incredibly diverse group.” He had no prior experience on chaperoning international trips with students. He taught some of the traveling students when they were in sixth grade.

“Belquis” is a female teacher in the school’s English for Speakers of Other Languages (ESOL) program. She is originally from Jordan. Prior to the sole chaperoning experience, she had never visited France. “It was my first time going to France; it was a beautiful country,” she

said. She had never taught any of the traveling students. Although she had some prior group-travel experience, she had no prior experience on chaperoning international trips with students.

“Emily” is a female eighth-grade science teacher. She has extensive international travel experience. She said, “I think I have been to tons of different Caribbean Islands and Canada.” Prior to her first chaperoning experience to France, she had chaperoned a trip to Costa Rica with eighth-grade students from the same institution. “I had gone to Costa Rica with the kids before that,” she said. She taught most of the traveling students on the years she traveled.

Becoming a chaperone on the France trip. The chaperone selection process is handled entirely by the school administration. All teachers in the school are eligible to apply for a chaperone spot on the short-stay spring break international trip. All trip-related expenses are covered for the chaperones except lunch, passport fees, and airport transportation. Savanna said, “I don’t know how they pick the people that they pick when they pick the people that they pick, but there’s always people who have differing strengths and so it all balances out.” She added, “It is always interesting to see who the chaperones are that are being selected. Because our school is so diverse, you know that it’s not always going to be the French teachers who go.”

The participants applied for assorted reasons. Savanna and Kwenko stated that they thought it was an expectation for French teachers at the school to go on the trip. Rhys applied because he saw the trip as a means of being part of the travel experience for students and because he loves travel. He said, “I like traveling, and this was a way for me to do it with minimal expense.” Belquis applied because she saw the trip as an opportunity to visit the destination for the first time and to share the experience with students. She added that she applied “first of all to see this beautiful country and to chaperone kids.” In response to the question about her reasons

for applying, Emily said that she went to help the students manage their finances. She said, “Because I am the bank. The bank.”

The Context

Predeparture. The school is one of the largest middle schools in the region, Kwenko stated:

You have to note that this is a big school, we have more than one hundred staff members, and sometimes we don’t know each other. This is my second year. I don’t know some of the teachers by name in the building because I don’t have any connection with them.

Rhys also stressed the size of the school. He said, “The other teachers in our school, just by nature of the fact that it’s such a big school, were people who I knew, but I did not know, if that makes sense.”

Once the chaperones are selected and placed on the France trip, they must submit to an FBI background check and sign a Chaperone Agreement Form (see Appendix C). Chaperones attend two mandatory predeparture chaperone meetings led by the trip organizer and three general meetings with traveling students, co-chaperones, and parents. Rhys said, “One of the things that we did for this trip was we kind of had a lot of meetings just to understand the structure of what we were going into it and being prepared for the trip itself.”

During the meetings, chaperones got to meet the co-chaperones and were apprised of what to expect and the day-by day itinerary (see Appendix D). Chaperones were also expected to help during the general meetings in distributing and collecting documents from parents. Kwenko stated that “before the trip, I helped to organize, make copies, and everything, you briefed me on what I was supposed to do and how I was supposed to do it.” Rhys added, “So,

before the trip, we were just learning about what was going to happen, helping out with the administrative stuff, getting things planned, and getting ready.”

On tour. The trip’s main destination is France and is called the French Promenade. A synopsis of the itinerary can be seen in Figure 1.



Figure 1. French Promenade Brief Itinerary (Education First, 2018.). The number in parenthesis next to a city name represents the nights spent in that city. The dotted lines represent an optional tour extension that was not part of the study. Adapted from <https://www.eftours.com/educational-tour/french-promenade?query=promenade>.

Upon arrival in Paris, the chaperones and students interact with a full-time tour director and some local guides. Kwenko said, “The guides and tour director help a lot because, during

the trip, they were at the same time teaching us the history of France or a place that you visited and everything.” Various modes of transportation are used during the tour. Rhys said, “The nature of traveling on an airplane, in a bus, or on a train and the opportunity to interact and get to know one another was really cool.” The predominant mode of transportation is by bus. The trips last 10 days. Chaperones spend “ten days with kids every two days traveling on the bus, long distance,” Kwenko said. For him, the trip “was a huge opportunity for me to live with them for 10 days and try to know them.”

Actions of Chaperones

Emily, a repeat chaperone, provided a synopsis of the qualities and duties of a chaperone. She said:

For me, because I have done it before, I just really try to make sure that people that are going are willing to do the work because it is a lot of work. People who have good relationships with the students, know the students and families, are able to interact with them in a positive way, and are willing and able to take on all the duties that we are responsible for.

Savanna perceived a variety in the strengths and weaknesses of chaperones that traveled on the trips she was on. She said:

There are certain people who are really good with making sure the kids are going to stay in their rooms. So, you could depend on that. There are people who are going to make sure that the students participate more than they would. There are people who are going to make sure that the students know that this is serious and that they need to take it seriously.

The chaperones assumed different roles relating to the students and co-chaperones and variously perceived their chaperoning duties. Belquis declared that:

I was there to support and to chaperone. Obviously, I was a teacher going there to escort the kids and be with them, making sure that everything went fine. Just addressing their needs and responding if they needed anything. We checked on them before they went to bed, verified that the doors were locked, and that everything was good. Basically, that was my role.

Rhys and Emily assumed the role of “banker” in charge of doling out money from the envelopes provided by the parents. Rhys was “in charge of money that kids needed distributed later.” Emily said that:

My role is the bank. I am the bank before, during, and not after. I really just am the bank. I help the students manage their finances while on the trip, distributing daily allotments of spending money, and helping them to pay for extra excursions.

Savanna saw her role as a person acting *in loco parentis*, in the place of a parent. She strived to portray the image of an authoritative figure. She said:

I do not want them to see me as too matronly, but to see me as a person that if something happens on a trip, they know that they’re going to come to me. They know that they can depend on me. They see me as an authoritative figure.

She also embarked on a mission to enhance the tour experience for students. She said, “So, whenever I go, I have it in my spirit to try to make the students expose themselves to the culture in more ways than just being there.”

In summarizing his role, Kwenko said,

During the trip, we try to protect the kids; we try to supervise and make sure that everything went well. And during our stay in Paris, I think my role was also to assess how much the kids [were] speaking French, you know, in the country that you have the target language which is France.

Kwenko added that “it was kind of taking turns in order to monitor the kids as much as possible but not at the same time—twenty-four hours.”

Rhys cognized that he was on the trip to co-learn with the other participants. He declared that participants learned as they performed their duties and,

Being able to go through and do all the sites, all the excursions, experience what was going on, with the students. Just making sure that they were not lost and that they made it back to the bus on time.

Findings: The Main Research Question

The research question and the related sub-questions were submitted as part of the IRB application to ascertain that they met the requirements for research involving human subjects. The interviews showed that the participants perceived that chaperoning an urban middle school international short-stay trip changed their perceptions of the traveling students and influenced their attitudes toward the co-chaperones and the destination culture. The repeat chaperones reported a change in their chaperoning competency and cultural attitudes. The following vignettes capture the overall influence of the trip on the chaperones’ perceptions and attitudes.

Kwenko reflected on the experience and the relationships built:

The experience of chaperoning helps you get more connected with students’ lives and with colleagues. It helps you to also reflect that when you travel by yourself, there are a lot of things you take for granted. Things that can be very important in terms of culture

and how you perceive things. When you travel with students, that perception totally changes.

Rhys highlighted the friendship, bonding and deeper knowledge generated by traveling together on buses and trains. The downtime was:

Just as valuable to me on the trip as the things that we did because that's an opportunity to see who people are, what they're up to, and what entertains them. That was great for me, from a chaperone to chaperone perspective, riding on the bus, having some conversations, and also seeing what the kids did. Did they all listen to music? Did they read? Did they play games? What did they want to do for free time in the hotel? So, those experiences were cool for me on the trip.

Belquis emphasized the beauty of the destination and the perceived effect on the students and chaperones:

It was an amazing trip. They got to explore from the southern part of France all the way up to Paris and went to the border of Spain and Italy. It was an amazing experience for them, very rich in culture and information. I definitely recommend it. If my daughter wanted to go, I would definitely let her go.

Emily stressed the growth and learning that took place on the trip and emphasized the necessity to conduct the trip in middle school:

I think every student should have the opportunity to do it, if it is affordable. I think this is the best age for them to do it. A lot of schools across the country wait until high school to do these trips abroad. I think for us, with our type of students, the maturity level, and the growth with the language, they should definitely do it in middle school, in eighth grade.

Savanna also stressed the opportunity for growth and the bonds that were formed by and lasted past the tour experience:

We had intimate conversations and got to know each other as individuals, in a way that whenever we got back to the school, we had formed a bond that pushed us through the coming years. And so, that was our point of reference.

The findings from the related sub-questions below shed more light on the general findings.

Findings: The Research Sub-questions

Research Question 1: How does chaperoning influence the chaperones' perceptions of traveling students?

All chaperones traveled on the same itinerary with eighth-grade students from the same institution, and the analysis of the interviews revealed that chaperoning influenced the chaperones' perceptions of the traveling students.

Savanna was a third-year French teacher at the institution at the time of her first chaperoning experience. She knew two of the traveling students. She said, "My very first time that I went, I only had two students I actually knew because I taught them." The two students had social issues and, "I was not sure of how they would function in another country, because they both were not travelers," she said. Going abroad and chaperoning the trip changed her perception of the traveling students. She said:

The trip allowed me to see the students in a totally different light after going abroad.

Specifically, with one student, we only had academic interactions, and so it was interesting to see how he was socially interacting with students, how he was able to be responsible in ways that I had not been able to see before.

She was able to cultivate a relationship that was not based on academics but was based on getting to know each student as a person. Her perception of the traveling students also shifted because her role as a chaperone engendered a “connection with the students that developed further from what it would have been if [she] continued to just be their teacher,” she said.

Chaperoning also permitted Savanna to highlight the dichotomy between her perception of the traveling students in the school environment and abroad. During the trip, she perceived “certain areas of maturity that were not seen in the school setting reveal themselves.” Additionally, she observed an increase in the trust level between students and chaperones. She also perceived a shift of students’ understanding of her role. She said:

So, before the trip, for part of the students, I was just a teacher, so they know me from being their teacher from two or three years prior, depending on when they entered the program. During the trip, I think that a lot of the students see me like a mother figure.

Chaperones act *in loco parentis* when they travel with middle school students. The experience developed a close rapport between the chaperone and the students. Savanna said that the trip engendered unique shared experiences that they will never share with somebody else. The chaperoning experience “allowed me to see students in a really good light,” she said.

Rhys’ perception of the traveling students also changed as a result of the chaperoning experience. On his sole chaperoning experience on the France trip, he traveled with students he taught in sixth grade. He said, “The opportunity to go on these international travel trips with them changes or at least it adds to your perspective about them.” He also noticed a gradual evolution of the students as they experienced the trip:

In my opinion, at first, they were very timid and a little bit nervous about that experience. I mean, they have got their friends. But, I felt like after a few days of being in the

country, they started to get a little bit more comfortable with interacting with locals, the tour guides, or the people that we were with and settled into the routine.

The trip was Rhys' first international travel experience with a group that was representative of the racial diversity of the school. He described the group he traveled with as "an incredibly diverse group" because it was representative of the school's demographic composition, as seen in Chapter 3. He reported that his perception was changed due to exposure to diverse cultures in the traveling group:

So, this was the first group that really had that diversity, and so having students in my group who I may not have not traditionally interacted with outside of school or in my home life definitely exposed me to a lot of different cultures.

The trip also provoked a perspective change in Rhys' view of his relationship with students. The trip "helped me to see them as humans and not just as students," he said. He added, "From a teacher's perspective, you have a very professional relationship with students; you have the ups and downs in the classroom, the teacher and learner experience. On the international trip that changes." He reported that the trip influenced the way he builds relationships with and views his students. "Having experienced the trip with a group of former students, I've looked at some of my relationship with kids and how we build those relationships and what we do in class from that perspective," he stated.

Kwenko also highlighted the enhanced connection between the students and the chaperones as a result of the experience. He reported a positive change in the way the students collaborated and interacted during the trip. He noticed how "they help each other when they are out of school."

Emily was a science teacher who served as the banker on the trip. Her perception of the traveling students' willingness to engage in learning changed. She observed the traveling students getting more engaged in learning on the trip. "I think you start to see the students in a different light. You begin to see their excitement about practicing the language that they are learning and embracing a new culture," she recounted. She also noticed growth, independence, and resilience in the students:

They become very independent because they are surviving in another country without their parents. So, they have to wake up, get dressed, and be ready to explore the new locations without a parent, with the chaperone. You could see them grow. They really become more mature, not only in the language, but also just overall.

Research Question 2: How does chaperoning influence the chaperones' attitudes toward fellow chaperones?

Most of the chaperones reported that chaperoning had a positive influence on their attitudes toward fellow chaperones. One chaperone had a more nuanced view of the influence, and another chaperone reported that the trip exerted a mostly negative influence on her attitudes toward some co-chaperones.

Savanna shared rooms on tour with another chaperone. She said, "I don't mind being roommates with other teachers because I get to know them in a different way." During the trip, she gained first-hand knowledge of co-chaperones from the shared chaperoning responsibility. She said:

And so, depending on what the students have said about that teacher over the years, not necessarily about their teaching methods, but based on the relationships that the students have had with that teacher, then I get to experience that teacher in a different way.

Savanna changed her attitudes toward each of her co-chaperones after she got to know them personally on tour. She reported that she went from not having a relationship with chaperones to building a common point of reference that helped to sustain closer relationships.

She reported that she developed bonds that lasted past the trip experience with co-chaperones through intimate conversations. She said, “We got to know each other as individuals in a way that whenever we got back to the school, we had formed a bond that pushed us through the coming years.” For Savanna co-chaperoning had a positive influence on her attitudes. She reported that the experience

helped to cultivate our relationship as colleagues. And so, we knew how to depend on each other and knew when to go to each other for things. We also learned what our strengths were. So, we could go to those people for the things that we needed later on. And so, that definitely developed ties that I still have.

Prior to the trip, Kwenko was a new teacher in his first year at the large urban middle school. He did not know most of the co-chaperones because they were not on the same academic team. He said, “You have to note that this is a big school, we have more than one hundred staff members, and sometimes we don't know each other.” Participating in the trip positively influenced his attitudes toward the co-chaperones. When chaperones had completed their round of bed checks and the formal daily debrief, he organized a daily informal gathering over tea and coffee with some chaperones. He recalled that, during those gatherings, chaperones shared perspectives on the tour experience, students, and general topics.

Kwenko’s positive attitude toward the co-chaperones was also influenced by the willingness of all chaperones to share responsibilities and work together during the trip. Each chaperone did their part. “It was kind of taking turns in order to monitor the kids as much as

possible, but not at the same time,” he said. He reported that the positive relationship extended past the chaperoning experience and is continuing.” The on-tour collaboration was transposed to the school. Kwenko said:

I know that if I need anything, even if it is not in my department, I can go and see them, and they are going to be open to me, to help me, in terms of academic matters or anything else.

Rhys reported that before going on the trip he had very limited interaction with the co-chaperones. He said, “So, I had a working relationship with one of the chaperones on the trip. I didn't have a strong relationship with, really any of the other chaperones.” The main influence on his attitudes came from knowledge he gained about his co-chaperones during travel. “So the nature of traveling on an airplane, in a bus, or on a train, and the opportunity to interact and get to know one another was really cool,” he said. He added that there was some growth in mutual knowledge while on tour. He said, “So, it was nice to learn other teachers’ and other chaperones’ stories while we were there, to learn how to interact with them, to know what was interesting to them, and how they viewed the different experiences.”

Rhys was also positively influenced by the fact that the co-chaperones were willing to share in the chaperoning responsibilities. He developed a much better relationship with his co-chaperones. He said, “I definitely made a new group of friends, not just coworkers.” This positive attitude toward the co-chaperones has shaped his attitude toward school events. He said:

So now I am much more comfortable doing any social event that the school puts on— things like the gala that we do for fundraising for these trips, all of our parent nights, and other activities. I know more of my co-workers as a result.

Emily also saw chaperoning as an opportunity to get to know people that she worked with but did not necessarily know because they taught at different grade levels. She said that prior to the trip, the co-chaperones were people that she had “not necessarily worked with before.” She pointed out the fact that some co-chaperones did not fully understand the magnitude of the responsibility involved in chaperoning middle school students. She said that the chaperones were:

Very naïve and didn’t realize how much work it was. They were more concerned about their personal traveling experience, as opposed to realizing that we had over 40 kids with us that we had to manage and make sure they have a good travel experience, a good and safe travel experience.

During the trip, her attitudes toward the co-chaperones were shaped by the proximity and shared moments inherent in chaperoning. She said, “When you’re sitting down and you’re eating meals for 10 days, you really get a chance to know a little bit more about people’s personal life, eating habits, and other things.”

She reminisced about the tea party established by Mr. Kwenko and reported that each time she saw the co-chaperones, they talk about those moments. She surmised that after the experience, chaperones had a better life with other participants.

Belquis was an ESOL teacher who had limited interaction with the other chaperones prior to the trip. She reported that at the start of the trip, her attitudes were neutral toward the co-chaperones she did not know that well. As the trip progressed, her attitudes toward some of her co-chaperones took a negative turn. She said, “As the trip moved on, you could see a lot of the true faces of people, the different personalities, how they come out, how some people were just

aggressive, bossy, not as nice.” She perceived a lack of mutual trust as “everybody was definitely looking out at what everybody else was doing.” She added that:

As chaperones, we were on the trip, and we were always also working. So, we were really just conscious about who was doing what. Sometimes, I felt that certain people were doing more than others, and that was kind of irritating to some of the people.

She regretted the lack of cooperation among chaperones. She said, “I don’t think that a lot of the chaperones were on the same page, and it really surprised me.” Her attitude changed negatively because some chaperones were:

Very aggressive about what they wanted to do or not. Some felt like they had to boss other people around or tell them what to do because they had more experience, or they had done it a few times more. So, yes, that definitely changed my perspective.

She also attributed some of the negative influence on her attitude to adult room pairing on tour. She said:

My particular experience was not a good experience at all. I can’t generalize, and I cannot say that this is how it’s going to be when you share a room with people, but that was not a good experience. From the first room that we shared, I just wished that I had my own room. I got into some conflict with my roommate.

All was not negative for her as she developed a positive attitude toward some of the chaperones. She said, “At first, you didn’t know them that well, but then you changed your perspective toward them because they were really nice, and I even made a few good friends out of this experience.”

Research Question 3: How does chaperoning influence the chaperones’ attitudes toward the destination culture?

All participants reported that serving as a chaperone on a trip with urban middle school students positively influenced their attitudes toward the destination culture.

Prior to her first chaperoning experience, Savanna had visited Paris and other large French cities. Visiting smaller cities as part of the trip itinerary positively influenced her attitudes toward the destination culture. She was interested in discovering the way people in the smaller cities react to a large group of Americans. She said, “We go to some of the smaller places; I think that those places are very accommodating for tourists. They are very accommodating to students and learners. They want students to see the best of what they have to offer.” She added that the smaller cities were “welcoming so that students will try new things, and they’ll want to come back; not just on a study abroad but come back and enjoy the culture.” The trip bolstered her positive attitude toward the destination culture. She said:

So, as far as it changing my perspective, I don’t think it has done anything negative. I think that if anything, it just makes me understand why they might say that France is one of the most welcoming countries in Europe.

Similarly, Rhys said that he had previously visited Paris but “had never been anywhere else in the country.” He said that prior to the trip, he had a negative attitude toward the destination culture. He explained that his negative attitude was shaped by what he had experienced previously and what pop culture had expressed. “I had taken in that Parisian distaste for the American traveler,” he said. But, “with this trip, getting to see so much more of the country was really cool for me,” he added. In contrast to the Parisian city-life, he changed his attitude toward other places on the trip itinerary. He said:

I loved the laid-back nature of the south of France. I loved going into the Basque region of Spain and checking out the different ways of gathering and the food that they ate. So,

that was something that I did not necessarily associate with the culture in that part of Europe.

Additionally, Rhys developed a positive attitude toward the people he interacted with at the destination. “Our tour guides, our bus drivers, the hoteliers, and all of the people who interacted with us left me with a positive impression. They were happy to help and be there for us. So, that was really cool,” he said. He also increased his positive stance toward the food. “If you are talking food, you are up my alley and all I could ever want. The food was always so enjoyable. I always just wanted a little bit more of it,” he said.

Though a frequent traveler to France for family and business, Kwenko experienced a shift in attitude and understanding of the destination culture as a chaperone for middle schoolers. He said, “Traveling by myself, going on vacation, visiting my parents by myself, and then going with kids changed my perspective as I saw things totally differently. I took my time.” Thus, chaperoning urban middle school students forced him to concentrate more on learning about the destination culture and gaining a deeper knowledge of the culture. He said:

Usually, I go with friends, and there are a lot of things I don’t pay attention to. But this time, because I was with the students, I had to pay attention so that, in case the students did not get it, and if they asked me a question, I could answer and help them understand the French culture.

Emily’s first trip experience changed her attitudes toward the French culture as compared to her American culture. She appreciated the destination culture because:

It made me just realize how, as Americans, we are so intense with our work. Just looking at the European culture and how they actually sit down to eat meals and relax. They are

working probably just as much as we are, but I don't feel like it is as stressful and as intense as our requirements.

Belquis had a positive attitude toward the places she visited on tour but a more nuanced view of the people. She said, "Generally, it was a good, positive trip. The culture is very rich, it's full of history, and I loved it. I loved learning about the churches and all those things." She added that the trip just confirmed that the culture was beautiful." She said, "It was just extremely beneficial for me because I got to see different places. I got to hear about the culture, the history. She reported that the trip was also an enlightening experience because "there were many things I didn't know about Monaco and the prince." She added that visiting the destination was really worthwhile. She did not have the same positive attitude toward the people. She said, "I just expected people to be more social in France." She said that she was surprised the most by "how much they drank espresso."

Research Question 4: How does the chaperone's cultural attitude change as a result of chaperoning multiple short-stay trips to the same destination?

Repeat chaperoning changed the two repeat chaperones' cultural awareness of the destination. Emily reported that she grew in her cultural knowledge of the destination. As a result of repeat chaperoning, she felt like she could now comfortably navigate the destination. She was so confident in the knowledge gained from multiple chaperoning visits to Paris that she said:

I feel like I know that city a whole lot better now, and I could probably give a tour myself in English, not French. I know the streets a whole lot better. I know locations and important places, I know where to go if someone gets sick, and I know how to find shops.

Likewise, Savanna said that repeat chaperoning increased her knowledge of the destination and made her a better guide for the students. She traveled as a chaperone twice during the period under review. She said, “Each time we go, I feel like we learned something new and different and so I feel an obligation to share the new and different thing with the kids, so that their experiences are enriched more.” She felt that since the itinerary was familiar, every repeat experience positively influenced her cultural attitude toward the destination. She said that repeat chaperones have a better trip experience due to their familiarity with the destination and the fact that, as a repeat chaperone,

First of all, you have things that you look forward to. So, you know you are going to see certain things. And then, because you know what the timeframes are, you might adjust your ideas of what you might want to do whenever you go.

She felt that repeat chaperoning enabled the chaperones to pinpoint relevant parts of the itinerary for individual students. Repeat chaperoning made the chaperone to want to “expose certain students to certain things.” As a repeat chaperone, she exposed the traveling students to other things that were not part of the trip like going “to the grocery store, and [getting] a snack from there.”

Additionally, Savanna fostered a better attitude toward the places visited, and she was confident she could enhance the trip experience for future travelers. “On a menial level, like going to Carcassonne, I know that before we leave, we really need to tell the kids to go to the bathroom because they are not going to appreciate the bathrooms that are outside,” she said.

The findings on the research questions confirmed the constructivist interpretive framework in which “multiple realities are constructed through our lived experiences and interactions with others” (Creswell, 2013, p. 36). The chaperones constructed and shared

multiple realities on the influence of a short-stay international trip on their attitudes as they interacted with traveling students, co-chaperones, and visited different places on tour.

Classifying: Coding method

According to Gay et al. (2012), qualitative data analysis involves breaking down “data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. Qualitative data are typically broken down through the process of classifying or coding; the pieces of data are then categorized” (p. 468).

During the initial reading of the transcribed interviews, and always cognizant of the main research question and related questions, I looked for key words and phrases that express change, attitudes, and perceptions. I highlighted words and underlined phrases such as “I feel like,” “I think that,” “in my opinion,” “view,” “influenced,” “before the trip,” “in the beginning,” “my perception,” “I understood,” “I developed,” “as a result,” “became,” “now see them as,” “initially,” “changed,” “positively,” “negatively,” “I realized that,” and “I believe that.”

Following Creswell’s (2013) suggestion to start the coding process with lean codes, I combined the words and phrases to form a short list of six categories from my initial reading. The initial categories were: discovery (e.g., as a person, real faces), trust (e.g., teacher as safe place, point of contact), growth (e.g., maturation, experiential learning), perception of influence (e.g., reduced biases, increased conviviality), relationships (e.g., living together, intimate conversations), and looking ahead (e.g., building foundations, catalyst for international travel). I then “expanded the categories as I continued to review and re-review my database” (Creswell, 2013, p. 184). Creswell recommends that, regardless of the size of the database, the qualitative researcher should not develop more than 25 to 30 categories of information. As such, my initial

six categories were expanded to 25 categories. I then worked to reduce and combine the categories into five themes that I used to write the narrative.

The repeat chaperone category was eliminated, and the sub codes were redistributed to the relevant aggregated categories. “Bonding” and “shared experiences” were combined to form “bonding from shared experiences.” “Motivation to learn languages and cultures” and “catalyst for future travel” were subsumed under “looking ahead.” The category “initial perception and apprehensions” was also slipstreamed into “perspectives and changing attitudes.” See Table 3 for the expanded and aggregated categories. The final themes from the interview transcripts are outlined below with supporting contextual findings from the document review and by research sub question, where applicable.

Themes

Theme 1: Perceptions and Changing Attitudes

Initial perceptions of students. Prior to the trip, some chaperones were apprehensive because of the perception they had of the traveling students. Savanna reported that some traveling students exhibited “social issues that they had to deal with,” and she “was not sure of how they would function in another country.” Kwenko was anxious about the disruptive “classroom behavior issues” of some of the traveling students. Rhys and Savanna were apprehensive because the students did not have extensive travel experience. Rhys pointed out that for “most of the kids, this being out of the country is a new experience.”

Savanna added that, for some of the students, it was their first time leaving their city of birth, their “comfort zone.” Some chaperones were traveling with students they did not know. Savanna said, “They didn’t know me as a teacher. I didn’t know a lot of them. I had to get to

know them.” Likewise, Kwenko said, “It was my first time and I didn’t know the eighth graders. I did not teach them before.”

Initial perceptions of chaperones. Similarly, most of the chaperones were not fluent in the language and were traveling with people with whom they were not familiar. All chaperones were “breaking with established routines and practices of everyday life” (Urry, 1990, p. 2) to embark on a trip with adults they knew casually. Some were facing the prospect of sharing rooms with a randomly assigned adult. For some of the chaperones, the trip was the first visit to the destination; for others, it was their first visit as a chaperone. Rhys reported apprehensions about dealing with the very diverse group of travelers. Emily perceived other chaperones as naïve and was afraid they may not understand or be able to handle the responsibilities involved in chaperoning dozens of students on an international trip.

Changing perceptions and attitudes toward students. As a result of the trip, all chaperones saw students in a positive light. Savanna said, “It allowed me to see students in a really good light.” This statement was representative of the influence of chaperoning on other chaperones’ perceptions of the students.

Savanna noticed that students formed a tight-knit traveling community. “I’m in this community, and I can be responsible,” she said of the perceived mindset of the traveling students. During the trip, chaperones saw students exhibiting maturity. Savanna discovered “certain areas of maturity that were not seen in the school setting reveal themselves.” The students were seen as linguistic risk-takers who grew as they learned. Savanna pointed out the example of a student who “put himself in a place where he would have to take risk and be vulnerable with another language.” She added that the willingness to engage with the language and culture also shaped the student as a person.

Table 3

Expanded and Aggregated Categories

Expanded categories	Aggregated categories	
Initial perception and apprehensions	Perceptions and changing attitudes	
Leaving the comfort zone		
Changing perspectives and attitudes		
Attitudes toward Paris versus other trip destinations		
Changing perception and stereotypes of racial groups		
Perceived maturation and increasing independence		
Perceived growth and responsibility in students and adults		
Better communication and appreciation of destination People and food ^a		Learning
Deeper knowledge and understanding of students, co-chaperones, and the destination culture		
Increased cultural sensitivity		
Experiential and situated learning		
Learning together		
Increased awareness of destination ^a		
Enhancing/Individualizing tour experiences for others ^a		
Collaboration and conflict management	Collaboration	
Supervision and caring		
Better chaperoning; knowing timelines, expectations, efficient in duties ^a		
Bonding from shared experiences		
Trust-building experience	Bonding from shared experiences	
Bonding experience		
Building relationships		
Increased collegiality and conviviality		
Shared experiences		
Backward mapping	Looking ahead	
Influence of the experience in professional life		
Realia/Infusion into instruction		
Motivation to study languages and cultures		
Catalyst for future travel		

Note. ^aCode pertains to repeat chaperones. The students were engaged in learning in the immersion setting. Kwenko observed that the students were observant and “were trying to learn something, which sometimes comes totally different when you’re in the classroom.” The

learning in the destination was accompanied by increasing co-operation among the students. Kwenko noticed that, contrary to what he perceived prior to the trip, traveling students “help each other when they are out of school.” Savanna aptly summarized the participants’ changed perspectives of the traveling students. “It just lets me see students in a different but more positive light more than anything, because I’m not seeing them in the classroom and they’re able to be their authentic selves,” she said.

Changing perceptions and attitudes toward chaperones. From the shared experiences, chaperones reduced their initial apprehensions, developed better conviviality, and enhanced their relationships. Rhys said, “I have a much better relationship now.” Emily corroborated this statement by saying, “You really get a chance to know a little bit more about people’s personal life, eating habits, and other things.” Similarly, Savanna said, “It becomes more than just watching these kids. I get to know the person as a person.” Additionally, she said, “We had intimate conversations and got to know each other as individuals in a way that whenever we got back to the school, we had formed a bond that pushed us through the coming years.” Kwenko developed a positive relationship with the chaperones during the “tea party” that he organized every night. After doing the room checks and completing the formal daily debriefing, some chaperones gathered in the lobby of the hotel for an informal chat over tea and coffee. During these gatherings, chaperones shared perspectives on the tour experience, students, and general topics.

Savanna changed her attitudes toward the younger chaperones and lauded the “twenty-something-year-olds for their responsibility on tour.” Savanna said, “One would have thought that there wasn’t going to be responsibility taken at the level that it was. People weren’t going to

take things as seriously as they did.” The younger chaperones embraced the opportunity and were able “to shine in those lights,” she said.

While the influence on chaperones’ attitudes was mostly positive, Belquis reported a negative influence on her view of chaperones. She developed a fractious relationship with some chaperones. “At the beginning, I started out being positive or neutral toward people I didn't know that well,” she said. As the trip progressed, she discovered what she described as “the true faces of people.” She used words such as “bossy,” “aggressive,” and “irritating” to describe some co-chaperones. She believed that this discomfiture was a result of her room-sharing arrangement. “I just wished that I had my own room. I got into some conflict with my roommate,” she said.

Changing perceptions and attitudes toward the destination. The change of attitude toward the destination revolved around the participants’ view of Paris and the smaller cities visited. Rhys reported that his perception of Paris was shaped by previous visits and the popular culture. He said, “Up to that point, it was all about what I had experienced previously and what pop culture had expressed. So, being able to actually be there and see it definitely was a cool exposure for me.” Some chaperones who had previously only visited Paris discovered more accommodating smaller cities as a result of the trip. Savanna said, “In general, just because we go to some of the smaller places, I think that those places are very accommodating for tourists.” Emily had very high expectations of Paris but was disappointed on her first visit. She said, “I thought that was going to be my favorite location. It really ended up being my least favorite location because it was very reminiscent of our urban city hustle and bustle.”

Rhys appreciated the way of life of people outside Paris. He said:

With this trip, getting to see so much more of the country was really cool for me. So, I loved the laid-back nature of the South of France. I loved going into the Basque region of Spain and checking out the different ways of gathering and the food that they ate.

In a similar way, Emily compared what she perceived as the stress-free way of life of the Europeans to the American culture. She said, “It made me just realize how, as Americans, we are so intense with our work. Just looking at the European culture and how they actually sit down to eat meals and relax.”

All chaperones reported that they were impressed by the beauty of France and appreciated its culture. Belquis said, “It was my first time going to France; it was a beautiful country.” Additionally, for Belquis and Savanna, the trip was a confirmation that France has a rich and beautiful culture. For Belquis, “it just confirmed that it’s a beautiful culture.” Savanna said, “It just makes me understand why they might say that France is one of the most welcoming countries in Europe.” Emily said, “I think it was a good experience. I liked the culture.”

Rhys reported that the people he interacted with left him with a positive impression. “They were happy to help and be there for us.” Other participants expressed similar attitudes toward the people except Belquis, who said that she “just expected people to be more social in France.”

Theme 2: Learning

Participants described the experience as an opportunity for personal and professional growth, for the development of deeper understanding, and for experiential learning.

Students. Chaperones described the trip experience as a pivotal moment in the life of the students. Chaperones used words and expressions such as “mature,” “transition,” and “coming of age” to describe the perceived maturation of the students as a result of the trip. The students

gained knowledge as they left their city of birth, their comfort zone, to travel internationally. Chaperones highlighted the fact that, for some students, the trip was the first journey abroad without their parents. Rhys pointed out that “this is the first time they’d been out of the country without their parents.” Likewise, Emily said, “For many of them it is their first time outside of the country or their first time out of the country without a parent.” Savanna likened the trip to a Bar Mitzvah for the students. She felt that the students on the trip were “going to have that release of freedom.” According to Emily, “They become more mature and more independent.” Emily noted that the students displayed increased independence as they had to function and survive abroad without their parents. The students learned to make decisions without their parents. They learned how to manage a budget on their own. Savanna described an imagined monetary decision-making thought process for a student:

I have money, and I have to budget that—even if my parents say that this is for this thing or that. I ultimately choose what I’m going to do with it once I get on tour, whether I’m going to save it up and spend it out at a different time.

Participants pointed out that the trip happening at the end of middle school constituted a memorable event and was a springboard for students’ linguistic and cultural development. Savanna said, “So, anything that they do during this time, it’s going to be life-changing and then they are going to remember forever.” Emily said, “This is the best age for them to do it.” She also noticed an excitement for learning on the part of the students. “You begin to see their excitement about practicing the language that they are learning and embracing a new culture,” she said.

The trip was an opportunity to develop a deeper understanding between the traveling students and the chaperones. Kwenko summed up the predeparture relationship between the

traveling students and some chaperones this way: “They didn’t know me as a teacher. I didn’t know a lot of them. I had to get to know them.” He reported that “the trip was a huge opportunity for me to live with them for ten days and try to know them.” Savanna said that the trip provided a platform for her to “cultivate a relationship that wasn’t based on academics.” Rhys reported that he increased his cultural sensitivity through exposure to the diversity in the traveling group. He said that he developed a better understanding of “things like what do we want to do at bedtime, how do we get ready for bed, or what is our chill time experience?” Kwenko gained a deeper knowledge of his students as he traveled with the students on the bus. He said, “It helps you to actively listen, to try to grasp the kind of conversations they are having, [to know] who they are, and their aspirations.”

Chaperones. The chaperones developed a deeper understanding of colleagues in action as opposed to only hearing what others may have said about the colleagues. Savanna said:

Depending on what the students have said about that teacher over the years, not necessarily about their teaching methods, but based on the relationships that the students have had with that teacher, then I get to experience that teacher in a different way.

The interactions on tour led to the discovery of the co-chaperones’ eating habits, reaction to stress, cultural background, and strengths and weaknesses. Rhys said, “So, I definitely understand more about the people I was with on that trip.” The other participants expressed similar views.

In a deviation from the teacher-led classroom instruction, which Rhys described as “the teacher and learner experience,” the participants were engaged in cooperative learning. Rhys said that on the international trip, the experience “changes a little bit because you are both learning; you are both there. So, getting to experience that with a student instead of giving that

experience to the student changes.” The chaperones were not only supervising the students but were in a co-learning situation. They had to understand the timelines and guidelines, pay attention to the guides and tour directors, and be prepared to answer eventual student questions.

The gathering of information and cultural learning was also a mutual endeavor between the chaperones and the students. Rhys said that students and chaperones were “co-learning, making sense of events together.” There was co-operative learning between students and chaperones as the trip evolved. “We were experiencing it with the students, I wanted to make sure I was getting all the information just as much as I wanted to make sure the students were,” Rhys said.

The learning together extended to the language of study of the students. Most of the chaperones on the trip were not fluent in the language of the destination. The chaperones had to assume the role of experiential learners who were willing to practice the language. The chaperones had to “give it a try, and just test it out,” Rhys said. All the other participants expressed similar attitudes and were unanimous in recognizing the learning and self-improvement involved in chaperoning.

The trip was an ideal experiential learning opportunity for the chaperones. Kwenko and Rhys said that they learned a lot from the experience. Rhys said, “I know from my experience that I was able to learn a lot while I was on the trip.” Kwenko said, “To be honest, I learned a lot during the ten days that we spent together.” Acting *in loco parentis* by the chaperones provided opportunities for personal and professional growth from the experience. The chaperones learned how to listen actively, manage time and self, and share tasks and responsibilities as the trip progressed. The experience was a platform for situated learning and professional growth. Emily said that the chaperones learned while completing various trip-related tasks like waking children,

checking rooms, allocating rooms, mastering food preferences, and chaperoning optional excursions.

Savanna said, “In general, I don’t travel having a closed mind about certain things. And so, I expect to experience something new, and I want to experience those new things.” Emily, the other repeat chaperone, expressed a similar opinion. She also reported that she overheard a student say, “This is the best trip because I get to see my teachers as real people.” She said that this sentiment was reciprocated.

Theme 3: Collaboration

“We are not on the same team. We are not in the same department. During the trip, you have to work together,” Kwenko said. During the trip, chaperones work together to supervise and care for the traveling students. According to Belquis, chaperones were collectively caring for students by “just addressing their needs and responding if they needed anything.” Rhys reported that he had to “check in on the kids and go around and follow them and push them to make sure they made different deadlines and guidelines.” Emily and Rhys shared that they distributed students’ daily allowances. In the evenings, chaperones collectively made sure that the students respected the bedtime curfew. They checked “on them before they went to bed, verified that the doors were locked and, that everything was good,” Belquis said. They took turns doing room checks each night. Rhys said, “I feel like most of the time the tasks were being shared. I did not get the impression from any chaperone, at any point, that they were just there to kind of coast along.” Kwenko recalled that when the students were safely in bed, chaperones sat together, shared coffee and tea, and discussed. During these gatherings, “You talk about kids, you try to solve problems, kind of collaborative working together,” he said.

Chaperones also collaborated to solve conflicts that arose involving students and chaperones. Rhys recalled that “there were definitely times when there was some disagreement about the best way to get something done and whether or not we would do it that way if we were in charge.” Rhys epitomized the point of view of most chaperones when he said, “I learned how to work through disagreements and to accept other points of view.”

The increased collaboration and interdependence transcended the trip experience and influenced the collaboration and collegiality after the trip. Savanna said that after the trip, the chaperones “knew how to depend on each other and knew when to go to each other for things.” Chaperoning engendered enhanced cross-departmental collaboration between past co-chaperones. Savanna said, “We also learned what our strengths were. So, we could go to those people for the things that we needed later on. And so, that definitely developed ties that I still have.” Similarly, Kwenko said he knew that he could count on past co-chaperones to help in academic or personal matters.

Theme 4: Bonding from Shared Experiences

Participants reported that chaperoning was a shared experience that created bonds, built trust, and engendered enduring relationships.

Chaperoning was a unique experience that became a collective reference point for the participants. Savanna said, “That was our point of reference. Remember the French trip, and this is how we learned about each other, and then it helped to cultivate our relationship as colleagues.” The group lived together for ten days in many cities. The participants took long bus and train rides together. The process of living and traveling together was an opportunity to cultivate stronger relationships. Savanna said, “We have inside jokes that did not exist before, and we have shared experiences that [we] will never share with somebody else.”

The traveling students learned to trust the chaperones and let down their guards. Savanna said that she created a safe place where the students could see her “as a person that if something happens on a trip, they know that they’re going to come to me.” She added that “during the trip, I think that a lot of the students see me like a mother-figure, but not too much, because I still want to be cool, but I don’t want to break certain boundaries.”

The trip was also a bonding experience for all participants. Chaperones noticed that in the beginning students were reticent and isolated but grew closer as the trip unfolded. Kwenko indicated that some students were reticent and isolated at the start of the trip. However, he noticed a change as the trip progressed. “During the trip, I saw that they started opening up, talking to each other, across different races,” he said. Similarly, Rhys noticed that, at first, the students were very timid and nervous about the experience. He said, “After a few days of being in the country, they started to get a little bit more comfortable with interacting with the locals, the tour guides, or the people that we were with. They settled into the routine.”

Chaperones also created stronger bonds with students. Kwenko said, “I think it helped me bond a lot with the student because it was my first time and I didn’t know the eighth graders.” The participants also reported that the trip was a catalyst for increased student-chaperone conviviality in the school, even with students they did not teach. Kwenko said that the trip created “a kind of bond, a bridge, and when you come back, the kids see you, though you have not taught them before...they remember the connection.” He said that he developed “a lot of affinity with the kids.” Likewise, Rhys said, “I felt like it was an incredible opportunity to bond with more kids.”

The bonding and shared experiences created relationships that lasted beyond the trip experience. Savanna said, “When I come back from the field trip, I have a connection with the

students that develops further from what it would have been if I continued to be just their teacher.” Some chaperones developed stronger bonds with the students because they did some extra, unscheduled activities with the traveling students. Savanna reported that she took students to the grocery store during their free time. Additionally, she said, “There were chaperones who went out and did runs with kids, and that wasn’t even mandatory, but it helped students to be engaged in unique ways. Those students developed relationships with those chaperones, so there would always be a point of contact.”

Kwenko said that the experience created “a strong bond, and still that bond is continuing now.” Equally, Savanna said that, through intimate conversations, chaperones formed bonds that “pushed [them] through the years.” Rhys said that at the time of his sole chaperoning experience on the France trip, he was a second-year teacher with very limited interactions with colleagues. He is now more comfortable at school social events and knows more of his co-workers because of the experience. He said, “This trip was a bonding experience for us, and I’ve been able to continue those relationships that I made on the trip since we returned.”

Theme 5: Looking Ahead

Chaperoning on the trip provided an opportunity to (a) build a solid foundation from sixth and seventh grade, (b) infuse the experience in the curriculum, (c) motivate students to succeed, (d) ease gradually into international travel experience with little culture shock, and (e) arouse the desire for future travel for both the traveling students and the chaperones.

Students in sixth grade look forward to the trip in eighth grade. The trip provides an added incentive to succeed. Savanna said:

Kids who are in sixth grade who have that trip to look forward to in eighth grade, the teacher comes back, and they want to know how the trip went. Then they have something to look forward to. They know they're going to go on that trip.

Rhys used the trip experience to set the stage with the sixth grade students and look forward. He said:

Let's say I'm going to go on a trip with you in a couple years. What's going to be different about how we interact and how we want to know each other? And so, that's definitely helped me with relationship building with students.

Kwenko used this trip to gauge the linguistic levels of the students and to backward map in his instruction to palliate observed weaknesses. The trip helped him to "assess how much they need to know before eighth grade, as a seventh-grade teacher," he said. The knowledge helped him to deepen his cultural teaching and to get the students "prepared for the eighth grade—for the trip."

Emily infuses her stories of the trip and the knowledge gained from her travels in all aspects of her science classes. She makes connections to science from other countries that the students wouldn't normally see. During her alternative energy lesson, for instance, she tells the students that if they go on the French trip, they would see whole fields of windmills in the countryside. She also tells her classes that in one of the locations on tour "they had a bike that you rode that charged your phone."

Rhys also reported that the trip influenced his teaching. He said, "[His teaching] is definitely influenced not from the content that I deliver, but how I view the students that I work with." He added that "having experienced the trip with a group of former students, I've looked at some of my relationship with kids and how we build those relationships and what we do in

class from that perspective.” Savanna said that she used the trip opportunity to “grab realia” that she uses in her classes. For her, the trip becomes a motivating factor to give the students an end-of-year push. She heard students say, “We’re going to try our best in this last advisory. We’re going to try and speak the maximum amount of French.”

The trip is also a motivation to study languages and cultures in preparation for future travel. Belquis said, “I encourage my students to learn about language, French, Spanish, or any other language, just to get a chance to go on a trip like this.” Savanna was happy the trip destination was France. She suggested that culture shock was minimized because trip participants recognized “certain aspects of the culture in this second language and destination.” The experience amounted to a gradual easing into international travel that aroused in participants, both students and chaperones, the desire to visit other destinations. Savanna said, “Many of these kids never left their city of birth. Once they go somewhere, they want to experience other places.” Emily shared the same opinion. She said, “It gets them excited about traveling. They want to experience more things and go abroad more often, get more passport stamps.” For chaperones also, the trip aroused the desire to travel. “I think it was a good experience. I liked the culture. I will definitely go again without students to do some things that we couldn’t do as adults with them,” Emily said. This sentiment was shared by most of the chaperones.

Evidence of Quality

I followed procedures to ensure reliability, validity, and quality assurance in qualitative research proposed by Blanck et al. (1992), Creswell (2003, 2013), Creswell and Miller (2000), Gay et al. (2012), and Yin (1994, 2009). I used maximum variation sampling as the sample selected for the interviews accurately represented all the sub-groups within the population of

those who have participated in the France trip as chaperones during the period under review. This approach “increases the likelihood that the findings will reflect differences or different perspectives—an ideal in qualitative research” (Creswell, 2013, p. 157) and enhances the generalizability of the results (Gay et al., 2012). The criterion sampling approach employed was “useful for quality assurance” (Creswell, 2013, p. 158).

Yin (2009) recommended that qualitative interviews should be semi-structured rather than structured and should be fluid rather than rigid. I created a friendly climate in which the research participants felt comfortable and responded honestly, comprehensively, and in a conversational format to the questions and follow-up questions.

Gay et al. (2012) proposed three steps to ensure validity in a qualitative study: (a) implementing member checks to test the overall report before the final draft; (b) establishing referential adequacy by checking that the analyses and interpretations accurately reflect the documents, recordings, and other primary sources of data collected; and (c) practicing triangulation to obtain a more complete picture of what is being studied and to cross-check information.

In member checking, “researchers ask participants if the themes or categories make sense, whether they are developed with sufficient evidence, and whether the overall account is realistic and accurate” (Creswell & Miller, 2000 p. 127). The verbatim transcript and the corresponding audio file were sent to the participant to attest accuracy. Upon verification by each participant, I edited, summarized, analyzed, and resent the transcript to the participant to ascertain that I had captured the essence of his or her true feelings, expressions, thoughts, and ideas, as recommended by Creswell (2003). Sharing of the results also served to allay “any misconceptions and anxieties that the participants have about the research and to leave them with

a sense of dignity” (Blanck et al., 1992, p. 961). The practice of sending the audio recordings, transcripts, findings, and analysis back to the participants was an effort to mitigate potential bias in the analysis and to establish accuracy, validity, and credibility of my interpretation of the interview data.

I implemented triangulation by using a “convergence of evidence” (Yin, 2009, p. 117). Yin (2009) stated that documents corroborate and augment evidence from interviews and are insightful into cultural features. In this study, trip-related documents were analyzed to ascertain participant information, rooming arrangement, locations, and activities. Yin (1994) posited that “a case study database markedly increases the reliability of the entire case study” (p. 95). In this vein, reliability was assured by creating a formal anonymized repository. The database was saved for eventual future review. Thorough and comprehensive descriptions of the participants, the setting, and the phenomenon studied were used to “convey the rich complexity of the research” (Gay et al., 2012).

Summary

Results presented in this chapter indicate clearly that participation on a short-stay international trip to France with urban middle school students influenced the chaperones’ attitudes toward the traveling students, the co-chaperones, and the destination culture.

V. DISCUSSION

This study was conducted to develop an understanding of the influence of an urban middle school short-stay international trip to France on chaperones' attitudes toward traveling students, co-chaperones, and the destination culture. The major sections of this chapter summarize the results and discuss their implications.

Statement of the Problem

The purpose of this study was to describe the perceived changes in chaperones' attitudes toward traveling students, co-chaperones, and the destination culture after participating in a short-stay international trip with urban middle school students to France. The following general definitions were used: a chaperone is an older person who accompanies young people at a social gathering to ensure proper behavior; broadly: one delegated to ensure proper behavior ("Chaperone," 2018); an attitude is a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior ("Attitude," 2017); and learning is the acquisition of knowledge or skills through experience, study, or by being taught ("Learning," 2017).

Methods of Data Collection

The research was a case study of the perceived influence of an urban middle school short-stay international trip to France on the attitudes of trip chaperones toward the traveling students, the co-chaperones, and the destination culture. As a case study, the current research used a qualitative perspective, attempting to discern the meaning of events to the participants. The case study participants were chaperones who traveled with urban middle school students to France during the spring break from 2014 to 2017. The researcher interviewed the chaperones in semi-

structured interviews lasting about 20 minutes using an interview guide. Five chaperones, three females and two males, representing all the subgroups of those who had traveled to France in the period under review were interviewed. The interview protocol consisted of four questions and optional follow-up questions. All participants responded to the first three questions. Repeat chaperones responded to the fourth question. Trip-related documents and the chaperones' online tour accounts were analyzed to ascertain participant information, rooming arrangement, locations, and activities. The documents also corroborated and augmented evidence from the individual interviews.

Summary of Results

According to Urry (1990), tourists embark on a journey to sites which are outside their normal places of residence and work; their period of residence elsewhere is of a short-term and temporary nature. In the current study, the teachers traveled as chaperones of urban middle school students on a 10-day spring break trip to France. The participants reported that the experience changed their perception of students and influenced their attitude toward co-chaperones and the destination culture.

The initial apprehensions of chaperones, shaped by their perceptions of some of the traveling students in the school setting as unwilling to learn, uncooperative, immature, irresponsible, and having social issues, were changed to a deeper understanding of the traveling students as the students traveled without their parents. The students left their comfort zone, their school, and thrived in a new environment.

The traveling students bonded, shared rooms, and practiced French in an immersion setting. In their interviews, chaperones frequently used words like "maturity," "independence," "coming of age," and "pivotal moment" to describe the perceived transition to maturity of the

traveling students. One participant perceived “certain areas of maturity that were not seen in the school setting.” The chaperones changed their perceptions of the traveling students. One participant’s initial perceptions of some students as disruptive and unwilling to learn were altered by the chaperoning experience. The participant described the students as being attentive and cooperative during the trip. Prior to the trip, the students exhibited a “lack of social skills and sometimes lack of competency. So, they try to make noise in class,” he said. During the trip, the same students “were really calm, observant, and trying to learn.” Another participant said, “Specifically, with one student, we only had academic interactions, and so it was interesting to see how he was socially interacting with students, how he was able to be responsible in ways that I had not been able to see before.”

Participants developed a better understanding of the diverse cultural backgrounds of students and co-chaperones. A participant stated that “having students in my group that I may not have traditionally interacted with outside of school or in my home life definitely exposed me to a lot of different cultures.” Another participant who saw a disparity in the money allocation and spending habits of the different racial groups on the trip also expressed this sentiment.

Four out of five chaperones said that they shared intimate conversations and grew strong bonds with students and co-chaperones. Additionally, chaperones shared perspectives on students, school, and life in general during travel and downtime. They cooperated in supervising and caring for the students and collaborated to solve misunderstandings. Though the trip was a shared experience, it influenced chaperones’ attitudes toward other chaperones. One chaperone developed a negative attitude toward co-chaperones that she found to be “aggressive, bossy, not as nice.” Another chaperone highlighted the naiveté of some younger chaperones who did not fully understand the long hours of supervision involved in chaperoning. The attitudes of most

participants in this study toward co-chaperones were positively influenced by the chaperoning experience. Chaperones used words such as “bond,” “bridge,” and “connection” to describe the personal relationships developed during the trip. The chaperones created “shared experiences that they will never share with somebody else.” These relationships lasted beyond the trip. One participant said, “We also learned what our strengths were. So, we could go to those people for the things that we needed later on. And so, that definitely developed ties that I still have.” One participant said that chaperoning middle school students was an opportunity to live with them, learn a lot, and develop both personally and professionally. In the interviews, chaperones revealed that chaperoning led to increased cultural sensitivity, improved collegiality, more conviviality, enhanced cross-departmental collaboration and interdependence, and willingness to infuse the experiences in classroom instruction.

The chaperones developed a positive view of the destination culture as they interacted with tour guides, hoteliers, and other people at the destination. All chaperones appreciated the food and history of France. Chaperones expressed a better appreciation of the smaller cities visited. Chaperones found the cities outside of Paris to be welcoming and accommodating. Chaperones returned to the classroom and infused the realia and general experience in their lessons. While four out of five chaperones had a positive attitude toward people they interacted with on tour, one chaperone said that she expected people to be more social in France. The interactions between the travelers and the local people seemed to be more abundant and frequent in smaller cities than in Paris.

Repeat chaperones further developed their cultural awareness and reported that they were better guides because they knew what to expect and customized the experience for individual travelers. They also developed a more positive attitude toward the destination as they ventured

out of the planned activities for an enhanced discovery and enjoyment of what the destination had to offer.

Discussion by Research Question

The purpose of this study was to examine the influence of an urban middle school short-stay international trip to France on the attitudes of trip chaperones toward the traveling students, the co-chaperones, and the destination culture. I chose to study the adult component of short-term travel because “tourism, holiday-making and travel are more significant social phenomena than most commentators have considered” (Urry, 1990, p. 2). Additionally, research is scarce on the influence of chaperoning urban middle school students on trip leaders’ attitudes.

According to Urry (1990), travel involves “a limited breaking with established routines and practices of everyday life and allowing one’s senses to engage with a set of stimuli that contrast with the everyday and the mundane” (p. 2). The teachers in this study traveled as chaperones of students from an urban middle school and engaged in novel activities in an international destination. For the five chaperones, the trip was a mirror for self-discovery and a stage where they developed a deeper understanding of the traveling students, the co-chaperones, and the destination culture. Both repeat chaperones also reported gains in their cultural knowledge and changes in their attitudes toward the destination culture.

Research Question 1: How does chaperoning influence the chaperones’ perceptions of traveling students?

Chaperones changed their perceptions of students they had to supervise, escort, protect, assess, and monitor on tour. These actions, which were akin to acting as parents of the students, seemed to be responsible for the positive rapport and proxemics that developed on tour and

lasted beyond the tour experience. Similarly, chaperones' attitudes toward their co-chaperones were also influenced during the experience as they traveled, supervised, and learned together.

On the basis of this study alone, it is difficult to be certain of all the factors that influenced the chaperones' attitudes as they traveled to France with students on a short-stay international trip.

Research Question 2: How does chaperoning influence the chaperones' attitudes toward fellow chaperones?

The chaperoning experience positively influenced the attitudes of most chaperones toward their co-chaperones. On-tour collaboration, bonding, and co-learning as chaperones supervised students seemed to be chiefly responsible for the positive attitude. One participant said, "It was nice to learn about other teachers' and other chaperones' stories while we were there, to learn how to interact with them, to know what was interesting to them, and how they viewed the different experiences."

One participant whose attitude toward some co-chaperones was negatively influenced by the experience attributed the negative influence primarily to her room-sharing arrangement. Based on the interview responses alone, one cannot fully understand the dynamics that negatively influenced the participant's attitude. This discomfiture could be attributed to the random shared rooming arrangement.

Research Question 3: How does chaperoning influence the chaperones' attitudes toward the destination culture?

Some participants commented that they loved the smaller cities visited as part of the experience but did not express a similar attitude toward Paris. One participant attributed her negative attitude to "the hustle and bustle of Paris" that was reminiscent of life in her city of

residence. Another participant ascribed his negative attitude toward Paris to “pop culture” imagery and a reaction to what he described as the “Parisian disdain for the American tourist.” This study might suggest that participants enjoyed the smaller cities and the more laid-back lifestyle because they craved to allow their “senses to engage with a set of stimuli that contrast with the everyday and the mundane” (Urry, 1990, p. 1). The interactions between the travelers and the local people seemed to be more abundant and frequent in smaller cities than in Paris.

Research Question 4: How does the chaperone’s cultural attitude change as a result of chaperoning multiple short-stay trips to the same destination?

Repeat chaperoning led to better communication on tour, increased efficiency in supervisory duties, and enhanced appreciation of the people and food of the destination. Repeat chaperones further developed their cultural awareness and reported that they were better guides because they knew what to expect at the destination. The prior experience with the itinerary and tour activities permitted the chaperones to customize the experience for individual travelers and to venture out of planned activities to enhance the discovery and enjoyment of what the destination had to offer. Their positive attitude toward the destination culture could be attributed to better communication and less apprehensions as they knew the tour timelines and expectations.

Theoretical Implications of the Study

Lave’s (1988) situated learning theory argues that learning is embedded within activity, context, and culture. Lave added that situated learning is usually unintentional rather than deliberate. The unintentional situational leaning is a process of legitimate peripheral participation (Lave and Wenger, 1993). According to Lave and Wenger (1993), situated learning engages the learners in both the contexts of their learning and in the broad social world within

which these contexts are produced. Lave and Wenger added that without this engagement, learning does not occur, and where the proper engagement is sustained, learning will occur. Thus, situated learning emphasizes the relational interdependency of the learner, the activity, and the world. While embedded in the context, the chaperones in the present study learned about the traveling students, the co-chaperones, and the destination culture. The learning occurred unintentionally while they engaged in the experience and performed their chaperoning duties in context.

Similarly, Kolb's (1984) experiential learning theory places experience at the heart of learning. The participants in the present study had a concrete international chaperoning experience. According to one participant, they went "about the business of experiences." The participants recalled past chaperoning experiences, reflected on the perceived influence of the experience on their attitudes, shared the analysis and conclusions the experience generated, and discussed active experimentation with what was learned as chaperones on the international trip in their practice.

This study was grounded in the social constructivist paradigm in which "multiple realities are constructed through our lived experiences and interactions with others" (Creswell, 2013, p. 36). Creswell's ontological philosophical assumption asserting that reality is multi-faceted as seen through many views also undergirded this study. The chaperones traveled to the same destination with co-chaperones and eighth-grade students and reported different views of the influence of their interactions on their attitudes. A focus on the views of a diverse group of past chaperones on the France trip provided different perspectives as themes developed in the findings.

Study Limitations

Although this study provided valuable data contributing to the research on the influence of an urban middle school short-stay international trip on chaperones' attitudes toward students, co-chaperones, and the destination culture, the study was limited in several ways. First, there were some limitations to the generalizability of the findings. The data obtained by the researcher were specific to chaperones from one institution during a limited period. The study was limited to spring break trips in the 2014 to 2017 period.

The main data collection method in this study was ex post facto interviews. Yin (2009) stated that case study participant interviews should be considered verbal reports only. "As such, they are subject to the common problems of bias, poor recall, and poor or inaccurate articulation" (p. 85). Another limitation of the study was the purposive sampling of five chaperones from one institution. The purposive sampling of five urban middle school chaperones might hamper the transferability of the results to other contexts

Implications for Future Practice

Chaperones

Although a single case study cannot fully explain the influence of a short-stay international trip with urban middle school students on the attitudes of chaperones toward traveling students, co-chaperones and the destination culture, this study would suggest that chaperones' experiences positively changed their perceptions and increased their knowledge of students and adults they travel with on an international trip. In this light, chaperones should seek out opportunities to engage in international travel with students because the destination becomes a venue for personal and professional growth. Educators should be cognizant of the fact that the

rooming arrangement, their cultural background, and the amount of engagement with fellow travelers before, during, and after the trip can influence their trip experience.

This research would suggest to chaperones traveling with other adults, especially adults with whom they are unfamiliar, that they should be ready to learn how to share spaces, cope with limited privacy, or consider upgrading to a single room on tour. One participant highlighted this point when she said, “Take your own room, book your own room. Do not share. Even if you know a person well. People are just different when they’re not in their comfort zones. So, for your sanity, book your own room.”

To enhance the tour experience and increase bonding, chaperones should engage in extra informal activities with students and adults when possible. Engaging in such activities will enhance the mutual learning experience and provide an opportunity to build relationships. Some chaperones in this study went grocery shopping and others went jogging with students and other chaperones in the morning. One participant said, “There were chaperones who went out and did runs with kids, and that wasn’t even mandatory, but it helped students to be engaged in unique ways. Those students developed relationships with those chaperones, so there would always be a point of contact.”

Educators should include downtime activities with other chaperones. Sharing a meal or organizing informal evening meetings can provide another opportunity for the chaperones not only to learn about each other and the students, but also to share professional experiences and discuss matters pertaining to school and society.

Finally, chaperones should strive to repeat the experience. Repeat chaperones in this study reported an increase in their cultural knowledge of the destination. One of the repeat chaperones claimed that, with the knowledge gained from chaperoning multiple times, she could

give a guided tour of Paris. She said, “I know the streets a whole lot better. I know locations and important places, I know where to go if someone gets sick, and I know how to find shops.” Repeat chaperones reported that they can enhance and individualize the tour experience for future travelers by doing more activities that enhance the experience but are not part of the scheduled itinerary. Repeat chaperoning leads to better communication and better appreciation for the people, the food, and the places of the destination.

School Administration

Local school administrators should provide international travel opportunities to as many chaperones as possible because an international short-stay trip builds enduring relationships between co-chaperones. The experience may lead to increased collegiality and conviviality among teachers. During the experience, teachers build strong bonds through intimate conversations and develop a support system that can lead to increased cross-departmental collaboration, better school climate, and more teacher retention. One participant said:

Remember the French trip and this is how we learned about each other. And then it helped to cultivate our relationship as colleagues. And so, we knew how to depend on each other and knew when to go to each other for things. We also learned what our strengths were. So, we could go to those people for the things that we needed later on. And so, that definitely developed ties that I still have.

Chaperones in this study engaged in co-learning with students and other chaperones. In the process, they reported that they learned time-management, active listening, and trip management strategies. All chaperones, especially the younger ones, assumed responsibilities and learned as the trip progressed. Chaperones cared for students with all types of health

conditions and dietary restrictions. Chaperones learned how to take care of students while taking care of themselves in a foreign country.

The local school administration and trip organizers should organize more chaperone information sessions focusing on chaperone roles and responsibilities. In the information sessions, future chaperones should be apprised of what to expect on the trip. Trip leaders should thoroughly explain the tasks and duties involved in chaperoning. Trip organizers should inculcate in the chaperones that chaperoning urban middle school students is work that can be very rewarding—it is not a typical vacation. One participant said, “As the chaperones, we were on the trip, but we were always also working.” Another participant recommended that:

For the new chaperone, I think it’s just being very explicit and clear about the expectations, so that they understand that it is work. That we’re thankful for them giving up their vacation, but it is work. I mean, none of us gets up at 6:00 a.m., I’m sure, with 50 kids when we’re on vacation.

Although sharing rooms might be an opportunity for learning and development of deeper bonds, school leadership should make provisions for a single room for chaperones who request it. Providing single rooms for chaperones will guarantee chaperone privacy and facilitate resting and rejuvenation after long hours of touring, travel, and supervision. Additionally, placing chaperones in single rooms will provide extra supervision in hotels where the chaperones could be spread out on more of the floors where students are roomed. Furthermore, the single room might enhance the trip experience by preventing conflicts and misunderstandings. While one participant reported that she does not mind sharing rooms with others, another participant cautioned future chaperones not to share rooms because “even people you may know well are just different when they're not in their comfort zones.”

School leadership should strive for diversity in chaperone choice with a preponderance of teachers who teach the traveling students. The learning curve is not as steep, and the trip experience is enhanced if the chaperones know the students. One participant reported that traveling with students on her current classroom roster made a big difference because:

If you have kids every day that are forgetting their stuff, you can know to remind them to not forget their stuff in France. If you have kids every day that are late, then you know that you may need someone to do an extra wake-up call for or an extra knock on their door. If you have kids that have different dietary restrictions in class, you know that they have those restrictions or allergies on the trip.

School leadership and curriculum planners should strive to schedule international trips in middle school as chaperones noted that “middle school is such a weird place in anyone’s life. So, anything that they do during this time, it’s going to be like life-changing and then they are going to remember forever.” One participant likened the trip experience to a bar mitzvah, a coming of age occasion. Another participant said:

I think this is the best age for them to do it. A lot of schools across the country wait until high school to do these trips abroad. I think for us, with our type of students, the maturity level, and the growth with the language, they should definitely be doing it in middle school, in eighth grade.

Recommendations for Future Research

Additional research is needed on the influence of short-stay international trips on chaperones attitudes towards trip participants. A quantitative study with a larger number of participants might yield more measurable data on the effect of the trip on the teachers. This research can be expanded to include high school faculty who served as chaperones. A study of

the influence of a short-stay international trip on the attitudes of chaperones on a trip including parents as travelers might yield interesting results.

It may be interesting to conduct a study comparing the influence of a short-stay international trip on the attitudes of chaperones in this study to the attitudes of similar chaperones to a non-European destination that may raise the specter of culture shock among tourists (Furnham, 1984). An in-depth study on the ways in which chaperones' international travel experiences contribute to their overall personal and professional development, retention, and job satisfaction may be key toward unveiling all the influences of chaperoning on the chaperones.

Conclusion

The chaperones in this study engaged in situated and experiential learning, established direct contact with fellow travelers, lived together, and changed their attitudes toward the traveling students, the co-chaperones, and the destination culture. The participants developed bonds that lasted beyond the experience of chaperoning urban middle school students on a spring break trip to France. This experiential learning in the concrete chaperoning experience was transferred to the school and infused in classroom instruction, confirming that “the active teacher who travels abroad multiplies the benefit for years to come” (Drummond, 2001, p. 174).

According to Merriam and Bierema (2014), “being an educator is an honor and a responsibility and striving to continually improve as educators is a lifelong learning endeavor” (p. 251). Therefore, teachers should embrace the experiential and situated learning opportunity inherent in chaperoning international travel with students. The chaperoning experience was the ideal occasion to increase intercultural development, build relationships, foster interdepartmental collaboration, and increase understanding of students, co-chaperones and the destination culture.

This study highlighted the importance for all stakeholders to understand the influence of leading and supervising students on a short-stay international trip on the chaperones' perceptions, attitudes, relationships, and professional growth. This study has contributed to the understanding of the influence of a short-stay international trip to France on the attitudes of the chaperones toward traveling students, co-chaperones, and the destination culture.

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APPENDICES

Appendix A

Interview Guide

The general question this study will attempt to answer is: How do urban middle school chaperones perceive the influence of a short-stay international trip on their attitudes toward participating students, co-chaperones and the destination culture?" This general question subsumes the following related questions (RQ):

RQ1: How does chaperoning influence the chaperone's perception of participating students?

Main question: How did this trip change your attitude towards the traveling students?

Sub-questions to be used as needed.

- What was your supervisory role before, during and after the trip?
- What transformations did you observe in your group of student participants?
- What changes did you perceive in your students' attitudes as the trip progressed?
- What changes did you perceive in your students during or after the trip?
- Do you think this was a worthwhile experience for your students?
- Follow up: What makes you say that?
- How has this influenced your cultural awareness and sensibility toward the different groups of student travelers?
- How did this experience influence your students?

RQ2: How does chaperoning influence the chaperone's attitudes toward co-chaperones?

Main question: How did this trip change your attitude towards your co-chaperones?

Sub-questions to be used as needed.

- How did your perception of co-chaperones change/evolve during the trip?

- How has this experience influenced your relationship with your co-chaperones?
- How has the experience influenced your interactions with your colleagues?
- Did you feel that everybody shared in the supervisory tasks?

Follow up: What makes you say that?

RQ3: How does chaperoning influence the chaperone's attitudes toward the destination culture?

Main question: How did this trip change your attitudes or perceptions of French culture?

(Sub-questions to be used as needed).

- How did the trip change your attitude toward French food, language, hospitality, people, transportation, music?
- What was your favorite food, hotel, attraction during the trip?
- What surprised you the most about the destination culture/people/places?
- How did this influence your cultural awareness of the destination culture?
- How has this experience influenced your teaching?
- Have you incorporated anything you learned from the trip in your professional life?
- What, if any, was the overall cultural benefit of the trip experience to you?

RQ4: How has the chaperone's cultural awareness changed since participating in multiple short-stay trips to the same destination?

Main question: Did chaperoning the trip multiple times change your perceptions of the destination culture?

(Sub-questions to be used as needed).

- How has your cultural awareness changed as you chaperoned multiple trips?

- How did you perceive chaperoning as a first-time chaperone as compared to subsequent trips?
- How did your prior experience enhance your subsequent trip? (Comprehension, navigation, interactions)
- What was the overall effect of the repeat trip experience to you?
- If given the opportunity would you travel again? Why?
- What change, if any, did you notice in your global competence/intercultural competence as a result of subsequent chaperoning opportunities? (Money exchange, transportation system, airport, dialing phone numbers, (Asia society's Global Competence markers)
- What else will you like to share about your experience?

General questions for participant description.

- Did you ever travel internationally before the France trip? Where?
- Before the France trip, did you ever travel internationally as part of a group?
- Prior to your first France trip, had you ever participated on an international trip with students?
- Prior to your first trip with students, had you visited France?
- Prior to your trip, were you teaching the students you were asked to supervise?
- What difference did it make? Did you teach all the students whom you were asked to supervise? What changes did you perceive?
- Why did you apply to go on this trip?

Thank you for your time.

Appendix B

Informed Consent Form

The College of Education at Southeastern University supports the practice of protection of human participants in research. Provided below is information that will help you decide whether or not you wish to participate in this study. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

The purpose of this study is to explore the attitudes of middle school chaperones towards traveling students, co-chaperones and the destination culture after a short-stay international trip to France. This interview should take only about 50 minutes of your time. Your participation is solicited, yet strictly voluntary. All information will be kept confidential and your name will not be associated with any research findings.

By participating in this interview, you certify that you are 18 years of age or older and that you consent to participate.

If you have further questions concerning this study, please feel free to contact Mr. Frederick Mbayu at fnmbayu@seu.edu and/or Dr. Steven Henderson at sjhenderson@seu.edu

Please indicate with your signature on the space below that you understand your rights and agree to participate in the experiment. Thank you so much for your assistance in this important research project! Your participation is very much appreciated.

Signature of Participant

Frederick Mbayu, Investigator

Name of Participant

Dr. Steven Henderson, Associate Professor

Appendix C

Chaperone Agreement Form

Field Trips & Student Travel Directive: Domestic and International

Appendix VIII

Chaperone Agreement Form

School Name: _____ Trip Destination: _____

Departure Date: _____ Return Date: _____

All chaperones must agree to abide by the following code of conduct in order to participate in a DCPS sponsored field trip.

Drug and Alcohol Policy

I have agreed to serve as a chaperone for DCPS students on a field trip. I am aware that according to the Directive 310.7 and the DCPS Student Discipline Regulations (see Title 5, Chapter B25 of DCMR), DCPS prohibits students from possessing, using, selling and/or distributing any of the following on all domestic and international field trips:

- Alcohol;
- Tobacco;
- Marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia;
- Unauthorized possession, use or distribution of over-the-counter medication; and
- Selling of prescription drugs.

I understand that these prohibitions apply to all students, regardless of age. I agree to enforce the prohibitions as directed by the DCPS Student Discipline Regulations.

I understand that I am forbidden to use or visibly be in possession of tobacco in the presence of students. I also understand that the use of all other drugs, including alcohol, and weapons are strictly prohibited on the field trip.

Safety and Responsibilities

I understand that my safety and the safety of other trip participants is extremely important during this field trip, and I agree to make safety my first priority as a chaperone. I agree to conduct myself in a way that promotes my safety and the safety of others at all times. I understand that keeping students safe requires that students must be supervised by me and/or other chaperones at all times while students are engaged in field trip activities. For overnight field trips, I understand that nighttime curfews and bed checks for students, as well as morning wake-up calls for students, may be my responsibility. I agree to follow the guidance of DCPS staff and the directions of the trip sponsor.

Chaperone Name (*Printed*)

Chaperone Signature

Date

Appendix D

French Promenade Sample Itinerary

What you'll experience on your tour

Day 1: Fly overnight to France

Day 2: Paris

- Meet your Tour Director at the airport in Paris, the City of Light. During your stay you'll get a taste of Parisian style as you ride down the Champs-Élysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower. At the École Militaire, see where a promising young Napoleon launched his rise to power. I.M. Pei's iconic glass pyramid marks the entrance to the renowned Louvre, home to treasures like Leonardo da Vinci's *Mona Lisa*. Then, admire the Notre Dame Cathedral's sculptured façade, stained-glass rose windows and seemingly weightless vaulted ceilings.
- Take a walking tour of Paris: Opéra district; Place Vendôme
- Visit the Louvre

Day 3: Paris

- Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower
- Visit Notre Dame Cathedral
- Time to see more of Paris or
 - Visit Versailles

Day 4: Paris | Biarritz

- Travel by TGV train to Bordeaux.
- Explore and climb the Dune du Pilat, a surreal desert sand dune on the edge of the French countryside.
- Continue along the south coast of France to Biarritz.

Day 5: Biarritz | San Sebastián

- Cross the Spanish border
- Take a tour of San Sebastián and St. Jean de Luz
- Take a tour of Biarritz

Day 6: Provence

- Take a tour of Carcassonne
- Continue on to Provence, where you'll discover for yourself what inspired Picasso and van Gogh. Painter Paul Cézanne once said of Provence: "Everywhere are the fragrances of honey, thyme, lavender, all the herbs of the nearby hills." During your stay, stroll through Avignon's magnificent Palais des Papes, home to French native Pope Clement V, who moved the papacy here from Rome in 1309. View the stunning Italian frescoes in the chapel and see the hidden vaults where the church's riches were stored. Step inside a Roman amphitheater and visit the Pont du Gard aqueduct, a marvel of civil engineering. Dating back 2,000 years, it once supplied Roman villas with running water.

Day 7: Provence | Nîmes

- Take a tour of Avignon
- Visit the Palais des Papes
- Visit the Pont du Gard
- Take a tour of Nîmes
- Visit the Nîmes Amphitheater

Day 8: French Riviera

- Take a tour of Aix-en-Provence
- Cruise through the Calanques
- Continue on to the French Riviera, where you'll explore Nice and Monaco. During your stay, you'll stroll down the palm-lined Promenade des Anglais and get a taste of the Old Town. Soak up the scenery, from the white-washed villas to the flower market to the emerald waters that lap Nice's endless beaches. Monaco is a tiny principality that packs wealth, royalty and the world-famous Casino Monte-Carlo into just 0.8 square miles. Here you'll see the Cathédrale de Monaco, where Prince Rainier wed movie star Grace Kelly, a union that ultimately sparked an influx of Hollywood stars and starlets to the French Riviera.

Day 9: French Riviera

- Visit the principality of Monaco: Prince's Palace; Monaco Cathedral; Monte-Carlo Casino
- Tour a French perfume factory in Eze
- Take a walking tour of Nice: Vieille Ville; Promenade des Anglais

Day 10: Depart for home

• 3-DAY TOUR EXTENSION

Day 10: Nice | Cinque Terre

- Make a stop in San Remo
- Continue on to Cinque Terre

Day 11: Cinque Terre

- Travel by train to the five villages of Cinque Terre

Day 12: Milan

- Travel to Milan
- Take an expertly guided tour of Milan
- Visit the Milan Duomo
- Enjoy free time

Day 13: Depart for home



Believe me, the Eiffel Tower is even more beautiful in person. I'm having a blast in Paris!
#eftours

– JOSEPH, TRAVELER



Via Instagram

From the moment the plane touched down in Paris, our trip was absolutely wonderful! We were greeted by our Tour Director and we were off and exploring one of the most beautiful cities in the world! I especially loved the contrast of city to country as we explored smaller cities and towns along the coast of the Atlantic and Mediterranean.

– ANITA, GROUP LEADER



Via Facebook

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____

• Optionals and excursions

Appendix E

The Influence on chaperones' attitudes of a middle school short-stay international trip.

Interview Transcript Participant A.

Date of Interview: Wednesday, March 7, 2018.

Time of Interview: 4:19 p.m.

Interviewer: Frederick Mbayu

Participant: "Savanna"

I: Thanks for accepting to participate in this interview. As mentioned in the informed consent form you signed, you are free to stop this interview at any time. The general question is: How do chaperones of urban middle school students perceive the influence of a short-stay international trip on their attitudes toward participating students, co-chaperones, and the destination culture? I will be asking you four questions and some follow-up questions.

I: How did chaperoning change your attitude toward the traveling students?

P: It depended on the students that I was with at the time. My very first time that I went, I only had two students I actually knew because I taught them. In class, I saw that they had social issues that they needed to deal with and, from the first standpoint, I was not sure of how they would function in another country, because they both were not travelers. But the trip allowed me to see the students in a totally different light after going abroad. Specifically, with one student, we only had academic interactions, and so it was interesting to see how he was socially interacting with students, how he was able to be responsible in ways that I had not been able to see before. And then, be able to cultivate a relationship that wasn't based on academics but was based on just me getting to know him as a person. In those moments, to see him put himself in a place where he would have to take risk and be vulnerable with another language, and then see it shape him as a person. And then, see certain areas of maturity that were not seen in the school setting reveal themselves. So, on a regular basis, it just lets me see students in a different but more positive light more than anything, because I'm not seeing them in the classroom and they're able to be their authentic selves. And so, they think less of me as an adult, not to say they don't respect me any less, but they see me as someone who can support them in life and not just inside the classroom setting, so they let down their guards. And so, it allowed me to see students in a

really good light. And then, especially when we come back from the field trip, you have a connection with the students that develops further from what it would have been if I continued to just be their teacher.

I: What was your supervisory role before, during, and after the trip?

P: So, before the trip, for part of the students, I was just a teacher, so they know me from being their teacher from two or three years prior, depending on when they entered the program. During the trip, I think that a lot of the students see me like a mother-figure, but not too much, because I still want to be like cool, but I don't want to break certain boundaries. So, I don't want them to see me as too matronly, but to see me as a person that if something happens on a trip, they know that they're going to come to me. They know that they can depend on me. They see me as an authoritative figure. And then, after the trip, I feel like they still see me as an authoritative figure, but then we have inside jokes that did not exist before and we have shared experiences that they will never share with somebody else, but we know. And so, there's a trust level that's there. And so, places where they've been vulnerable like a couple of years ago where a student had this accident and she had to share with me that she had had that personal feminine accident and it wasn't exposed to anybody. And so, whenever we came back she saw me as that place, like that safe place. And so, students are able to see you in that way. And so, whenever you come back, if you're not their teacher, they might count you as not a friend but like a safe place.

I: Do you think this experience is worthwhile for your students?

P: I think it is. I love that for our students that comes at the end of middle school. And so, it's like a coming of age type thing where, you know, kids, they have their bar mitzvahs if they're in the Jewish community, but this is like, OK, I'm in this community and I can be responsible, I don't have my parents with me. And so, they have to trust me to a certain level, I have money, and I have to budget that— even if my parents say that this is where this thing or that. I ultimately choose what I'm going to do with it once I get on tour, whether I'm going to save it up and spend it out at different time. So, I think that is something necessary. and it's something that my students look forward to it because they know that they're going to have that release of freedom. And so, it's like a coming of age from middle school to high school.

I: How did this trip change your attitude towards your co-chaperones?

P: I think that it is always interesting to see the chaperones that are selected. Because our school is so diverse, you know that it's not always going to be the French teachers who go on the trip. So, you know the French teachers and you have a relationship with them, but then it's about the other teachers. I work specifically with sixth graders, and so, if it's an eighth-grade teacher, I don't necessarily have a relationship with them. If it is a seventh-grade teacher, I don't necessarily have a relationship with them. And so, depending on what the students have said about that teacher over the years, not necessarily about their teaching methods, but based on the relationships that the students have had with that teacher, then I get to experience that teacher in a different way. I don't mind being roommates with other teachers because I get to know them in a different way.

P: And so, it becomes more than just, oh, we're watching these kids. I also get to know the person as a person. And so, two years or three years ago, the population that went to chaperone was a whole bunch of young people. It was just a lot of young teachers. There was the person who was over the trip and then maybe like two other older people, but it was just a lot of young people. And so, looking from the outside, I was in the middle of the two age groups. We had twenty-something-year-olds, and one would have thought that there wasn't going to be responsibility taken at the level that it was. People weren't going to take things as seriously as they did. And so, they were able to shine in those lights. But then getting to know them, we had intimate conversations and got to know each other as individuals, in a way that whenever we got back to the school, we had formed a bond that pushed us through the coming years. And so, that was our point of reference. Remember the French trip and this is how we learned about each other. And then it helped to cultivate our relationship as colleagues. And so, we knew how to depend on each other and knew when to go to each other for things. We also learned what our strengths were. So, we could go to those people for the things that we needed later on. And so, that definitely developed ties that I still have.

I: Do you feel like all the chaperones shared in the supervisory tasks and what makes you say that?

P: I think that everyone has his or her own strengths and weaknesses. There are people who are good is in covering certain areas. There are certain people who are really good with making sure the kids are going to be in their rooms. So, you could depend on that. There are people who are going to make sure that the students participate more than they would. There are people who

are going to make sure that the students know that this is serious and that they need to take it seriously. So, I think that based on the weaknesses and the strengths of the people, they did their roles. I remember a couple of years ago there were chaperones who went out and did runs with kids and that wasn't even mandatory, but it helped students to be engaged in unique ways. Those students developed relationships with those chaperones, so there would always be a point of contact. So, I think that that was something that was necessary. So, I think it's interesting. I don't know how they pick the people that they pick when they pick the people that they pick, but there's always people who have differing strengths and so it all balances out. So, there's always something that somebody might not want to do and there's other people who would want to do that thing. So, I think that we each share a good load of that

I: How did this trip change your attitudes or perceptions of French culture?

P: So, because I studied in France and I have lived there on different occasions, I believe that I'm very open to French culture. I love French culture. So, whenever I go, I have it in my spirit to try to make the students expose themselves to the culture in more ways than just being there because they are so quick to want to go to the McDonald's, are so quick to do those things. So, I feel because I've already gone, I want the kids to go to the grocery store, even though that's not a part of the trip. I tell them to go to the grocery store and get a snack from there while they have time to go and explore. So, you can say that you've seen this. There were places that I had not been before we went on this trip. So, I hadn't been to Nice before. I had not been to Orange before. So, going to those places just allowed me to have, based off of what I already knew about different cities in France, to have a point of reference, but just to be open. In general, I don't travel having like a closed mind about certain things. And so, I expect to experience something new and I want to experience those new things. I think that it's interesting to see when there are large groups, especially large groups of Americans, how the culture receives them. When I go as one person, they see me, and they don't automatically know that I'm American, because my accent doesn't necessarily give me away. And because I don't look like what they feel like Americans look like. It's interesting to see how people react to me as an individual as opposed to students or as opposed to people who don't speak their language as well as they do or as well as they think someone should. In general, just because we go to some of the smaller places, I think that those places are very accommodating for tourists. They are very accommodating for students and learners. They want students to see the best of what they have

to offer. They are also welcoming so that students will try new things and they'll want to come back; not just come back on a study abroad but come back and enjoy the culture. So, as far as it changing my perspective, I don't think it's done anything negative. I think that if anything, it just makes me understand why they might say that France is one of the most welcoming countries in Europe.

I: How has this experience influenced your teaching?

P: As far as my teaching, I always try to grab realia that I can take home with me and use it in my class. I love it that my kids know that they are expected to speak French in class. They know that whenever I come back from the French trip, they are not going to hear English at all, because I have quote unquote lost all of my English. And so, that's something that my kids can look forward to whenever I get back. And there are the kids who are in sixth grade who have that trip to look forward to in eighth grade. When the teacher comes back, they want to know how the trip went? Then they have something to look forward to. They know they're going to go on that trip. They know Madame is going to tell us all this stuff that they did while they were gone.

P: And so, it's like a new amount of excitement. It gives them that end of the year push to like, no, we're going to do really, really great. We're going to try our best in this last advisory. We're going to try and speak the maximum amount of French. They hear stories from their sisters and their brothers or their cousins who've gone that year. They say that they used a whole bunch of stuff that they learned in sixth grade French. They had to order food the way we did in the food unit. Someone may have set out on their own exploration and got lost. and the person had to use the concepts from seventh grade. We learned how to tell direction and how to get around. And so, it's like an extra push with the realia, with just the experiences, with bringing back pictures, and bringing back stories. My kids love stories. And so, if I could sit in the class and tell stories, they will be quiet and just let me tell stories. They do not care if I am telling them in French, they are just going to listen and enjoy the experience with me.

I: Did chaperoning the trip multiple times change your perceptions of the destination culture?

P: I think that because the trip is something familiar. First of all, you have things that you look forward to. So, you know you are going to see certain things. And then, because you know what the timeframes are, you might adjust your ideas of what you might want to do whenever

you go. And so, if the first time we go to Carcassonne, you think, oh my goodness, I need to do this walk, I need to do this walking tour, and I have to listen to every single one of those things. The second time you go, you think, I know that this is cool. Let me take these kids to do this thing, this thing or let me tell them about this restaurant in this corner. So, I think that it changes your idea of maybe not thinking about like, I need to be aware of the whole trip, but maybe I need to expose certain students to certain things. And then just on a menial level like going to Carcassonne, I know that before we leave, we really need to tell the kids to go to the bathroom because they're not going to appreciate the bathrooms that are outside. And then whenever they go into Carcassonne, I am going to tell them to make sure they sit down at a restaurant and use the restroom there to avoid the outside restrooms. And so, I think that the more I travel to a specific destination, I know things that I wouldn't have known beforehand. I think about the first time we went to Pont du Gard, I just wanted the kids to see the bridge. But every time I go now, I want them to see the bridge, but I also want them to look for the rabbit and I want to tell them the story about the rabbit and I want them to make that connection, I want you to get that picture. Someone said: you can learn something new every day as long as you listen. And so, each time we go, I feel like we learned something new and different and so I feel an obligation to share the new and different thing with the kids, so that their experiences are enriched more.

I: I'm going to ask you a few general questions just for participant description. Did you ever travel internationally before the France trip? And if yes, where did you go?

P: Yes. I have been to Greece. I have been to London, England. I have been to Germany, mostly on the countryside in Germany, and I have been to Italy. Just Europe mostly and then Canada

I: Before the France trip. Did you ever travel internationally as part of a group?

P: Yes. I did study abroad when I was in college and so I studied abroad in France.

I: Prior to your first France trip had you ever chaperoned an international trip with students?

P: No.

I: You said that you had two students you knew on your first trip as a chaperone. Was there any difference in your rapport with the kids you were teaching and the ones you didn't teach?

P: No.

I: Did it make any difference. If you were teaching the students or not?

P: No difference.

I: Why did you apply to go on this trip?

P: When I got this job, I felt like it was something that was expected. You're going to go to France every year. OK.

I: OK. What else would you like to share about your experience? What else would you like to talk about? You know the topic is about chaperones with urban middle school students.

P: I just think that it is interesting to do the trip in middle school because middle school is such a weird place in anyone's life. So, anything that they do during this time, it's going to be life-changing and then they are going to remember forever. I think that the trip is absolutely necessary. Not just to say that they went to another country, but that they experienced something different. Many of these kids never left Washington DC. And so, because they've never left their city of birth, once they go somewhere they want to experience other places.

I love the fact that the destination is France. I feel like France can provide culture shock, but not such a place that is so unfamiliar that the kids will shut down. And so, we're so used to western culture. But because western culture at some point has been mixed with French culture and because they can recognize certain aspects of the culture in this second language and second place. The affective filter is not something that's going to make them shut down. And so, I think that that is a great place to start.

I: I'm going to transcribe the interview and bring it to you for approval before doing the analysis.

P: OK.

I: Thanks for your time.

P: You are welcome.

Appendix F

The Influence on chaperones' attitudes of a middle school short-stay international trip.

Interview Transcript Participant B.

Date of Interview: Wednesday, March 7, 2018.

Time of Interview: 5:40 p.m.

Interviewer: Frederick Mbayu

Participant: "Kwenko"

I: Thanks for accepting to complete this interview. As mentioned in the informed consent form you signed, you are free to stop this interview at any time. The general question is: How do chaperones of urban middle school students perceive the influence of a short-stay international trip on their attitudes toward participating students, co-chaperones, and the destination culture? I will be asking you three main questions and some follow-up questions.

P: OK.

I: How did this trip influence your perception of the traveling students?

P: In terms of connection, I think it helped me bond a lot with the student because it was my first time and I didn't know the eighth graders. I did not teach them before. So, the trip was a huge opportunity for me to live with them for ten days and try to know them and, to be honest, I learned a lot during the ten days that we spent together.

I: Like what?

P: Vision, in terms of how the kids apprehend the school. The stereotypes toward Black kids. And also, in terms of kids among themselves, how they help each other when they are out of school.

I: What was your supervisory role before, during, and after the trip?

P: Before the trip, I helped try to organize, make copies, and everything. You briefed me on what I was supposed to do and how I was supposed to do it. During the trip, we try to protect the kids; we try to supervise, and make sure that everything went well. During our stay in Paris, I think my role was also to assess how much the kids in terms of speaking French in the country that you have the target language, which is France. And so, I had the opportunity to assess the

way, in the restaurant for example, how they order, how among them they discuss, how they figure out how to say some of their words. After the trip, I reflected and asked myself if it was healthy to do that trip. I can say, yes. Definitely. If I have to do it, I would do it again.

I: What makes you say that?

P: Because you learn a lot. It creates, like I said, a kind of bond, a bridge, and when you come back the kids see you, though you have not taught them before, they remember the connection. Hey monsieur, how are you? Monsieur, bonjour. I have a lot of affinity with the kids.

I: What transformations did you observe in your group of student participants? Did you see any change as the trip progressed?

P: Yes, of course you have, I don't remember all their names. Some Black students, for example, were really reticent and isolated at the beginning of the trip. During the trip, I saw that they started opening up, talking to each other, across different races.

I: Do you think this was a worthwhile experience for your students?

P: Yes. I definitely think so. Yes.

I: What makes you say that?

P: During the trip, sometimes on the bus I heard them, the conversations they were having. They were talking about a place that they visited. Talking and trying to remember their history. And I also think that the guides, the tour directors, also helped a lot because, during the trip, they were at the same time teaching us the history of France or a place that you visited and everything. So, there were a lot of conversations going on among the students. Culturally, I think that it was really helpful for them to try to connect what they learn in the classroom and outside the classroom, to be able to live with it.

I: How has this trip influenced your cultural awareness and sensibility toward the different groups of student travelers?

P: I noticed that it changed it a lot. As a teacher, it changed my perception of things and the biases that sometimes one has toward Black kids. During the trip, I had the opportunity to observe them and discuss with them. And, I noticed that the biases that we have sometimes are totally wrong towards Black kids. Our black kids were the quietest kids during this trip. They were really observant. They were trying to learn something, which sometimes comes totally different when you're in the classroom., Usually, I can see in French class, most of the problem

we are having is maybe one or two or three Black kids that, give us problems because of the lack of social skills and sometimes lack of competency. So, they try to make noise in class. But during the trip, they were really calm, observant and trying to learn.

I: How did the trip change your attitudes toward your co-chaperones?

P: Ah, yes. I think that it creates some bond also. You have to note that this is a big school, we have more than one hundred staff members, and sometimes we don't know each other. This is my second year. I don't know some of the teachers by name in the building because I don't have any connection with them. We are not on the same team. We are not in the same department. During the trip, you have to work together. We have some free time, and we have a tea party together. We discuss, we talk about kids, we try to solve problems, kind of collaborative working together. We created a strong bond and still that bond is continuing now. When I see the music teacher, we always talk and we always, discuss. That brings us together to also try to help the kids.

I: Has this experience influenced your relationships with your co-chaperones?

P: Yes.

I: In what way?

P: In a positive way, I can say. I know that if I need anything, even if it is not in my department, I can go and see them, and they are going to be open to me, to help me in academic matters or anything else.

I: Did you feel that every chaperone shared in the supervisory tasks?

P: Yes. Yes, at certain points. It depends on where we were and how the supervisor delegated the roles that we were having. So, it was kind of taking turns in order to monitor the kids as much as possible but not at the same time, 24 hours. You were giving us room to breathe. While maybe two or four were on task. The rest was trying to relax and have some rest.

I: How did this trip change your attitudes toward or perception of the French culture?

P: I think, for me it's very difficult because, firstly, I'm French and nothing was new for me. I travel every year to France and nothing was new for me. I can maybe try to just make a short assessment. Traveling by myself, going on vacation, visiting my parents by myself, and then going with kids changed my perspective as I saw things totally differently. I took my time. For example, when we went to the Musée du Louvre to visit. Usually, I go with friends and there are a lot of things I don't pay attention to. But this time, because I was with the students, I had to

pay attention. So that, in case the students did not get it, and if they asked me a question, I could answer them and help them understand the French culture.

I: Did traveling with the students influence your teaching in any way?

P: Yes, of course. In terms of culture. When we came back, for me to help them get prepared for the eighth grade, for the trip, I deepened a little bit my cultural teaching since we came back.

I: Did you incorporate anything learned from the trip in your professional life?

P: Yes, listening, active listening. I realized that sometimes I was not listening much to my students in the classroom. Like I said, spending ten days with kids every two days traveling on the bus, long distance. It helps you to actively listen, to try to grasp the kind of conversation they are having, who they are, and what are their aspirations?

I: I am going to ask you some general questions now for participant description

P: Yes.

I: Did you ever travel internationally before the France trip? Where did you go?

P: No, the France trip was my first experience with students.

I: That was the first one as part of a group with students. But you had traveled internationally before. Right?

P: Yes, internationally before

I: You have gone to different places in Europe and Africa.

P: Africa, yes.

I: Before the trip, did you ever travel internationally as part of a group?

P: Yes. Not with students, but with colleagues, like going to conferences or going to PDs.

I: Prior your first France trip, had you ever participated in an international trip with students?

P: No.

I: Prior to your first trip with students, had you ever visited France?

P: Yes. Of course.

I: Prior to your trip, were you teaching the students you were asked to supervise? Which means when you went on the trip, were you teaching the students you were supervising?

P: No.

I: Did it make any difference that you were not teaching them?

P: At the beginning? Yes, because I didn't even know their names, no connection, nothing. But during the trip you learn, how to live together, how to work together, how to do everything together to make the trip successful.

I: Why did you apply to go on the trip?

P: I feel like, as a language teacher, it was part of my job. The trip also helps me assess how much they need to know before eighth grade, as a seventh-grade teacher.

I: What else would you like to share about your experience of chaperoning?

P: I think I said everything. The experience of chaperoning helps you get more connected with students' lives and with colleagues. It helps you to reflect that when you travel by yourself, that there are a lot of things you take for granted. Things that can be very important in terms of culture and how you perceive things. When you travel with students, that perception totally changes?

I: Thank you for your time.

P: You are welcome.

Appendix G

The Influence on chaperones' attitudes of a middle school short-stay international trip.

Interview Transcript Participant C

Date of Interview: Thursday, March 8, 2018.

Time of Interview: 3:57 p.m.

Interviewer: Frederick Mbayu

Participant: "Rhys"

I: Thanks for accepting to participate in this interview. As mentioned in the informed consent form you signed, you are free to stop this interview at any time. The general question is: How do chaperones of urban middle school students perceive the influence of a short-stay international trip on their attitudes toward participating students, co-chaperones, and the destination culture? I will be asking you three main questions and some follow-up questions.

I: How does chaperoning influence your perception of the traveling students?

P: So, specifically toward the students. Right?

I: Yes.

P: OK. I love the kids that go on these trips, and I have always had really strong relationships with them in the classroom. But, the opportunity to go on these international trips with them changes or at least it adds to your perspective about them. Right? So, in my experience, I felt like a student that I knew well, all of a sudden, I can see in a different perspective, and I have even more of a relationship that I can build with that student outside of the classroom too. Right? So, I mean, from a teacher's perspective, you have a very professional relationship with students; you have the ups and downs in the classroom, the teacher and learner experience. On the international trip, that changes a little bit because you are both kind of learning, you are both there. So, getting to experience that with a student instead of giving that experience to the student changes. And so, I felt like it was an incredible opportunity to kind of bond with more kids. Now, I don't think I got that with every kid that was there. But, you find that, with certain kids, you have similar personalities and you get that different relationship with them. So, that was a cool thing for me.

I: What was your supervisory role before, during, and after the trip?

P: So, when you say before the trip, do you mean in preparation for the trip?

I: Yes.

P: So, one of the things that we did for this trip was we kind of had a lot of meetings just to understand the structure of what we were going into and being prepared for the trip itself. So, I felt like you did an excellent job as our trip leader; making sure that we knew what was coming and knowing what our expectations were while we were there, and you also gave us some opportunities to kind of take on a little bit of the extra responsibilities. Things like being in charge of money that kids needed distributed later and knowing what the plans were going to be for the hotel rooms and, and how to manage the hall duty and things like that. So, before the trip, we were just learning about what was going to happen, helping out with the administrative stuff, getting things planned, and getting ready. During the trip, basically I felt like we did a cool job of kind of splitting into the buses and in each bus kind of had, their own system once we got there. So, being able to make sure the kids on your bus knew what they were supposed to be doing, got to their opportunities, were able to understand what was going on with the tour guides and for me, we were experiencing it with the students. I wanted to make sure I was getting all the information just as much as I wanted to make sure the students were. So, being able to go through and do all the sites, all the excursions, experience what was going on, with the students. Just making sure that they weren't lost and that they made it back to the bus on time.

I: Did you perceive any change in the students' attitude as the trip progressed?

P: Definitely. So, I think for most of the kids this trip out of the country was a new experience. For those that maybe had been out of the country before, this was the first time they were out of the country without their parents. And so, in my opinion, at first, they were very timid, and a little bit nervous about that experience. I mean, they've got their friends. But, I felt like after a few days of being in the country, they started to get a little bit more comfortable with interacting with locals, the tour guides, or the people that we were with and settled into the routine. And as they got into that routine, I think that the experience changed for them a little bit. They were a little more willing to open up and experience what was there and see what the trip had to offer for them.

I: Do you think this was a worthwhile experience for your student?

P: Absolutely

I: Why do you say so?

P: it was worthwhile because I mean, I know from my experience that I was able to learn a lot while I was on the trip. And that's while also having to kind of check in on the kids and go around and follow them and push them to make sure they made different deadlines and guidelines and things. So, if that was happening for me, I know that they had that opportunity too and just the variety of things that we were able to do on the France trip were so unique that, even if a student didn't enjoy one thing or didn't get much out of something, there was going to be a different experience that was going to be new for them or educational for them. So yes, I think most students would get something out of it.

I: Did this trip influence your cultural awareness and sensibility towards the different groups you traveled with?

P: I think it helped me. So, this was probably the first travel experience, like extended travel experience, that I have had with any sort of diverse group. I've had a lot of experience traveling and going places and even as an undergraduate doing study abroad trips. The people that I traveled with, still, I mean, that was not an incredibly diverse group. There were a lot of different people. We had similar goals for the trip and, and things like that. So, this was the first group that really had that diversity and so having students in my group who I may not have not traditionally interacting with outside of school or in my home life, definitely exposed me to a lot of different cultures. Things like what do we want to do at bedtime? Right. Like, what, how do we get ready for bed? What is our chill time experience? I got a lot of exposure to that.

I: How did this trip change your attitude toward your co-chaperones?

P: Great. Going into the trip. So, I had a working relationship with one of the chaperones on the trip. I didn't have a strong relationship with, really any of the other chaperones. The other teachers in our school, just kind of by nature of the fact that it's such a big school, were people who I knew, but I did not know, if that makes sense. So, we didn't work together, we didn't have that connection, so the nature of traveling on an airplane, in a bus, or on a train and the opportunity to interact and get to know one another was really cool. So, I definitely made a new group of friends, not just coworkers while I was on the trip. So, it was nice to learn other teachers' and other chaperones' stories while we were there, to learn how to interact with them, to know what was interesting to them, and how they viewed the different experiences.

I: So how has this experience influenced your relationship with your co-chaperones?

P: I have a much better relationship now. When I went on this trip, I was a second year teacher at this school and pretty much all of my interactions here at any get-together that we had, whether professional or social had been with a very small group of science teachers and the teachers I had taught with on our teams prior to that year. So now I'm much more comfortable doing any social event that the school puts on, things like the gala that we do for a fundraising for these trips, all of our parent nights, and other activities. I know more of my co-workers as a result. So, this trip was a bonding experience for us and I've been able to continue those relationships that I made on the trip since we returned.

I: Did you feel that everybody shared in the supervisory tasks on the trip?

P: I feel like most of the time the tasks were being shared. I did not get the impression from any chaperone, at any point, that they were just there to kind of coast along. I felt like most of the people that I was interacting with wanted to be there and wanted to help. There were definitely times when there was some disagreement about the best way to get something done and whether or not we would do it that way if we were in charge of it. So, there were some experiences with managing that. So, like, OK, this is what we've got. We've got to make it work. How can we make it work in a way that works for us? So, there was some controversy there, but it was not something that we were not able to work together and figure out.

I: How did this trip change your attitudes toward the destination?

P: That's great. So, I'd previously visited Paris, France, but I'd never been anywhere else in the country. I had taken in that Parisian distaste for the American traveler. With this trip, getting to see so much more of the country was really cool for me. So, I loved the laid-back nature of the South of France. I loved going into the Basque region of Spain and checking out the different ways of gathering and the food that they ate. So, that was something that I did not necessarily associate with the culture in that part of Europe. It was nice to learn about it. I felt like, up to that point, it had been all about what I had experienced previously and what pop culture had expressed. So, being able to actually be there and see it definitely was a cool exposure for me.

I: So how did it change your attitude toward French food, French language, hospitality people, transportation, music? You already mentioned hospitality and the people.

P: Definitely. I would still continue to give thumbs up for the people. Our tour guides, our bus drivers, the hoteliers, and all of the people who interacted with us left me with a positive

impression. They were happy to help and be there for us. So that was really cool. French was not a language I knew, so being able to practice, give it a try, and just test it out. That was fun for me. if you're talking food, you're up my alley and all I could ever want. The food was always so enjoyable. I always just wanted a little bit more of it.

I: How has this experience influenced your teaching?

P: That's interesting.

I: Have you infused anything that you got from the French trip in your teaching and your professional life?

P: So, I would say like if we think about it from a teaching perspective, it is definitely influenced not from the content that I deliver, but how I view the students that I work with, certainly. So, having experienced the trip with a group of former students, I've looked at some of my relationship with kids and how we build those relationships and what we do in class from that perspective. Right? So, let's say I'm going to go on a trip with you in a couple years. What's going to be different about how we interact and how we want to know each other? And so that's definitely helped me with relationship building with students.

I: You mean sixth graders or seventh graders

P: The seventh graders. it's helped me to see them as humans and not just as students. And I would also add that the culture in general from the trip was important. I felt like I was giving that a try with each of our destinations that we were not just doing the stops and looking at the monuments or the museums, but that we were actually going about the business of experiences.

I: You started answering the next question, which is what, if any, was the overall cultural benefit of the trip experience, to you?

P: For me, it was being able to kind of go about and do things that the people there are doing, and that was cool.

I: Thank you. The last few questions will be general questions for the description of the participant.

I: Did you ever travel internationally before the France trip? If yes, where did you go?

P: Yes. So, I had been to Europe before. I've been to Denmark, France, and Spain, prior to that trip. I had been to Central America on a few occasions and I lived in the Caribbean for a couple of years.

I: Before the France trip. Did you ever travel internationally as part of a group?

P: Yes. After my senior year of high school, I went on a similar trip, but with a smaller group.

I: Prior to your first France trip as a chaperone, had you ever participated on an international trip with students?

P: Not as a chaperone.

I: Prior to your first trip with students, had you visited France?

P: Yes.

I: Why did you apply to go on this trip?

P: I really liked the idea of providing this opportunity to our students. So, that was really important to me. It was also important to me because I like traveling, and this was a way for me to do it with minimal expense. So, that definitely played a role in my decision to apply.

I: Prior to your trip, were you teaching any of the students you were asked to supervise? Did you teach any students you traveled with?

P: I taught about a third or fourth of the kids on the year before the trip year.

I: Did you teach them when they were in seventh grade?

P: Yes.

I: So, you traveled with them as if you knew them already?

P: I Yes. I did.

I: OK. What else would you like to share about your experience that we did not talk about?

P: Let's see, we talked a little bit about the friendships and the bonding time, but you have a lot of time together when you're on this trip. That is the time that we're doing the activities and experience in places. There's also the downtime-when you're on the bus, you're on the train, and you're moving from place to place. And that time was just as valuable to me on the trip as the things that we did because, that's an opportunity to kind of see who people are, what they're up to, and what entertains them. That was great for me. from a chaperone to chaperone perspective, riding on the bus, having some conversations, and also seeing what the kids did. Did they all listen to music? Did they read? Did they play games? What did they want to do for free time in the hotel? So, those experiences were cool for me on the trip.

I: Did you share rooms on the trip?

P: No, actually I had a room to myself because we had an extra, just kind of happened that way.

I: Before the trip, there were some chaperones you didn't know?

P: Yes,

I: And during the trip you got to know them?

P: Absolutely.

I: And when you came back?

P: We are still friends.

I: So, it changed your perception of some people.

P: Absolutely. I definitely understand more about the people I was with on that trip for sure.

I: OK. Thank you very much for your time.

P: Thank you.

I: Thank you.

Appendix H

The Influence on chaperones' attitudes of a middle school short-stay international trip.

Interview Transcript Participant D

Date of Interview: Saturday, March 10, 2018.

Time of Interview: 9:29 p.m.

Interviewer: Frederick Mbayu

Participant: "Belquis"

I: Thanks for accepting to participate in this interview. As mentioned in the informed consent form you signed, you are free to stop this interview at any time. The general question is: How do chaperones of urban middle school students perceive the influence of a short-stay international trip on their attitudes toward participating students, co-chaperones, and the destination culture? I will be asking you three questions and some follow-up questions.

P: OK

I: How did this trip influence your perception of the traveling students?

P: I actually didn't know what to expect when I went on the trip, but I did not actually struggle a lot with the kids. So, the students weren't an issue with me. It did not drastically change much about the students because the students were relatively on good behavior, just a minor issue here and there. So, it didn't really change my attitude about them.

I: What supervisory role did you play before, during, and after the trip, if any?

P: I don't really think I had a supervisory role.

I: You did not take care of the students? What did you do for them?

P: I did take care. I mean, I was there to support and to chaperone. Obviously, I was a teacher going there to escort the kids and be with them, making sure that everything went fine. Just addressing their needs and responding if they needed anything. We checked on them before they went to bed, verified that the doors were locked, and that everything was good. Basically, that was my role.

I: Did you perceive any change in your students' attitudes as the trip progressed?

P: You know, these are kids, and when they are on a trip you, are going to see a lot of changes, especially when they're away from home, but it wasn't really drastic. Probably, this is how they would act like on a day-to-day basis, but there are a few kids who were a bit more, let's say, excited about the trip, but not anything major.

I: Do you think this was a worthwhile experience for the students you supervised?

P: Definitely. It was an amazing trip. They got to explore from the Southern part of France all the way up to Paris and went to the border of Spain and Italy. It was an amazing trip. It was an amazing experience for them, very rich in culture and information. I definitely recommend it. If my daughter wanted to go, I would definitely let her go.

I: How did this influence your cultural awareness and sensibility towards the different groups of student travelers. Did you see any change, or did you see any influence of this trip on those groups?

P: I didn't really see a lot of that. There was diversity. There were students from different backgrounds, colors, and beliefs. Everybody was just together as friends, on a trip. Just enjoying, having fun.

I: How did this trip influence your attitude toward your co-chaperones?

P: So, everybody was definitely like looking out at what everybody else was doing. As the chaperones, we were on the trip and we were always also working. Sometimes, I felt that certain people were doing more than others and that was kind of irritating to some of the people. I don't think that a lot of the chaperones were on the same page and it really surprised me. Some of the attitudes of chaperones that surprised me about how like some of them were very aggressive about what they wanted to do or not. Some felt like they had to boss other people around or tell them what to do because they had more experience, or they had done it a few times more. So yes, that definitely changed my perspective.

I: And how did your perception of the chaperones evolve as the trip went on?

P: Yes. You know, at the beginning, I started out being positive or neutral toward people I didn't know that well, but then the trip moved on, you could see a lot of the true faces of people, the different personalities, how they come out, how some people were just aggressive, bossy, not as nice. But at the same time there are some people who turned out really, really nice. So, at first, you didn't know them that well, but then you changed your perspective toward them because they were really nice, and I even made a few like good friends out of this experience.

I: Did it influence your relationship with your colleagues?

P: Yes. Definitely, yes.

I: Did You feel that everybody shared in the responsibilities? You just said that some people did not, and you felt like some people carried more of the load than others.

P: That's what I think. I believe that some people had more responsibilities than others. There were more, let's say, more responsible than others.

I: Did you share a room with another chaperone?

P: Yes. I did.

I: How was the experience sharing the room?

P: My particular experience was not a good experience at all. I can't generalize, and I cannot say that this is how it's going to be when you share a room with people, but that was not a good experience. From the first room that we shared, I just wished that I had my own room. I got into some conflict with my roommate.

I: Was it because of your cultural background?

P: Yes.

I: So, background can sometimes affect the people you room with.

P: Oh Yes, Definitely, yes.

I: OK. Let's look at the last question now. The question we're trying to get at is, "how does chaperoning influence the chaperones attitudes towards the destination culture?" We went to France. How did this trip change your attitudes or perceptions of the French culture?

P: It was my first time going to France; it was a beautiful country. I just expected people to be more social in France. Generally, it was a good positive trip. The culture is very rich, it's full of history, and I loved it. I loved learning about the churches and all those things.

I: Did it change your attitude toward food, language, hospitality, people, transportation, music, any of those?

P: Definitely, yes. It changed my perspective toward, I mean, it just confirmed that it's a beautiful culture.

I: What was your favorite food, hotel, attraction or restaurant during this trip. if any?

P: I forgot the name of the hotel, but it was the one on the hill. It was extremely beautiful. It was cabin-like hotel. Beautiful View.

I: Why was it your best?

P: The view, the setting of the whole, and the roads to that place were just beautiful.

I: Was it secluded? Was it in the city or out of the city?

P: It wasn't in the city, was like a in a country area. Very tranquil, quiet, and beautiful.

I: What surprised you most about the destination culture?

P: What surprised me most was how much they drank espresso.

I: How did this influence your cultural awareness of the destination culture?

P: I mean, I'm a person who's culturally open and so it didn't really change much.

I: Has this experience influenced your teaching in any way?

P: Definitely, I encourage my students to learn about languages, French, Spanish, or any other language, just to get a chance to go on a trip like this.

I: What, if any, was the overall cultural benefit of the trip for you?

P: It was just extremely beneficial for me because I got to see different places. I got to hear about the culture, the history. For example, there were many things I didn't know about Monaco and the Prince. It was really worthwhile.

I: Do you think there was some experiential learning in the trip? Were you learning as you supervised the students?

P: Definitely. Definitely.

I: I will ask you a few general questions. Had you ever traveled internationally before the France trip.

P: Yes. I did. To Jordan and to Latvia.

I: Before the French trip, did you ever travel internationally as part of a group?

P: Yes, I did. Yes.

I: Prior to your first trip, had you ever chaperoned an international trip with students.

P: International? No.

I: Had you ever been a chaperone before?

P: No

I: Prior to your visit to France, had you ever visited France?

P: No

I: Were you teaching, or did you ever teach any of the students you supervised on the trip?

P: No

I: Do you think it made any difference you weren't teaching them

P: It did because, they didn't know me as a teacher. I didn't know a lot of them. I had to get to know them.

I: And you got to know them?

P: Yes. I did.

I: Why did you apply to go on the France trip?

P: In general, just for the experience. A great experience. First of all, to see this beautiful country and chaperone kids. Be able to share this experience with kids.

I: What else would you like to share about your experience that we have not talked about?

P: It is just an amazing trip. I recommend students to learn these languages, to take this opportunity, and go on trips like that.

I: Any recommendations or any advice to any future chaperones? What do they need to do to make it a good experience?

P: Take your own room, book your own room. Do not share. Even if you know a person well. People are just different when they're not in their comfort zones. So, for your sanity, book your own room.

I: Thank you very much. Thanks for your time.

P: Thank you. Thank you. Thank you.

Appendix I

The Influence on chaperones' attitudes of a middle school short-stay international trip.

Interview Transcript Participant E

Date of Interview: Wednesday, March 16, 2018

Time of Interview: 3:37 p.m.

Interviewer: Frederick Mbayu

Participant: "Emily"

I: Thanks for accepting to participate in this interview. As mentioned in the informed consent form you signed, you are free to stop this interview at any time. The general question is: How do chaperones of urban middle school students perceive the influence of a short-stay international trip on their attitudes toward participating students, co-chaperones, and the destination culture? I will be asking you four questions and some follow-up questions.

I: Question one: How did chaperoning influence your attitude toward the participating students?

P: I think you start to see the students in a different light. You begin to see their excitement about practicing the language that they are learning and embracing a new culture. They become very independent because they are surviving in another country without their parent. So, they have to wake up, get dressed, and be ready to explore the new locations without a parent, with the chaperone. You could see them grow. They really become more mature, not only in the language, but also just overall.

I: What was your supervisory role before, during, and after the trip?

P: My role is the bank. I'm the bank before, during, and not after. I really just am the bank. I help the students manage their finances while on the trip, distributing daily allotments of spending money, and helping them to pay for extra excursions.

I: As the banker of the trip, did you see any difference in the way the different groups you traveled with manage their money? Did you see any difference in how they used money and how the parents allocated money?

P: Yeah, I noticed honestly that some African-American families really do give a whole lot more money for their children when they are traveling. Some of the other races, like the Caucasians or the Asians, tend to be a little bit more conservative with the spending money and allotments. Caucasians and Asians let their students have a little bit more freedom with managing their own funds.

I: Are you saying they give less to the kids but give them freedom to manage?

P: So, it's a little hard to interpret it because sometimes the funds may not all be given to me. Sometimes the funds are given to the students and I don't have any idea how much they have on their person. I just know how much was given to me.

I: You think this is a worthwhile experience for your students?

P: Definitely.

I: What makes you say that?

P: Like I said previously, it's worthwhile because, they become more mature, they become more independent., they embrace the language, and they embrace the culture. For many of them, it is their first time outside of the country or first time out of the country without a parent. So, it gets them excited about traveling. They want to experience more things and go abroad more often, get more passport stamps.

I: How does chaperoning influence the chaperones attitude towards co-chaperones?

P: For me, because I have done it before, I just really try to make sure that people that are going are willing to do the work because it is a lot of work. People who have good relationships with the students, know the students and families, are able to interact with them in a positive way, and are willing and able to take on all the duties that we are responsible for.

I: How has this experience influenced your relationship with your co-Chaperones?

P: I get to know people that I have not necessarily worked with before because they are all different grade levels. When you're sitting down and you're eating meals for ten days, you really get a chance to know a little bit more about people's personal life, eating habits, and other things.

I: Has that influenced your interactions with the chaperones after the trip?

P: Somewhat. I mean, you have a better life. For example, with Mr. Kwenko, who established this tea party thing that we had, every time I see him we're talking about the tea party, so for some chaperones. Yes.

I: Did you feel that everybody, every chaperone shared in the supervisory tasks?

P: Not all the time.

I: What makes you say that?

P: Sometimes people, it just depends on the person. They're willing to jump in and do the work. And I think some people really just, were very naïve and didn't realize how much work it was. They were more concerned about their personal traveling experience as opposed to realizing that we had over 40 kids with us that we had to manage and make sure they have a good travel experience, a good and safe travel experience.

I: Any recommendation to help those new chaperones?

P: For the new chaperone, I think it's just being very explicit and clear about the expectations, so that they understand that it is work. That we're thankful for them giving up their vacation, but it is work. I mean, none of us gets up at 6:00 a.m., I'm sure, with 50 kids when we're on vacation. So that is like one of the major differences, just being very detailed about all the tasks that they have to complete like wake up, room check, lodging, food preferences, and excursions

I: How did this trip change your attitudes or perceptions of the French culture?

P: It drastically changed it. It made me just realize how, as Americans, we are so intense with our work. Just looking at the European culture and how they actually sit down to eat meals and relax. They are working probably just as much as we are, but I don't feel like it's as stressful and as intense as our requirements. I mean, the emailing and all that other stuff that we have to do. I don't see them as stressed about that.

I: What was your favorite food, hotel, or location?

P: I like Provence, that's probably my favorite, or Nice because it's warmer.

I: So, this trip has influenced your cultural awareness of the destination culture?

P: Yes. Definitely.

I: How has this trip influenced your teaching?

P: Honestly, whenever we're doing certain things, I will make references. For example, when we do our alternative energy lesson, I'll tell the kids if they go on the French trip, they will see, e a whole field of windmills, when we traveled to the countryside. I talk about things like, in one of the locations, they had a bike that you rode that charged your phone. Just making connections to science that the students wouldn't normally see from other countries.

I: Does chaperoning the trip multiple times change your perceptions of the destination culture?

P: Yes. I think the first time I went, I had very high expectations for Paris and I thought that was going to be my favorite location. It really ended up being my least favorite location because it was very reminiscent of our urban city hustle and bustle.

I: So, chaperoning the second time, as compared to subsequent trips, there's no major difference in your perception about the culture?

P: No

I: How did your prior experience enhance your subsequent trips? From the first time we went to France the second time. Did it enhance your comprehension of navigation, interaction with people?

P: Yes, especially with Paris, I feel like I know that city a whole lot better now and I could probably give a tour myself in English, not French. I know the streets a whole lot better. I know locations and important places, I know where to go if someone gets sick, and I know how to find shops.

I: If given the opportunity, will you travel again to France?

P: Yes.

I: Why?

P: I think it was a good experience. I liked the culture. I will definitely go again without students to do some things that we couldn't do as adults with them.

I: So what changes, if any, did you notice in your global competence? Regarding exchange of money, transportation system, or dialing phone numbers. Anything about your second, third, fourth time?

P: Yeah, I definitely got more comfortable, but this wasn't my first trip abroad. So, some of the expectations that I have are the same about the currency, the food. Nothing really changed though.

I: The last questions are just general questions for participant description. Did you ever travel internationally before the France trip, if Yes, where?

P: I would have to get a passport. I think I've been to tons of different Caribbean islands and Canada. I'm trying to think of what else.

I: OK. So, you are a world Traveler.

P: Yes.

Before the France trip, did you ever travel internationally as part of a group?

P: No. Oh Yes, I did. Actually. I had gone to Costa Rica with the kids before that.

I: Prior to your first trip with students, had you visited France before?

P: No.

I: Were you teaching the students you were asked to supervise when you traveled the first time?

P: Most of them.

I: What difference did it make that you knew the students; that you were teaching them every day in class as opposed to someone who didn't teach the students?

P: Oh, it made a big difference. If you have kids every day that are forgetting their stuff, you can know to remind them to not forget their stuff in France. If you have kids every day that are late, then you that you may need someone to do an extra wake-up call or an extra knock on their door. If you have kids that have different dietary restrictions in class, you know, that they have those restrictions or allergies on the trip.

I: Is it a reasonable recommendation to the school administration or those who select chaperones to always give preference to those who teach the students?

P: Absolutely.

I: Why did you apply to go on this trip?

P: Because I'm the bank. [Laughs] Because I'm the bank.

I: What else would you like to share about your experience? About the general topic or anything we did not discuss.

P: I think every student should have the opportunity to do it if it is affordable. I think this is the best age for them to do it. A lot of schools across the country wait until high school to do these trips abroad. I think for us, with our type of students, the maturity level, and the growth with the language, they should definitely do it in middle school, in eighth grade. I overheard a student saying that "this is the best trip because I get to see my teachers as real people." I think that this is how I felt about my students, too.

I: OK. Thank you very much.

P: You are welcome. That was easy. And that was ten minutes.

I: It was 12 minutes and 33 seconds. I am going to transcribe the audio and send it to you for approval.

P: OK.