

ABSTRACT

DIXON, BRETT RUSSELL. Perceptions of Study Abroad in China: Why do Students Want to Participate? (Under the direction of Dr. James E. Bartlett, II).

This mixed methods research study, which used Q methodology as the research design, examined viewpoints of why students intending to take part in study abroad programs in China want to participate in them. In the first part of this study, three university staff members involved with study abroad programs and two students intending to study abroad in China reviewed a list of 59 benefits and outcomes of study abroad which were derived from research literature to see if there were additional items not discovered. Based on this review, a set of 44 items was reached after redundant items were removed and additional items were added. These 44 benefits and outcomes were organized into four thematic categories (domains), Career, Education, Intercultural Competence, which includes three sub-domains, Cognitive, Intrapersonal and Interpersonal, and Personal Development. A Q table was then developed so study participants could rank their perceptions of these 44 statements on a scale ranging from +6 (items most like participants' viewpoints) to 0 (neutral items) to -6 (items most unlike participants' viewpoints).

In the second part of this study, 39 undergraduate and graduate college and university students, who were studying in a diverse mix of locations in the United States including small to large-sized public and private schools in rural to urban areas and intended to participate in a study abroad in China program, completed a Q-sort by sorting 44 statement cards based on the extent the statements reflected why they wanted to participate in a study abroad in China program and answered follow up reflection questions related to the study.

After factor analysis was conducted on the 39 Q-sorts, a 6-factor solution emerged as a result of the data analysis. The six factors represent six different viewpoints of the benefits and outcomes of studying abroad in China among the 31 participants who loaded on these six factors.

The six factors were named: (1) the Career-Language Viewpoint, (2) the Intercultural Competence-Language Viewpoint, (3) the Intercultural Competence-Personal Development-Non-Career Viewpoint, (4) the Experiential and Applied Learning Viewpoint, (5) the Career-Experience Viewpoint, and (6) the Career-International Viewpoint.

This study found that 11 out of 12 (91.67%) of the participants who loaded on the three intercultural competence-focused factors (Factors 2, 3 and 4) were female. This aligns with findings of other research studies on intercultural competence and gender which show that women score higher on measures of intercultural sensitivity and intercultural competence. Future studies could continue to examine the relationship between gender differences in personality traits and socialization and aspects of intercultural competence to further determine the nature and degree of these relationships.

This study's findings can be used by study abroad in China program planners, providers and marketers to help improve the study abroad experience for future study abroad participants. The identification of student viewpoints about the benefits and value of study abroad and ranking of study abroad outcome preferences can help inform and shape how future study abroad programs are organized.

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Perceptions of Study Abroad in China: Why do Students Want to Participate?

by
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DEDICATION

To all those who journey afar seeking out the differences in the world.

BIOGRAPHY

Brett Dixon graduated from John F. Kennedy High School in Plainview, New York, the State University of New York at Albany and has a master's degree in educational leadership from the University of Oregon. Brett's published works include *Education Abroad in China: Literature Review of Study Abroad Program Types, Outcomes and Benefits*. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 23, 105-122, Spring 2013 and *International Service Learning: Analytical Review of Published Research Literature*. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 25, 107-131, Spring 2015.

Brett started his work career in Taiwan, where he taught English, wrote and edited material for English language schools, hired and trained teachers and developed and conducted teacher training workshops. He led Taiwanese students on trips in Asia, Canada and the U.S., supervised development of a teacher training program for teachers in Taiwan and Hong Kong and worked in Japan with teachers on material development and teaching facilitation. Brett also worked in South Korea, where he worked on an English Language Fellowship administered by Georgetown University's Center for International Education and Development. During the fellowship, Brett worked at a teacher training institute, Gyeonggi-do Institute for Foreign Language Education, where he developed writing and methodology courses which he taught to Korean teachers, and conducted workshops and seminars at universities and teacher training institutes for Korean and foreign teachers and Fulbright English Teaching Assistants. After the fellowship, Brett worked as Program Coordinator of the YL-TESOL program in Sookmyung Women's University's Graduate School of TESOL in Seoul. At Sookmyung, Brett taught courses to undergraduate and graduate students and received the university's teaching award, the Award for Professional Excellence in Education (YL-TESOL/Graduate School of TESOL), in

2010 and 2011.

Having worked overseas for 13 years, Brett knows firsthand what it is like to live and travel abroad, navigate daily tasks and routines as a foreigner and work with both locals and foreigners in multicultural international settings to achieve common goals. These global experiences have broadened Brett's worldview, increased his knowledge of international educational practice and sharpened his abilities in working with staff and helping students on a range of international education matters.

In the United States, Brett has taught ESL in public elementary, middle and high schools and community colleges in Oregon and North Carolina, was Program Director for a study abroad program in Oregon, where he arranged homestay placements, academic curriculum and experiential learning activities for Chinese students, was a Virtual Student Foreign Service (VSFS) eIntern on the Summaries of the Effects of Study Abroad and International Exchange project for the U.S. Department of State, Bureau of Educational and Cultural Affairs and is currently a National Board Certified ESL Teacher and National Board Certification Coach in Wake County Public School System.

Running is Brett's leisurely passion. Brett ran cross country and track at Vanderbilt University and SUNY Albany, has coached middle and high school track and cross country in New York and Oregon and remains active in the running community in North Carolina.

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For three and a half years, my classmates and I in NC State University's Adult and Community College Education Charlotte Cohort, in the department of Educational Leadership, Policy, and Human Development (ELPHD), met on the campus of UNC Charlotte every other Friday night and Saturday each semester engaging in the program's coursework. I am thankful for the interactions shared with classmates in the many activities we took part in and discussions we had. I am particularly grateful to Calvin Stansbury and Bernard Washington, who I shared accommodations with during cohort weekends, often putting in late Friday nights at IHOP and back at the room, sharing experiences and working together to make it through the coursework. We became good friends, encouraged each other, kept each other on track and pushed each other to this doctoral program's finish line. I am also thankful to another classmate, David Townsend, who reviewed my dissertation as I neared my Dissertation Defense date. David provided me valuable feedback on content and formatting and gave me confirmation in knowing that I'm almost there.

I am thankful to the university staff members and students who took the time to review the 59 benefits and outcomes of study abroad, which I had compiled from research literature, and answer questions related to this research study. Your input provided thoughtful considerations which helped me craft the final list of 44 benefits and outcomes of study abroad which were used

as the items in this study's Q-sort. This research study wouldn't have been possible without the help provided by dozens of staff and faculty members at colleges and universities across the United States and third party study abroad providers involved with study abroad in China programs. These individuals passed along information about this research study to potential participants, serving as a vital conduit in the study between the researcher and ultimate research participants, thus helping bring this study to fruition. While there are too many people to name and thank here, I would like to extend particular gratitude to Anna Dunaway, Director of the Confucius Institute in NC State University's Office of Global Engagement; Maura McCarthy, International Programs Coordinator in the Study Abroad Office of NC State University's Office of Global Engagement; Liz Moran, Assistant Dean of Academic Programs in the College of Textiles at NC State University; Woody Pelton, Dean of Global Education at Elon University; Bill Burress, Associate Director of Study Abroad at Elon University; Dr. Shanna Saubert, Associate Director of Research & Scholarship at NAFSA: Association of International Educators; Dr. Opal Leeman Bartzis, Executive Director of Education Abroad at Michigan State University; William Mayers, Assistant Director of International Programs at Middlebury College; Amanda Morgan, Education Abroad Coordinator of Asia, Australia, the Pacific Islands and the UK in the Office of Global Affairs at West Virginia University; Dr. Jeffrey J. Simpson, Director – Study Abroad/NSE Office at Oklahoma State University; Timothy Lynn Elliott, Director of International Study Programs at Brigham Young University; Laura Garlo, Enrollment Manager at CIEE Study Abroad; Emily Hammock Mosby, Study Abroad Advisor at the University of New Mexico; Brice Everett Lynn, Assistant Director of Pitt Study Abroad at the University of Pittsburgh; Jeff Whitehead, Director of Pitt Study Abroad at the University of Pittsburgh; Rebekah R. Ryan, Distance Learning Coordinator in the Grady College of Journalism

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Chapter One

Introduction

Through the forces of globalization and technology, the world is changing as it never has before. Today, people across the globe are more closely connected than ever. International travel, trade and the use of technological tools like the Internet, Facebook and Skype draw people, their cultures and products from far reaches of the globe together. With the shrinking of the world through globalization and increase in international travel and trade, there is a growing need for greater international understanding and cross-cultural competence among higher education students at all levels. Study abroad experiences are one method that can provide adult learners a setting in which they can learn about global diversity and the interrelationships of international issues (Coryell, 2011).

Higher educational systems, like the North Carolina Community College System, aim to develop a globally and multi-culturally competent workforce (North Carolina Community College System, 2008). The American Council on Education (2012) asserts, “Graduates must possess intercultural skills and competencies to be successful in this globalized world, and higher education institutions must commit to helping students achieve these outcomes” (p. 3). Study abroad is an ideal way of reaching these ends. Growth of study abroad is attributed to several key reasons, including a heightened awareness of the value of study abroad in “preparing students for leadership in the global economy and an increasingly interconnected world” (Raby, 2008, p. 4). Raby (2007) states, “Benefits include change in perception and attitude toward global relationships; increased empathy for politics and social service; significant growth in interpersonal skills, academic performance, language, and cultural proficiency; greater self-confidence; and reduction of cultural stereotypes (Raby and Sawadogo, 2005)” (p. 62).

According to National Association for Foreign Student Affairs (NAFSA, 2016), an association of international educators, a positive correlation exists between students studying abroad, higher degree completion rates and grade point averages. Study abroad helps students compete in the global economy by developing critical skills such as cross-cultural competence, a tolerance for ambiguity, strong problem-solving and analytical abilities, and foreign language fluency (NAFSA, 2016).

Dr. Mary M. Dwyer, President and CEO of IES Abroad, elaborates on job-related benefits of study abroad (IES Abroad, 2016b):

We believe that more and more employers are realizing the extraordinary benefits of study abroad, and are seeking out graduates who have had study abroad experiences.

Key jobs skills such as adaptability, global understanding and tolerance, leadership, and independence are directly fostered by learning and living abroad.

According to IES Abroad's Recent Graduates Survey, IES Abroad alumni felt that studying abroad helped them build job skills, and they got jobs related to their major sooner and earned a higher starting salary than U.S. college graduates from the general population (IES Abroad, 2012). IES Abroad's 50-year Alumni Survey shows impressive alumni outcomes in the areas of academics, cultural development, career impact and personal growth, with 86% reporting a "reinforced commitment to foreign language study," 80% an "enhanced interest in academic study," 98% stating "the study abroad experience helped them to better understand their own cultural values and biases," 76% reporting they "acquired skill sets while studying abroad that influenced their career path," 48% saying they have "worked internationally or participated in volunteer activities since studying abroad," 96% noting that it increased their self-confidence, and 89% stating it helped them "better tolerate ambiguity" (IES Abroad, 2016a).

Study abroad has indeed been an important part of many universities' program offerings. Study abroad offers learners a host of positive outcomes, including increased knowledge of the host country and culture, foreign language acquisition, and understanding of differences between nations, viewpoints and ways of life (Parsons, 2010). Brewer (2010) notes a common understanding of the purpose of study abroad toward promoting transformational and intercultural learning. It is an avenue toward increasing intercultural competence and knowledge of people and cultural customs different from one's own. Study abroad programs are an excellent way to incorporate foreign language study with immersion in another country's culture through study and travel in the host country. While these and other benefits and outcomes of study abroad participation are well-documented in the research literature, not much is known about student perceptions and viewpoints on the value, benefits and outcomes of taking part in study abroad programs in China. This research study seeks to address this need.

Study Abroad in China

There has been an increase in Chinese language study globally and study abroad in China. According to the Institute of International Education, 6,389 U.S. students studied abroad in China during the 2004/2005 school year (IIE, 2006). During the 2014/2015 school year, this number increased to 12,790, making China the fifth most popular study abroad destination for U.S. students during this year, behind only the United Kingdom, Italy, Spain and France (Institute of International Education [IIE], 2016).

What factors and reasons explain this increase in study abroad in China? Trends and changes both inside and outside China related to societal, economic and political change, cultural influence and globalization reflect China's move from a society on the periphery to one approaching the core. Correspondingly, the rise in interest in study abroad in China programs

can be viewed in the context of China's move from a country on the periphery to one approaching the core. The United States' far-reaching status and power internationally is reflective of its position as a core society. A global shift in power is currently in process, though, with the emergence of China becoming a top contender in these areas (Ding & Saunders, 2006). With a population of over 1.3 billion people, and an economy that has been growing tremendously the past couple of decades, China appears to be on the path of replacing the United States as the world leader in some of these areas in the not too distant future, for example as the country with the largest GDP.

Corresponding with China's economic, military and cultural rise, there has also been a rise in Chinese language study. This trend should continue well into the coming decades as China continues on its path of increasing importance and influence on the world stage. Language serves as a means of facilitating communication and understanding between people. Historically, language use on an international level has been connected with the global power of the time. Currently, the English language holds this top spot as the global *lingua franca* due to the United States' position as the current global economic, military and cultural superpower (Ding & Saunders, 2006). China's rising importance in the global economy and politics today has increased its global stature and influence. Transitioning from "... a veritable hermit state in the 1960s to a cultural lodestone in the early 21st century," (Ding & Saunders, 2006, p. 3) China has successfully used its "soft" power by fostering Chinese language study and culture to elevate its international standing (Ding & Saunders, 2006; Xinrong, 2011). In the same way that the use of the English language globally was tied to England and then the United States' dominant economic, political, cultural and intellectual power globally, we can now see a similar shift occurring with China, its rising power and influence globally and a parallel rise in study of the Chinese language globally (Ning, 2010). Chinese language study inside and outside of China is becoming increasingly popular around the world (Liu

& Tao, 2009). China has elevated its influence globally through Mandarin language programs which aid in promoting its culture and help advance its foreign relations and foreign policy goals (Erard, 2006). The increase in Chinese language study brings pride to many Chinese people and mirrors China's ascending economic, political and military might and status on the world stage (Liu & Tao, 2009).

The Chinese government is actively encouraging and promoting international students to study in China and there has been an increase in study abroad programs in China. China's Ministry of Education and other organizations at local and national levels are investing heavily in programs to attract international students to study abroad in China in various programs (Hennock, 2012).

Statement of Problem

A large number of U.S. students, 313,415, participated in study abroad for academic credit in 2014/15, with 12,790 (4.1%) of these students taking part in study abroad in China (IIE, 2016). Of study abroad destinations, China was the fifth most popular among U.S. students in 2014/15 (IIE, 2016). China's economic and political influence on the world scene is on the rise (Ding & Saunders, 2006; Erard, 2006; Liu & Tao; 2009, Ning, 2010) and study abroad in China has also increased in recent years (IIE, 2006; IIE, 2016). While many students are going to China for study abroad, it is not known why these students participate in study abroad programs. Currently, faculty and those that market study abroad programs do not know the student viewpoints toward study abroad in China. This lack of understanding makes it difficult to develop programs that meet the needs of students. It is critical for those developing and marketing these programs to understand the students' viewpoints. If the reasons why students who participate in study abroad programs in China are not taken into account by program

developers and providers of study abroad in China programs, these programs might not best match what the students want to get out of them. Consequently, they may fall short of meeting these students' wants, expectations and desired outcomes for taking part in the study abroad in China program.

While the benefits and outcomes of study abroad are well-documented, there is not any research literature on what study abroad in China program participants most want to get out of their study abroad in China experience, the anticipated benefits and desired outcomes these students have for taking part in these programs. Knowledge of the viewpoints of participants in study abroad in China programs and their ranked preferences would aid study abroad in China program developers and providers in tailoring, changing and aligning their study abroad in China programs to best meet the top reasons these students give for taking part in study abroad in China, enabling them to design and deliver programs that would provide the most value to the participants and address the multiple viewpoints.

Purpose of Study

There is a gap between what is presented in the research literature between what the outcomes and benefits of study abroad are and the viewpoints of participants in study abroad programs to China as related to their desired outcomes of participating in the experience. The purpose of this study is to understand the viewpoints of students and their purposes for participating in study abroad programs in China.

Viewpoints about the value and benefits of study abroad in China by those taking part in this kind of educational experience can be identified by conducting research using Q methodology, which is used to analyze subjective viewpoints. Q methodology is the research method of choice for this research study because the identification of viewpoints about the

perceived value and benefits of study abroad in China by students who take part in study abroad in China programs can help shape the way China study abroad program planners develop and deliver research-based programs in response to the needs of this student population.

A Q-sort administered to students intending to participate in a study abroad program in China can reveal these students' perceptions of the value, benefits and outcomes of study abroad and identify groups with similar perceptions. These findings on students' perceptions can then be compared to what is known in the research literature on study abroad outcomes. This information can be used by study abroad in China program planners to help inform and shape the way they organize future study abroad programs. For example, the highest and lowest-ranked statements, or items, in each group will provide insight into the perceived value of study abroad program offerings. Using the distinguishing and consensus statements which emerge from the factor analysis, program planners can tailor their programs to better match the perceptions of the benefits and outcomes of study abroad of students who participate in study abroad in China programs. By targeting their study abroad program content to better meet participants' perceptions of top-ranked benefits and outcomes, program planners could increase overall student satisfaction with these programs. Information from this research study could also be used to promote the value, benefits and outcomes of study abroad in China to students who are considering taking part in such a program.

Theoretical Framework

Experiential learning theory, a theory which can be used to frame and promote student learning and development in programs of study abroad, is the theoretical framework for this research study. Experiential learning is important within the context of study abroad, through the participants' development, growth and learning through their own direct experiences in the

program's activities. All humans learn through experience. Experiential learning is the oldest form of learning. People have been learning through experience throughout the entire course of humanity. Learning in an education abroad context connects with experiential learning. Study abroad is an ideal context within which to illustrate experiential learning theory. Consider these experiential learning quotes through the ages (Thinkexist.com, 2016):

I hear and I forget. I see and I remember. I do and I understand. (Confucius, 551-479 BC)

Tell me and I forget. Teach me and I remember. Involve me and I learn. (Benjamin Franklin, 1750)

There is an intimate and necessary relation between the process of actual experience and education. (John Dewey, 1938)

At the heart of experiential learning is the learner's active involvement in the learning process, experimentation, discovery, reflection and refinement. Alice Kolb and David Kolb (2005, p. 193) quote Dewey, "(There is a) need of forming a theory of experience in order that education may be intelligently conducted upon the basis of experience."

Kolb (1984) conveys that Experiential Learning Theory defines learning as "...the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (p. 41). Experiential Learning Theory as presented in Kolb's (1984) experiential learning cycle includes four stages that learners must experience in order to learn: Concrete Experience (Feeling), Reflective Observation (Watching), Abstract Conceptualization (Thinking) and Active Experimentation (Doing). Kolb and Kolb (2009) point out that:

Experiential learning is a process of constructing knowledge that involves a creative

tension among the four learning modes. This process is portrayed as an idealized learning cycle or spiral where the learner “touches all the bases”—experiencing, reflecting, thinking, and acting—in a recursive process that is responsive to the learning situation and what is being learned. Immediate or *concrete experiences* are the basis for observations and reflections. These reflections are assimilated and distilled into *abstract concepts* from which new implications for action can be drawn. These implications can be *actively tested* and serve as guides in creating new experiences. (pp. 298-299)

Itin (1999) builds on Kolb’s theory of experiential learning with his Diamond Model of the Philosophy of Experiential Education. Itin (1999) tells us, “Experiential learning is best considered in Chickering’s (1976) or AEE’s (1994) definitions as changes in the individual based on direct experience” (p. 91). In addition to changes in learners through their direct experiences, Itin’s (1999) model adds the dimension of a “...transactive process, which is a part of the experience, between four principle systems (teacher, student, subject, and learning environment)” (p. 95). In Itin’s (1999) transactional model of experiential education, experiential education:

is a holistic philosophy, where carefully chosen experiences supported by reflection, critical analysis, and synthesis, are structured to require the learner to take initiative, make decisions, and be accountable for the results, through actively posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, constructing meaning, and integrating previously developed knowledge. Learners are engaged intellectually, emotionally, socially, politically, spiritually, and physically in an uncertain environment where the learner may experience success, failure, adventure, and risk taking. (p. 93)

Experiential learning involves transforming experiences, through a structured learning process, into knowledge (Wagenknecht, 2011). Research also shows that experiential learning is an effective learning pathway during study abroad programs (Wagenknecht, 2011).

Wagenknecht (2011) points out that experiential learning and study abroad both play an important part in international education:

Experiential learning plays a key role in enhancing intercultural sensitivity and competence within the context of international education. Ultimately, it is at the center of what leads the study abroad sojourn to become a positive and powerful learning process (Savicki, 2008). (p. 137)

Conceptual Framework

This research study's conceptual framework centers on the relationship between the perceptions of the value of study abroad in China by students intending to take part in a study abroad in China program, the study abroad in China program developers and providers who develop the program content and offerings, and the benefits and outcomes of study abroad in China programs. Figure 1 illustrates the conceptual framework for this research study.

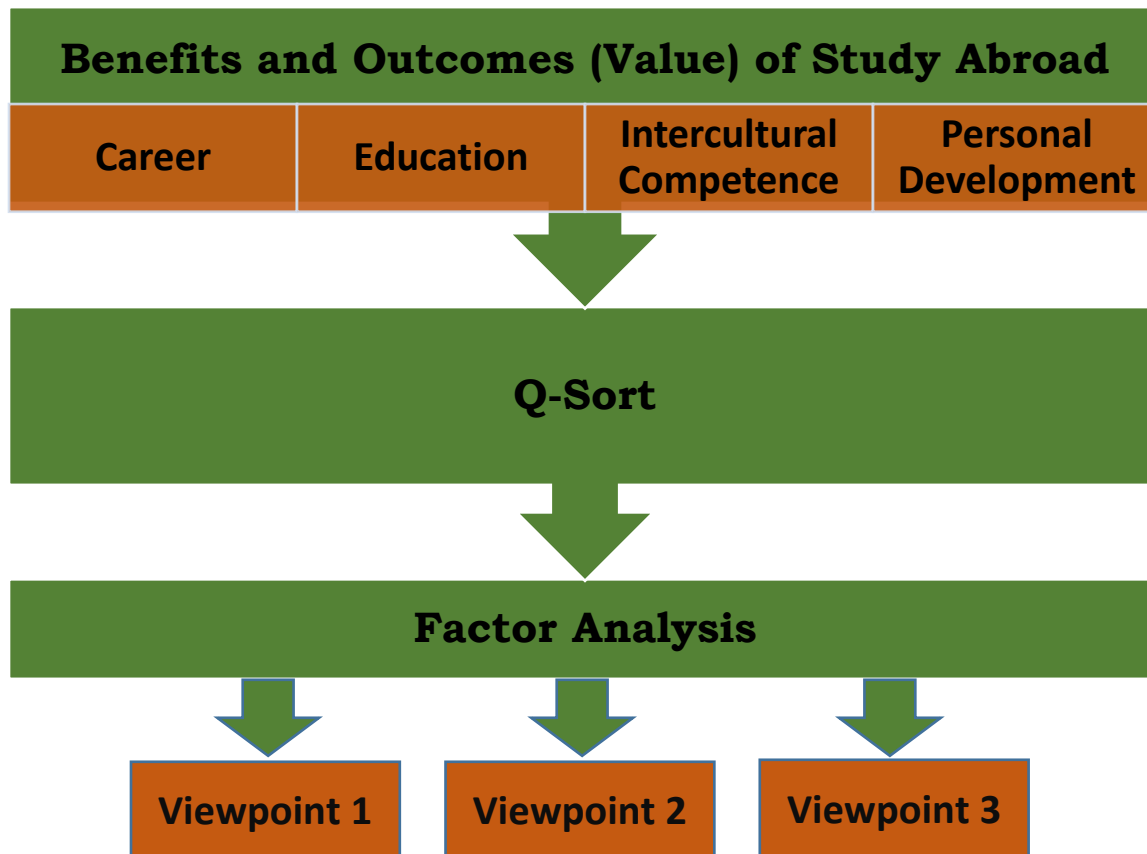


Figure 1. Conceptual framework for this research study.

While there is a robust body of research literature on the benefits and outcomes of study abroad, the research literature lacks information about why students want to participate in study abroad programs and what they think the value of these study abroad programs is. This study seeks to bridge this gap by researching what students intending to take part in study abroad programs in China perceive is the value of these programs by finding out what benefits and outcomes these study abroad participants are most looking to get out of the study abroad programs. Knowledge of these perceptions can be used to help inform and guide the way study abroad in China program planners organize study abroad programs. By addressing and better matching the perceptions of the value of study abroad programs in China that students interested in participating in these programs have, program planners can develop their programs to better match the anticipated outcomes of students who participate in study abroad in China programs.

These program planners could raise student satisfaction with study abroad in China programs by aligning their study abroad program content to better meet the perceptions of benefits and outcomes of study abroad in China that students taking part in these programs have. This information could also be used by study abroad in China program providers and marketers to promote the benefits and outcomes of study abroad in China to students considering studying abroad in China.

Research Questions

This research study was guided by the following two research questions:

Research Question 1

What are the viewpoints toward why students participate in study abroad programs in China and why?

Research Question 2

What are the similar characteristics across the viewpoints that emerge?

Significance of the Study

The significance of this research is not in seeking to generate new outcomes of study abroad, but rather in generating viewpoints considering outcome preferences by students taking part in study abroad in China programs. The implications of this research have practical significance for study abroad in China program developers and providers. Lynn (2016) believes that “current study abroad marketing materials place the greatest emphasis on extracurricular activities, like travel, rather than academic and professional activities that are also key components of study abroad programs” (p. 1).

How do study abroad program providers develop their programs to meet the needs of students interested in studying abroad, students who have a wide range of study abroad destination choices and reasons for wanting to study abroad, and market their study abroad programs to students

with specific study abroad interests in mind? IES Abroad (2017a), a study abroad partner to more than 235 colleges and universities offering more than 125 programs in 21 different countries, has a yearly student enrollment of more than 6,000 students and more than 100,000 alumni. Part of IES Abroad's (2017b) mission is to offer students "worldwide experiential learning opportunities that meet the highest standards of academic quality." Furthermore, IES Abroad (2017c) asserts it is "committed to placing the interests of our students first, to the delivery of superior academic programs, and to providing excellent service to our students and educational partners around the world." By identifying perceptions of the value of study abroad in China by students participating in these study abroad programs, this research study seeks to generate and identify key data for study abroad in China program developers and providers. Armed with this data, study abroad in China program developers and providers like IES Abroad will be better able to target the inclusion of relevant activities to facilitate experiential learning in their programs based on applicable data.

In designing or tweaking their program content, study abroad in China program developers and providers will be employing data-based decision-making by taking into account the study abroad viewpoints considering outcome preferences of students who took part in study abroad in China programs. Knowing what the similar characteristics are across the viewpoints that emerge, the items which are common across all viewpoints, and the items distinguishing one viewpoint from another among those taking part in study abroad in China programs will enable these program developers and providers to focus on the most desired items, and thus be able to provide better customer service to these students by working toward better targeting these areas in their study abroad programs. This will provide data for these providers to reflect on when considering what outcomes their programs should target. Upon reflection and review of their

programs' content and activities, these providers may find that some of the outcomes they target might not be that important to the students who will participate in their programs, and they might be more interested in other potential outcomes, and as such seek to revise their programs to better align with these desired outcomes. These program providers could even highlight the similar characteristics across the viewpoints that emerge and the top-ranked items noted in this research that their own study abroad programs target as anticipated outcomes for the students who will take part in their programs, a smart marketing strategy aimed at prospective participants in their study abroad programs.

Future research may be undertaken to generate outcome preferences and viewpoints of students participating in different kinds of study abroad programs in different countries. These research findings could be used to compare and contrast the outcome preferences and viewpoints that emerge among study abroad participants in these countries to each other as well as the study abroad in China program participants researched in this study.

Summary

China's move from a society on the periphery to one approaching the core is evidenced in trends and shifts inside and outside China related to societal, economic and political change, cultural influence and globalization. One such reflection of China's rising importance on the global stage is the increase in study abroad in China. With the increase in U.S. students studying abroad in China from 6,389 students during the 2004/2005 school year to 12,790 in the 2014/2015 school year, China has become the fifth most popular study abroad destination among U.S. students (IIE, 2016). While there is a plethora of research literature on the benefits and outcomes of study abroad participation, there is a dearth of information about student perceptions of the value, benefits and outcomes of taking part in study abroad programs. This research study

seeks to address this need by using Q methodology to measure participants' perceptions and viewpoints about the value of taking part in study abroad programs in China.

This study is important to the field of international education as it aims to assist in the improvement of the study abroad experience for future study abroad participants. The identification of student viewpoints about the value and benefits of study abroad and ranking of study abroad outcome preferences can help inform and shape the way future study abroad programs are organized. Study abroad in China program developers and providers will be able to use this data to target the inclusion of experiential learning activities in their programs which take into account the ranked outcome preferences of participants in study abroad in China programs, thus enabling program providers to better address the preferences of their target student population and in turn provide better customer service to their study abroad in China program participants.

Chapter Two

Review of Literature

This chapter discusses the historical context of study abroad in China, viewing it through the lens of China's move from a peripheral to core society. The chapter continues with a discussion of the growing importance of the Chinese language, the development of human capital through language study and study abroad, and how economics, globalization and the use of scholarships have impacted study abroad in China. A literature review of experiential learning and its relation to study abroad programs and progressive and humanistic aspects of study abroad is then presented. Literature sources support many benefits and outcomes of study abroad, and these are grouped into four thematic categories (domains) at the end of this chapter, Career, Education, Intercultural Competence and Personal Development.

Historical Context: Study Abroad to China Viewed through the Lens of China's Move from a Peripheral to Core Society

China has risen to the fifth most popular destination for U.S. students studying abroad (IIE, 2016). What historical factors have contributed to China's ascent? The global rise in study abroad in China can be framed in the context of China's movement from a periphery to core society. Chirot differentiates between three types of societies, peripheral, semiperipheral and core societies. Core societies are a dominant group of economically, politically and culturally powerful countries, like the United States. Nderu-Boddington (2008) elaborates:

The core societies are those who are economically diversified, rich and powerful, and relatively independent of outside influences and controls. They are an elite group, which can change laws, rules, and even cultures....They have the technology to shape or create change in many forms. They are the superpowers of this, the 21st, century. (The Theory

of Daniel Chirot, para. 4)

Peripheral societies, which are relatively weak and poor, like some countries in Africa, South America and Asia, are often rich in natural resources but lack the technological means to develop to a high level to become powerful off their resources, and these societies are sometimes controlled or dominated by core societies (Nderu-Boddington, 2008). Semiperipheral societies, which are between the periphery and core, are trying to move up to become core societies (Nderu-Boddington, 2008). According to Chirot, semiperipheral societies are trying to "... industrialize and diversify their economies to become core societies....These societies are trying not to be manipulated by the core societies; therefore, they are always struggling to reach the top of the economic ladder" (Nderu-Boddington, 2008, The Theory of Daniel Chirot, para. 9). International social, economic and political inequalities between developed and underdeveloped countries have led to global educational inequalities which in turn continue to foster this cycle of unequal power between core and peripheral countries (Pan, 2010).

China is an example of a country which is developing its potential as it moves from the periphery toward the core. Pan (2010) points out that this can be viewed through shifts in international student exchange relationships in four ways: first, in the increase in the number of countries with which it exchanges students, second, through the return of many of its students, who had studied and worked overseas, to China to work, which elevates its human capital, third, by China's increase in international trade, of which international education is a part of, and fourth, through its elevated higher education profile and impressive economic growth, which now makes China a major host country for international students from 184 countries. In the same way that China sent students abroad to prepare them for upper-level positions during the Qing dynasty, countries such as Thailand, Vietnam and Pakistan are now sending students to

China to prepare for positions in management, education, science and technology (Pan, 2010).

China's Rise and the Growing Importance of the Chinese Language

Historically, the chief global power, or core society, of an era promotes its language and use of it as a means of expanding its global power and influence (Ding & Saunders, 2006). The once dominant “Queen’s” or “King’s” English has been marginalized due to globalization, and in particular, the emergence of the United States as the dominant core society and world power (Ning, 2010). China’s current rise, though, puts it in a unique position to use its growing cultural influence to affect favorable international relations and political outcomes related to global issues, economics, social structures and conflicts (Ding & Saunders, 2006). A British Broadcasting Corporation (BBC) poll conducted in 2012 in 22 countries shows an improvement in the perception of China’s global influence and exertion of positive influence worldwide, suggesting that China’s “soft” power efforts are paying off (Peck, 2012). While the United States is still the most powerful core country today and the English language is still the global *lingua franca*, the rise of China and its growing cultural and “soft” power internationally during the 21st century threatens the United States’ and the English language’s leading position in these areas (Ding & Saunders, 2006). A globalization of culture that has contributed to the expanded popularity and use of the English language is now having the same effect on the Chinese language, a language which is spoken by many people as a first language around the world, including in China, Hong Kong, Macao, Taiwan, Singapore, Malaysia, Indonesia and Chinese communities in North America (Ning, 2010). Study and use of the Chinese language globally has been rising in importance with China’s rising economic and political power globally, particularly with the rapid gains China has made in these areas since joining the World Trade Organization (WTO) (Xinrong, 2011). The importance of a country’s language is connected to

the country's global economic, political and military standing, and "...the 21st century has been called the century of the Chinese language" (Liu & Tao, 2009, p. 10).

China has put a substantial effort into improving its international status through "soft" power means such as educational and cultural programs and increasing Chinese language study (Peck, 2012). Guojia Hanban, China's National Office for Teaching Chinese as a Foreign Language, has implemented programs to increase China's efforts in promoting Mandarin Chinese language learning around the world, including opening more than 100 Confucius Institutes worldwide and sending more than 1,000 Chinese teachers abroad in 2005 (Erard, 2006). China has established more than 300 Confucius Institutes at universities around the world since 2004 and the Chinese government has encouraged international student study in China (Peck, 2012).

Development and Exchange of Human Capital

The Organisation for Economic Co-Operation and Development (OECD, 2001) defines human capital as "the knowledge, skills, competencies, and attributes embodied in individuals that facilitate the creation of personal, social, and economic well-being" (p. 18). Lynn (2016), who conducted a qualitative study of the criteria, motivations and outcomes of male study abroad alumni, points out that "a primary motivator of student participation in study abroad programs is the development of ... human capital, driven by their belief that it will provide future benefits in terms of further education and/or employment" (p. 5). Lynn (2016) found four motivations and outcomes related to human capital, "the ability to complete academic requirements abroad; the availability of internships and research experience abroad; the development of soft skills; and differentiation from one's peers through participation" (p. 76).

Pan (2010) articulates the historic flow of international students both from China studying abroad and other countries studying in China over the past one hundred years, relating

these trends involving the movement of human capital from and to China with three characteristics and driving forces:

The first characteristic shows how China's chosen target countries shift to reflect changes in its international relations....The second characteristic-the increasing return rate of foreign-trained Chinese nationals-relates to both pull factors in China and push factors in host countries....The third characteristic-the increasing inflow of foreign students to China-relates to China's increasing engagement and influence in the global economic and higher education markets. (pp. 277-278)

As China's experience has shown, these human capital exchanges shift with the changing tides of international study and work opportunities and countries' economic, political, cultural and social push and pull conditions and factors which drive movement of human capital internationally, and these exchanges can be unequal, with academic talent from less developed countries on the periphery studying and working in more developed and core countries (Pan, 2010). Many factors relate to the nature, direction and flow of human capital internationally, including individual choice, diplomatic relations, countries' higher education policies and domestic and international social change, and China is developing its universities and university system to play an increasingly significant role in this two-way exchange (Pan, 2010).

The success of China's ability to attract human capital is evidenced in the spike in international students studying in China. Data from China's Ministry of Education (MOE) shows an annual rise of more than 20% from 1998, a year in which 43,000 international students studied in China, to 2006, a year in which 162,695 international students studied within her borders, and China had formalized academic agreements with 108 nations by 2004 (Pan, 2010). While part of the overall increase in international students attending higher educational

institutions in China is from students from Asian countries, data from China's MOE shows that there has been a proportionally greater increase in the total number of foreign students studying Chinese and sinology in universities in China from students from Europe and the United States between 2003, when students from these areas represented less than 15% of the total foreign population studying in China, and 2006, when they accounted for more than 22% of the total foreign population studying in China (Pan, 2010).

Economics and Study Abroad in China

China began a series of market reforms in the late 1970s and reestablished relations with Western countries, including the United States, which culminated in China's 2001 entry into the World Trade Organization (Pan, 2010). China has implemented mutual recognition agreements (MRAs) on academic qualifications in higher education with numerous developing and developed countries around the world and established bilateral trade and economic agreements with more than 150 countries, which have increased the range of financial resources available to fund international students' study in China (Pan, 2010). China has increased its educational service offerings in line with General Agreement on Trade (GAT) provisions, and all these measures have served as drivers increasing the number of international students studying in China (Pan, 2010).

For many students, study abroad during higher education represents a means toward upward economic mobility by enhancing career prospects through improved foreign language skills and academic development. In some source countries, students who study abroad are often viewed as some of the best-educated, prepared and qualified to help the nation develop economically and compete in a global economy upon their return (Pan, 2010). Countries with strong economic ties to China, like the United States, Japan and Korea, have been sending more

and more students to study in China since the 1990s. In 2006, these were the top three source countries of students studying in China (Pan, 2010). During the 2004/2005 school year, 6,389 U.S. students studied abroad in China (IIE, 2006). During the 2014/2015 school year, this number increased to 12,790, making China the fifth most popular study abroad destination for U.S. students during this year, behind only the United Kingdom, Italy, Spain and France (IIE, 2016). Pan (2010, p. 276) notes “Between 2000 and 2006, new entrants of self-financed international students increased from 46,788...to 154,211...; MoE, 2001, 2007a,” and points out this trend is attributed to these students’ view that study in China will benefit them as they seek international jobs and global capital due to China’s emergence as a global economic force. In line with this, China’s MOE reports state that the primary reason South Koreans give for their desire to study in China relates to the advantage it gives them in obtaining employment in economic and political positions and ones involving international diplomacy (Pan, 2010). The rise in importance of China globally has led to a rise in Chinese language study due to the opportunities that knowing Chinese can open up. As Pan (2010) relates, “Linking Chinese proficiency with higher education and job opportunities, together with the rise of China as a significant global economic power, have made the Chinese language more important to the international community” (p. 277). All of this fits in well with Toffler’s vision of the third wave economy, in which “... knowledge is the central resource towards economic power” (Nderu-Boddington, 2008, *The Economic Factor*, para. 2).

Globalization and Study Abroad in China

Globalization is a key driver of change in the increasingly and more closely connected 21st century world. Pan (2010) tells us that globalization:

... has generally been characterized as the freer and quicker cross-border flow of human activities, together with flows of goods, capital, services, and people in economic, political, and cultural dimensions and includes these flows' consequent impacts on nation states' abilities to retain or enhance national competitiveness in the global economy (Altbach, 2004c; Featherstone, 1995; Giddens & Hutton, 2000; Held, 1999). (p. 263)

Study abroad in China is an avenue for studying Chinese, increasing understanding of China, improving intercultural competence and increasing one's global capital. In November 2009, President Barack Obama announced the 100,000 Strong initiative (U.S. Department of State Diplomacy in Action, 2012a, 100,000 Strong China), a "national effort designed to increase dramatically the number and diversify the composition of American students studying in China" due to the "strategic importance" of the relationship between the United States and China.

In her speech on the State Department's "100,000 Strong Initiative" promoting study abroad at Howard University on January 19, 2011, former First Lady Michelle Obama dispensed insight on the benefits and value of study abroad in today's globalized world and the power of study abroad as a life-changing experience (USC US-China Institute, 2018). Mrs. Obama relates the power of study abroad as a life-changing, versatile experience and emphasizes its importance in today's globalized world (USC US-China Institute, 2018):

...studying abroad isn't just an important part of a well-rounded educational experience. It's also becoming increasingly important for success in the modern global economy. Getting ahead in today's workplaces isn't just about the skills you bring from the classroom. It's also about the experience you have with the world beyond our borders — with people, and languages, and cultures that are very different from our own. (Michelle Obama, 100K Strong, January 19, 2011, para. 12)

Former First Lady Michelle Obama notes the value of study abroad in shaping a positive image of America for the world, thus strengthening the country, and through increased relations and understanding, the world (USC US-China Institute, 2018). Mrs. Obama points out contemporary global challenges, such as terrorism and environmental issues, which affect people around the world. In light of this, the importance of being able to come together and confront common challenges is heightened. By living in each other's countries, studying abroad is a means of reducing misunderstandings and perceptions which divide and a means of increasing understanding, cooperative ability and trust.

Higher education at an international level has been impacted by globalization, which has led to increased international competition for human capital, and China's economic development tied to the global economy together with its increasing influence in higher education internationally has enabled China to absorb and raise its level of human capital by hosting international students due to mutually recognized academic qualifications with other countries, WTO rules and trade agreements (Pan, 2010). Pan (2010) dials in on the connection between globalization and China's increase in hosting of international students:

The PRC state sees hosting international students as a means of achieving three major objectives: enhancing its international political and diplomatic relations with other countries, gaining international recognition of China's delivery of educational service in global market, and expanding Chinese influence in the international economic and higher education market (MoE, 2001; Zhou, 2006). To meet these objectives, the state has adopted four major measures: establishing mutually recognized academic qualifications in higher education with foreign countries, providing scholarships to support international students studying in Chinese educational institutions, organizing outreach activities to

recruit international students, and promoting Chinese language and culture in the international community. (p. 274)

The Politics of Change: Use of Scholarships by China

China's goal is to attract more than half a million foreign students to study within its borders by the year 2020 (Hennock, 2012). Beijing has picked up the expenses for a lot of international student study within its borders (Peck, 2012). This certainly is an enticing consideration for people thinking about studying abroad in China. Governments can offer scholarships to encourage educational study as a means of developing human capital, promoting economic development in certain areas and as a tool of policy direction. Pan (2010, p. 275) asserts that China has used higher education as an instrument of influence in both developing and developed countries, offering a host of scholarships at the national government, local government and university level, including the "...Chinese Government Scholarship, Great Wall Scholarship, the Excellent Student Scholarship, and the Chinese Proficiency Test (CPT) Winner Scholarship" to entice overseas' scholars to study long-term in China. In total, these national and local governments, universities and other international organizations, institutions, exchange programs and source country governments sponsored 60,911 international students' study in China (Pan, 2010). Hanban (n.d.b) has developed a Scholarships & Summer Camp Project and offers Confucius Institute Scholarships to selected foreigners to study in China, noting, "...scholarship laureates will be offered a one-month trip of study in China with financial support" (Scholarships & Summer Camp, para. 3). In 2009, Hanban (n.d.a) gave out 436 scholarships (About Chinese Tests, para. 3). The U.S. Department of State Diplomacy in Action (2011) points out scholarship opportunities to China offered by the Chinese government:

... China's Ministry of Education has announced that it will provide 2,500 scholarships

annually for four years to Americans to study in China, so that a total of 10,000 Americans will have the opportunity to have all in-country costs covered by the Chinese government through its Bridge Program. Starting with summer 2011 programs, these opportunities are available for high school and undergraduate students and educators. (100,000 Strong FAQ's, para. 22)

Examples of study abroad in China programs sponsored in part by Chinese government funding sources include Trinity College's 2009 study abroad program Connections: Boomtowns of the Yangtze River which was "Sponsored by the Center for Urban and Global Studies (CUGS) with support from the China Urban Studies Summer Endowment Fund and the O'Neill Asia Cum Laude Endowment ..." (Riggio, Sapolis, & Chen, 2011, p. 181). The primary sources of funding of the 300-member University of Georgia Redcoat Marching Band's tour of China came from Chinese government, educational and cultural sources (Romines, 2008).

The Politics of Change: Use of Scholarships by the United States

Late U.S. Senator and Honorary Co-Chair of the Strategic Task Force on Education Abroad, Paul Simon, pointed out that just over 1% of U.S. students ever study abroad for a semester or summer, and he raised the call for action, stating, "We need a Lincoln Fellowship available for 500,000 college students ... to study abroad for at least a summer or a semester with priority given to developing nations" (NAFSA, 2003, p. ii).

In its report *Global Competence & National Needs: One Million Americans Studying Abroad*, the Commission on the Abraham Lincoln Study Abroad Fellowship Program (2005) called on the United States to send one million college students abroad annually by 2016-17 as a means of facing the challenges of a global society, adding:

Greater engagement of American undergraduates with the world around them is vital to

the nation's well-being. It is in the national interest of the United States to send at least one million undergraduates abroad annually to study other lands, languages, and cultures. (p. v).

The commission recommends fellowships and scholarships vary in amount up to \$5,000. The United States government is indeed encouraging Americans to study in China as is illustrated in this excerpt from the U.S. Department of State Diplomacy in Action (2012a) on China's growing importance to the United States:

Citing the strategic importance of the U.S.-China relationship, in November 2009, President Barack Obama announced the "100,000 Strong" initiative, a national effort designed to increase dramatically the number and diversify the composition of American students studying in China. (100,000 Strong China)

The U.S. Department of State and the Bureau of Educational and Cultural Affairs (ECA) promote and fund educational initiatives and study abroad programs. The range of these programs is detailed in the November 11, 2013 press release, issued by the Institute of International Education (IIE, 2013):

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State leads a wide range of academic, professional, and cultural exchanges that include approximately 40,000 participants annually, including the flagship Fulbright Program and also sponsors the Benjamin A. Gilman Scholarships for U.S. undergraduates with financial need, administered by IIE, and the Critical Language Scholarship Program in support of U.S. study abroad ... (Open Doors 2013 Report, para. 11)

The U.S. Department of State Diplomacy in Action (2012b) points to measures it is taking to increase diversity in study abroad participation:

We are promoting a more diverse profile of students who participate in educational exchanges and their destinations. The Department of State is reaching out to diverse institutions throughout the United States including Historically Black Colleges and Universities, Hispanic-serving institutions, Native American Tribal colleges, and community colleges. We are working with Latin American and Caribbean governments, universities, and the private sector to provide international study opportunities for students from disadvantaged backgrounds or historically underserved populations. (100,000 Strong in the Americas, para. 7)

Experiential Learning

Wagenknecht (2011) presents a study of the European metropolis during a study abroad program in Berlin, Germany, in which the city is investigated through various academic lenses, including architecture, visual arts, pop culture, gender, economics, urban studies, literary studies and European identity studies. The program included trips to St. Petersburg and Paris for comparative reasons. This study examined urban cultures through an experiential learning framework. There was an overall positive response to the experiential teaching. Some of the program's teachers said they should use it more often, but noted that experiential teaching coupled with an interdisciplinary approach takes more knowledge, effort and preparation, and it takes time away from "academic" teaching (Wagenknecht, 2011). A vivid presentation of events in the study abroad program shows how elements of experiential learning can be worked into an experiential learning study abroad experience centering on urban study with positive results.

The qualitative research study conducted by Lamm et al. (2011) involves experiential learning, which is a process involving an application of learning through experiential learning activities, and reflective journal writing, within the context of a three-week agricultural study

abroad program in Costa Rica in the summer of 2009. There were 17 male and female participants in the study, undergraduate and graduate students aged 20 to 27 years old, from four universities in the United States (Lamm et al., 2011). Lamm et al. (2011) sought to gain insight on how learning style impacts reflection, through reflective journaling, in an experiential learning process, “This purpose drove the research question: How were learning styles expressed by students in their reflective journals?” (p. 125).

On experiential learning, Lamm et al. (2011) state, “Experiential learning techniques encourage students to directly apply what they are learning, engage in reflection, and then be able to generalize the information outside of the learning environment (Beard & Wilson, 2006)” (p. 122). Warren (1995) defines experiential education as “a philosophical orientation toward teaching and learning that values and encourages linkages between concrete educative activities and abstract lessons to maximize learning” (p. 239).

Reflection is important in the learning process and reflective journaling is an important part of experiential learning (Lamm et al., 2011). Andrusyszyn and Davie (1997) point to a symbiotic relationship between reflection and learning, asserting that learning is deepened and broadened when the depth and breadth of reflection is expanded. There have been numerous studies showing the positive effect that reflective journaling has had on student learning in various areas of study, educational contexts and settings (Lamm et al., 2011).

There is often a theoretical lens that qualitative researchers use to look at their studies (Creswell, 2009). The theoretical framework for the study conducted by Lamm et al. (2011) is based on Kolb’s (1984) experiential learning theory of development. Experiential learning, according to Kolb’s (1984) model, includes four stages that learners must experience in order to learn: concrete experience, reflective observation, abstract conceptualization and active

experimentation (Lamm et al., 2011). The study by Lamm et al. (2011) mainly concentrates on the effect the reflective observation part of this model has on the learning process.

The study participants completed a learning style inventory, a 12-item questionnaire that was developed by Kolb, which places learners into four categories, accommodators, assimilators, convergers and divergers, and Lamm et al. (2011) give insight to the purpose and function of this learning style inventory:

The inventory categorizes learners by examining the degree to which the individual naturally tends to use reflective observation (RO), abstract conceptualization (AC), active experimentation (AE), and concrete experience (CE) when engaged in the learning process. A higher score in one of these areas signifies a preference for that characteristic when learning. (p. 124)

The following associations are made between the stages of experiential learning and the categories on the learning style inventory: People who prefer AC and AE when learning are categorized as accommodators, those who prefer RO and AC are categorized as assimilators, those who prefer AC and CE are categorized as convergers, and those preferring CE and RO are categorized as divergers (Lamm et al., 2011).

Lamm et al. (2011) analyzed reflective journal entries made by participants during their three-week experiential learning program on agricultural topics in Costa Rica to see how their reflections related to their preferred learning styles as identified through the learning style inventory.

Lamm et al. (2011) describe how reflective journaling was used in the program:

As part of the course, participants were required to keep daily journals. The journals had minimum requirements, but students were encouraged to take the freedom to develop their

own journaling style. It was requested that their journals be methodical, substantive, and introspective. (p. 125)

Participants had a series of questions for consideration as broad guidelines, but were free to include any reflections they felt applicable to their experience in their journals (Lamm et al., 2011). Lamm et al. (2011) explain the role in the study of the reflective journals, which were the medium for content analysis, “They were used to explore how learning styles are presented in reflective journaling and then used to describe the commonalities and disparities found among individuals exhibiting the same learning style when reflecting about an experientially-rich learning experience” (p. 125).

In qualitative research, data which is collected by researchers is often analyzed for themes and reported this way in journal articles (Creswell, 2009). Lamm et al. (2011) used two coders for the content analysis, one of whom was unfamiliar with the course content and participants, to minimize the amount of observer bias. This study’s results show that the journal entries reflected themes which corresponded to the participants’ preferred learning styles, and Lamm et al. (2011) add, “This manifested in the way participants organized their journals, formatting of participants’ statements (i.e. including lists of questions or lists of daily activities), and the amount of interpersonal reflection exhibited” (p. 131).

Relating how the experiential learning was perceived by participants, Lamm et al. (2011) conclude, “Participants of all learning styles reflected on their enjoyment of experiential learning techniques utilized throughout the course” (p. 131). One uniform way of reflective practice might not fit all students, and Lamm et al. (2011) suggest that, “Educators should consider using multiple methods of reflective practice to accommodate a variety of learning styles when trying to guide students through the experiential learning cycle” (p. 132).

Reflection is a key aspect of experiential learning. Whitney and Clayton's (2011) DEAL Model for Critical Reflection, which focuses on describing experiences, examining the experiences with an eye on areas of academic enhancement, personal growth and civic learning, and then articulating learning from the experiences, is a mechanism from which to frame reflection in a study abroad, service or project-based learning activity.

Progressive and Humanistic Aspects of Study Abroad

Study abroad programs exemplify experiential learning and are rooted in progressive and humanist ideology. Progressive ideals include learners' active role in their own learning, the centrality of experience in education, development of practical knowledge and problem solving skills, and real-life applications of learning. For Dewey, experience and education go hand-in-hand. Experience is about people's interaction with their environment (Dewey, 1938).

Progressive ideals of problem solving and critical thinking are central to experiential education.

In philosophy and practice, development, growth and learning during study abroad, framed through experiential learning theory, corresponds well with many aspects of humanism, such as experimenting, concern with the affective domain, developing empathy for others, the interactive, transactional nature of learning and learning through experience. Aspects of humanism are reflected in experiential learning, including the concepts of learner-centeredness of education with the teacher's role as that of facilitator. Humanist ideals include an exchange between teachers, facilitators and learners, interpersonal communication, building personal meaning, freedom and autonomy of learners, learners' self-directedness in the learning process and experiential learning. In humanistic education, "A teacher can guide or facilitate the process, but the emphasis is upon learning rather than teaching and on the student rather than the instructor" (Elias & Merriam, 2005, p. 124). The teacher acts as a facilitator, helper and flexible

resource, and plays an important role in establishing appropriate conditions for learning to occur. Students, however, are at the center of the process.

Carl Rogers (1969) relates experiential learning to meaningful learning, with learners having both affective and cognitive involvement in the learning process. Rogers is "...concerned with significant learning that leads to personal growth and development" (Merriam, Caffarella, & Baumgartner, 2007, p. 283). For Rogers, such learning includes the following characteristics: personal involvement involving one's affective and cognitive aspects, self-initiation, pervasiveness where learning makes a difference in the learner's behavior and attitudes, evaluation by the learner on whether the experience is meeting his needs, and essence is meaning via experiential learning.

Jack Mezirow and Malcolm Knowles emphasized the importance of experience and reflection of our experiences on our learning (Elias & Merriam, 2005). Mezirow saw the importance of perspective transformation in adult education and viewed adult learners as self-guided and self-reflective, with learning involving the finding of new meaning to our experiences (Elias & Merriam, 2005). Knowles "... advocates an emphasis upon experiential, participatory learning" (Elias & Merriam, 2005, p. 133) as well as other characteristics which complement experiential learning and successful participant attributes in study abroad programs, the self-directed, autonomous nature of adults, using life experiences as resources for learning, learning what is relevant to life, immediate application of knowledge and internal motivation.

Mezirow, Knowles and Paulo Freire emphasized the importance of critical reflection of our experiences on our learning (Elias & Merriam, 2005). They described a process of learning involving experience and reflection on it which leads to action. Itin (1999) points out, "While Freire's ideas are most often cited in radical or critical pedagogical thought, his ideas are

consistent with Dewey Each ... expressed a concern for understanding the subject matter within experience (experiential learning)” (p. 93).

In experiential learning, growth and knowledge are obtained through one’s own active involvement in the learning process, through active involvement, experimentation, risk-taking and discovery from these experiences. We learn through our experiences; mistakes we make along the way are opportunities to learn. Reflection based on experience assists in the learning process and leads to refinement of conceptual schema and goals, which serves to better guide the direction of subsequent action and learning.

Stephen Brookfield (1986) conceptualizes adult education as “a transactional drama in which the personalities, philosophies, and priorities of the chief players (participants and facilitators) interact continuously to influence the nature, direction, and form of the subsequent learning” (p. viii). As such, learning takes place on a two-way street, through a transactional process involving learners’ engagement and interaction with facilitators, subject matter and the learning environment. In addition to this transactional flow and collaborative nature of adult learning, Brookfield emphasizes critical analysis of alternative values and attitudes (Elias & Merriam, 2005), an important perspective when being immersed and studying in a culture different from one’s own.

The Association for Experiential Education (AEE, 2013) conveys principles of experiential education, including the following:

Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis....Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing

meaning. (What is Experiential Education?, para. 5)

Study abroad involves a high degree of autonomy and self-directedness in which students need to take personal responsibility for their own learning. In line with humanistic thinking like that advanced by Malcolm Knowles, adults should “learn how to take responsibility for their own learning through self-directed inquiry ... and, especially, how to learn by analyzing one’s own experience” (Elias & Merriam, 2005, p. 133). Carl Rogers believes there should be an emphasis on self-initiated learning of relevance to adult learners as well as their involvement in the planning and evaluation process (Elias & Merriam, 2005, p. 132). Adults are free-acting agents at the helm of their own educational journeys. As adults, learners should exercise a large degree of autonomy in the direction of the learning course they charter.

Study abroad is an excellent context for development of not only students’ intellectual development, but also the affective dimension. Affective aspects, like emotions, feelings and attitudes, have a lot to do with how learners approach learning. Motivation, values and self-concept also play a significant role. It is important to attend to the development of these areas in the learning process. Additionally, it is also important to be concerned with the conditions of others. As Leon McKenzie (1991) relates, a transcendent goal of adult education should involve “the ongoing development and maturation of understanding: understanding of the world, of others, of self, of understanding itself” (p. vii).

Career Benefits and Outcomes of Study Abroad

Study abroad programs are a means of developing professionally and improving one’s economic and career prospects. Study abroad develops participants’ professional competence (Smith-Miller, Leak, Harlan, Dieckmann, & Sherwood, 2010). Study abroad programs to China focused on pre- and in-service professional training, development and service impact

participants' career development. Examples of pre-service training and internship study abroad programs to China include a deaf education student-teaching internship (Martin, Hussey, Sicoli, & Sheng, 1999), elementary teacher training program (Zhao, Meyers, & Meyers, 2009) and nursing training program (Hu, Andreatta, Yu, & Li, 2010). The impact on these participants' career development is connected to the importance of cross-cultural development and understanding of the participants, which was increased in these programs. These study abroad opportunities in China broadened participants' cross-cultural insight and awareness and increased their skill in practicing their current or future profession with members of a cultural background different from their own.

Some study abroad programs to China reflect an interest in Chinese business practices, culture and doing business with Chinese companies as they focus on international business, international marketing, economics and business practices in China. One example is a two-week study abroad program in China, which included small consulting projects in groups, company visits and trips to tourist spots, that 30 MBA students at the University of Texas at Austin went on in 2011 (Kelm, 2011). Kelm (2011) notes, "The company visits, tourist activities, and consulting projects are designed to help students learn about the cultural and professional aspects of international business" (p. 509). Students on this study abroad benefitted in numerous ways, including building on previous knowledge, working toward a goal and reflecting on the learning process, heightened intercultural awareness and socially constructing meaning of their experiences by participating in collaborative learning activities (Kelm, 2011). Joshua Austin, a public relations and political science student, went to Beijing and Shanghai, China in June of 2005 as part of a West Virginia University business and economics study abroad program (Wilson, 2005). The group toured the Waigaoqiao Free Trade Zone in Shanghai, were guests of the Shanghai municipal government

and visited Tiananmen Square in Beijing (Wilson, 2005). Austin pointed out the importance of understanding China and its culture, “Unless the US can understand Chinese culture and business, we run the risk of lagging behind the growing world - or worse, being surpassed as the world’s superpower” (Wilson 2005, p. 15). A unique example of a study abroad program tied to international business and international marketing was one in which a team of three students working on a multinational business project involving swine genetics went to China as part of the “Beyond Borders of a Classroom” program (Charlebois & Giberson, 2010).

Study abroad programs can have an impact on the careers of those organizing and leading the programs. In 2006, Beloit College and Henan University in China started exchanging students as part of a partnership and a couple of Beloit faculty visited Henan to explore the city to see how it could be used in one of Beloit’s Cities in Transitions courses (Brewer, 2010). Brewer (2011) points out the benefits to faculty development from their involvement in the Chinese Cities in Transition courses and visits to China, noting, “... a faculty development seminar based in Shanghai with an extended excursion to Anhui Province had brought together an interdisciplinary group of faculty interested in connecting their teaching and research to China” (p. 202). Wahby (2003) increased his professional knowledge through his administration of a study abroad program on Phase II of the construction of the Three Gorges Dam Project. Byrnes (2005), who was his university’s Site Director for a study abroad program in Chengdu, China, developed his understanding of how people deal with cultural differences, formulated the concept of the “other-regarding traveler” based on his study abroad experiences, and came up with recommendations for other study abroad directors to prepare students for study abroad programs and process and share their experiences afterwards. Williams (1993) took a group of 10 St. Andrews students to study in Beijing, China and gained confidence and skills to deal with

difficult international situations, which helped him in his subsequent study abroad program planning and delivery.

Study abroad programs in China have influenced, improved or advanced participants' career prospects. An 8-week at-home Chinese language immersion instruction preparation program which 12 students at universities in California took in the summer of 2007 and a study abroad in China program that they participated in during the summer of 2008 improved their employment prospects related to the Chinese language and China (Liu, 2010). Liu (2010) noted, "Most of the students, 83.3% ($n = 10$), indicated that the program helped them improve their Chinese and advance their careers" (pp. 540-541). Riggio, Sapolis and Chen (2011) point out that the goal of the 2009 summer study abroad in China program offered by Trinity College in Hartford, Connecticut, "Connections: Boomtowns of the Yangtze River," is to prepare students "for their careers, future study, and their roles as global citizens by giving them critical urban and international experience while they are students" (p. 188). Four students who participated in a China study abroad program went on to work in Asia, including two in China, one in Thailand and one in Japan, plus another student pursued an advanced degree in US-Asian relations (Williams, 1993). Dines (2008), who went to China in 1979 and studied Chinese at Nanjing Teachers College for 16 months, and Borgonjon (2008), who earned a scholarship to study in Nanjing in 1983, both went on to become presidents of companies doing business in China. Dines (2008) became president of China BHP Billiton and Borgonjon (2008) became InterChina Consulting's president.

Dwyer (2004) found that students who studied abroad for a full year were 57% more likely to pursue a career in an international field than students who studied abroad for a summer.

Table 2.1 lists career benefits and outcomes of study abroad matched with relevant

supporting literature sources.

Table 2.1

Career Benefits and Outcomes of Study Abroad Matched with Relevant Supporting Literature Sources

Career Benefits and Outcomes of Study Abroad	Relevant Supporting Literature Sources
develop professional competence	Smith-Miller, Leak, Harlan, Dieckmann, and Sherwood, 2010
take part in pre- or in-service professional training, development or service	Williams, 1993; Martin, Hussey, Sicoli, and Sheng, 1999; Wahby, 2003; Byrnes, 2005; Zhao, Meyers, and Meyers, 2009; Brewer, 2010; Hu, Andreatta, Yu, and Li, 2010; Brewer, 2011
learn about international business, international marketing, economics or business practices	Wilson, 2005; Charlebois and Giberson, 2010; Kelm, 2011
gain college/university study abroad administration experience	Williams, 1993; Wahby, 2003; Byrnes, 2005; Brewer, 2010; Brewer, 2011
influence, improve or advance career prospects	Williams, 1993; Borgonjon, 2008; Dines, 2008; Phi Kappa Phi Forum, 2008; Liu, 2010; Kelm, 2011; Riggio et al., 2011
pursue a career in an international field	Dwyer, 2004

Education Benefits and Outcomes of Study Abroad

Study abroad programs are a means of furthering one's education. Language study is often a part of study abroad in China programs and foreign language acquisition is a common outcome (Williams, 1993; Chieffo & Griffiths, 2003; Dwyer, 2004; Borgonjon, 2008; Dines, 2008; Liu, 2010; Winke & Teng, 2010; Du, 2013). Students on study abroad programs increased their confidence in their linguistic abilities (Dwyer, 2004) and attained greater fluency in a foreign language (Chieffo & Griffiths, 2003). In a study on the development of pragmatics during an 8-week study abroad program, Michigan State University (Tianjin) summer language program in Tianjin, China, in which 19 Michigan State University students participated in 2006, the students used a task-based pragmatics tutorial program and pragmatics learning journals and

showed a statistically significant improvement from their pre- to post-test scores on oral pragmatics use (Winke & Teng, 2010). Winke and Teng (2010) asserted, “This demonstrates that a lot of pragmatic competence can be gained in a rather short program” (p. 376). Most students believed the pragmatics tutorials helped improve their Chinese language skills (Winke & Teng, 2010). The results of a study by Du (2013) on the language development of 28 Americans and one New Zealander taking part in a Mandarin Chinese study abroad program during the fall semester of 2008 at a university in China show a correlation between greater time on task using the target language with increased improvement in fluency development, especially in the first month of the program, which is attributed to speaking opportunities inside and outside of class. These results support the value of short-term study abroad programs by showing that taking part in study abroad can improve language learners’ proficiency in the target language, particularly through the strong fluency gains students made in the first month of the program. Other examples of people studying abroad in China to improve their Chinese language proficiency include ten St. Andrews College students who studied in an intensive Chinese language program at Beijing Foreign Language Normal College (Williams, 1993), Dines (2008) who studied Chinese at Nanjing Teachers College for 16 months and Borgonjon (2008) who received a scholarship to study in Nanjing.

Some students study abroad at universities, such as the 82 African and 74 Western students who studied at 11 universities in three cities in China and participated in a stress research study conducted by Hashim and Zhiliang (2003), while other students study abroad at international schools (Sheard, 2008). Sheard (2008) surveyed former expatriate students from the United States and other countries, known as Third Culture Kids (TCKs) as they spend part of their childhood living outside their home country, who she taught when she worked at Hangzhou

International School in China. There is an increasing number of TCKs due to the growth in global business, which is an increasing contributor to some families living abroad, as well as because of families living abroad for military, missionary and diplomatic reasons (Sheard, 2008). Sheard (2008) shares data which shows a considerably higher college graduation rate and graduation rate with honors by TCKs compared to non-TCKs and points out that TCKs have much in common with gifted children.

Technology is a driver of change, and environmental, ecological and social changes caused by the use of technology can be observed through study abroad programs focused on technological research in China. Wahby (2003) administered a two-week study abroad program in China in May and June of 2000 on Phase II of the construction of the Three Gorges Dam Project (TGDP) in Hubei Province. Wahby notes advantages associated with the TGDP, including enormous hydroelectric power generation, a decrease in coal use and better flood control, as well as disadvantages such as the relocation of about two million people, submerging of many cities, towns and villages, a negative effect on many types of wildlife and loss of farmland and cultural sites (Wahby, 2003). Wahby (2003) points out the wide-ranging implications of the impact of the TGDP on "... water conservancy, hydroelectric power generation, environment, ecology, geology, geography, economy, politics, transportation, society, culture, business, industry, and even technology itself" (p. 19).

Study abroad can be a vehicle for observing societal change. There have been several study abroad programs in China involving ethnographic research and field work (Brewer, 2010; Brewer, 2011; Riggio et al., 2011; Leonard, 2012), particularly involving change in cities. Brewer (2010) presents a case study of a partnership between Beloit College, a liberal arts college in Wisconsin and Henan University in Kaifeng, China, which highlights urban

development and change. In 2006, Beloit College and Henan University started exchanging students as part of this partnership, and a couple of Beloit faculty visited Henan to explore the city to see how it could be used in one of Beloit's Cities in Transitions courses (Brewer, 2010). Brewer (2011) dials in on the benefits to students participating in Cities in Transition workshops, "...complex urban locations seemed ideal for encouraging students to adopt cross-disciplinary perspectives on great historical and cultural forces, the effects of globalization, the human impact on the environment, and social issues" (p. 202). Brewer (2010) notes the impact of this study abroad program to China on Beloit students:

The ethnographic research projects they have conducted in Kaifeng-for example, on night markets, a Halal restaurant, and a Catholic church and its hospice-have stretched them linguistically, culturally, intellectually, and personally. The projects and their studies at the university have allowed them to truly engage with local people and environments and change their own perspectives and assumptions. (p. 94)

Students gained many benefits from participation in the Chinese Cities in Transition course, including learning how to engage and interact in the daily life of a foreign city in a respectful way, increased understanding of the host city, developing interviewing skills, increasing confidence in communicating with strangers in a foreign country and developing a greater understanding of oneself as an American (Brewer, 2011). Trinity College's 2009 summer study abroad program, "Connections: Boomtowns of the Yangtze River," took three Trinity faculty and 21 students to four Chinese megacities along the Yangtze River, Wuhan, Nanjing, Chongqing and Shanghai (Riggio et al., 2011). During the study abroad program, three courses were taught, an environmental studies course, "Environmental Challenges Posed by Urban Life Along the Yangtze," a history course, "River Cities of China: The History of Urban

Culture Along the Yangtze,” and a sociology course, “Megacities of the Yangtze: Challenges and Opportunities” (Riggio et al., 2011). Riggio et al. (2011) point out how the course prepares students for a globalized world and its experiential learning through its integration of “... humanistic, social scientific, and physical scientific perspectives on pressing urban issues in the US and Chinese contexts” (p. 182). Riggio et al. (2011) also highlight how the study abroad program gives students “... a real world education, while helping them to develop critical thinking and problem-solving skills” (p. 188). While participation in study abroad programs like these puts a spotlight on change occurring in China, it can also serve as an a means of effecting change on the programs’ participants by equipping them with cross-cultural experience, knowledge and skills which are helpful in succeeding in a changing global environment. Leonard (2012) presents his three-month experience as a junior at the University of Pennsylvania engaged in ethnographic field work research at the Guangzhou Institute of Respiratory Disease at First Hospital in Guangzhou, China on the Chinese healthcare system and medical practice in 2009. Leonard (2012) practiced with Chinese medical student interns and doctors and got a firsthand experience of China’s healthcare system. Leonard (2012) points out, “Many of the normative features of the Chinese medical profession -- its chain of command, commitment to medical ethics, and scientific orientation -- are highly comparable to the working lives of American physicians” (p. 299). Leonard (2012) compares American and Chinese healthcare systems:

American hospitals are quite different. In general, they are more modern and less efficient....Every process takes more time, more paperwork, and more manpower in America....At the same time, physicians in China and America have more in common

than ever before. Both groups stand at the crossroads of major political efforts to expand access to quality medical care for millions of individuals without the means to afford it.

(p. 312)

Some study abroad in China programs impact college and university study abroad program administration. Through his study abroad experiences as his university's Site Director in 2003 for a study abroad program in which eight students took part in at Sichuan University in Chengdu, China, Byrnes (2005) developed the concept of an other-regarding traveler. Byrnes (2005) suggests that study abroad site directors increase their study abroad participants' awareness of culturally challenging situations that they will encounter to prepare them for their study abroad, emphasize the importance of careful reflection on these experiences by seeing them as learning opportunities, and enable additional processing of the experiences and sharing of them at the students' home campus during a post-study abroad seminar. Many of the events and demonstrations, including revolts and martial law, which took place during the "Beijing Spring" happened while the group led by Williams (1993), a professor at St. Andrews College, was in China, not far from Tiananmen Square (Williams, 1993). Williams (1993) points out benefits gained by students from planning and taking part in the study abroad, including program outcome ownership, heightened appreciation and understanding of other cultures and academic course work enhancement. Williams (1993) gained confidence and skills handling difficult international situations, and this would aid him in subsequent study abroad program planning and execution.

Some study abroad in China programs have examined economic change and its impact on the environment. China's rapid economic growth has had an impact on its natural and physical environment. Yang (2001) conducted a three-week early summer study abroad program as part

of a spring semester course, Environmental Study in China, which he taught at Bryant College to sixteen students who majored in various business disciplines. Yang (2001) provides insight on the rationale for this course:

Through reading, discussion, and the study trip to China, students would gain both a conceptual framework and firsthand experience about the impact of the fast-growing Chinese economy on its local environments. I wanted to involve business students in real issues of science and technology, while exposing them to Chinese culture, arts, and history through travel within the country and interaction with local students, scientists, administrators, and business leaders. (pp. 3-4)

During the study abroad in China, the students attended seminars with scientists, government officials and business leaders, and they traveled more than 4,000 miles in China, through six big cities in eastern China and rural areas. The group visited large U.S. companies in China, including Coca-Cola, Motorola and Kodak, and Chinese locales and historical sites, such as the Taihu Laboratory for Lake Ecosystem Research and the Shanwang fossil bed, where they studied various environmental issues. Most of these students believed they benefitted from the study abroad through active learning which increased their interest in the course subject matter as well as independent thinking skills, and the group returned to America with an increased appreciation for environmental conservation efforts in the United States (Yang, 2001).

Study abroad is a conduit for experiential learning. Students are motivated by the experiential nature of study abroad to interact with the host community in ways a traditional classroom setting does not allow (Penington & Wildermuth, 2005).

Table 2.2 lists education benefits and outcomes of study abroad matched with relevant supporting literature sources.

Table 2.2
Education Benefits and Outcomes of Study Abroad Matched with Relevant Supporting Literature Sources

Education Benefits and Outcomes of Study Abroad	Relevant Supporting Literature Sources
study a language or improve foreign language skills	Williams, 1993; Chieffo and Griffiths, 2003; Dwyer, 2004; Borgonjon, 2008; Dines, 2008; Liu, 2010; Winke and Teng, 2010; Du, 2013
study at a university or higher educational institution abroad	Hashim and Zhiliang, 2003
study at an international school abroad	Sheard, 2008
conduct technological research	Wahby, 2003
conduct ethnographic research and field work	Brewer, 2010; Brewer, 2011; Riggio et al., 2011; Leonard, 2012
study the Chinese healthcare system & medical practice	Leonard, 2012
study change in cities	Brewer, 2010; Brewer, 2011
study the environment	Yang, 2001
learn about economic change and its impact on the environment	Yang, 2001
fulfill requirement for an academic course or major	Yang, 2001; Brewer, 2010; Brewer, 2011; Riggio et al., 2011
learn through experience	Yang, 2001; Penington and Wildermuth, 2005; Riggio et al., 2011

Intercultural Competence Benefits and Outcomes of Study Abroad

Study abroad has had a wide range of effects on students' development of intercultural competence. Bennett and Castiglioni (2004, p. 251) describe intercultural competence as how "understanding one's own culture and other cultures can lead to more effective action across cultures" and Bennett (2009, p. 4) describes it as "the potential for enactment of culturally sensitive feeling into appropriate and effective behavior in another cultural context."

Intercultural knowledge and global awareness are two closely associated cognitive aspects of intercultural competence. Intercultural knowledge is the understanding of various

world-views and specific differences between cultures (Campinha-Bacote, 2002). Penington and Wildermuth (2005) interviewed students who traveled to Ireland or China to gather student perceptions of their experience and found that intercultural knowledge was obtained by the students' experience of being in a historical location and interacting with individuals in the host culture. Study abroad contributes to growth of intercultural knowledge (Penington & Wildermuth, 2005), heightened intercultural awareness (Kelm, 2011), awareness of different people, ideas, and cultures (Sheard, 2008), an increased understanding of what it is like to be from another country (Dwyer, 2004) and acquisition of cultural knowledge such as an increased understanding of cultural expectations, family life and customs in another country (Dwyer, 2004; Medina-Lopez-Portillo, 2004; Smith-Miller et al., 2010). Study abroad in China has raised participants' cross-cultural awareness and understanding and elevated their skill in practicing their current or future profession with members of a different cultural background (Martin et al., 1999; Zhao et al., 2009; Hu et al., 2010). Studying abroad for a longer duration sometimes has a greater effect on participants' understanding of cultural differences. Students studying abroad for a semester or academic year have a significantly greater increase in understanding cultural differences than students who studied abroad for just a summer (Chieffo & Griffiths, 2003; Dwyer, 2004; Medina-Lopez-Portillo, 2004). Medina-Lopez-Portillo (2004) found students who studied abroad for 16 weeks exhibited, through descriptions and insights into their own experiences, a greater understanding of cultural differences than students who studied abroad for seven weeks. Study abroad has contributed to an increased understanding of a worldview different than one's own (Chieffo & Griffiths, 2003; Dwyer, 2004; Mapp, McFarland, & Newell, 2007; Kehl & Morris, 2008). Gibson, Rimmington, and Landwehr-Brown (2008, p. 15) describe global awareness as an "understanding of the interconnectedness and interdependence of the

world” and point out that students “need to acquire initial awareness before their global-learning interactions in order to be sensitive to the general beliefs and values of the other culture and so that the most benefit can be derived from the experience.” Students become globally aware when studying and traveling abroad as they become knowledgeable of and sensitive to other cultures’ values and beliefs. Chieffo and Griffiths (2003) measured how students who participated in a study abroad program grew in global awareness. The findings showed one of the most important things students gained was acquiring intercultural knowledge and indicate that even short-term study abroad has a significant impact on students’ perceived acquisition of international knowledge (Chieffo & Griffiths, 2003).

Study abroad contributes to participants’ intercultural competence by fostering intrapersonal growth through psychosocial and personal identity development. Many students who studied abroad began engaging with an international mindset (Dwyer, 2004). Study abroad contributes to participants being more likely to view themselves as global citizens (Tarrant & Lyons, 2011). Study abroad leads to a reduction in ethnocentrism (Lewis & Niesenbaum, 2005; Penington & Wildermuth, 2005; Gullekson, Tucker, Coombs Jr., & Wright, 2011), a greater willingness to communicate with members of another culture (Penington & Wildermuth, 2005; Mapp et al., 2007) and the development of opinions on social equity and justice (Medina-Lopez-Portillo, 2004; Mapp et al., 2007; Smith-Miller et al., 2010).

Study abroad furthers interpersonal aspects of students’ intercultural competence development through interactions with a diverse group of people. Students who participated in study abroad sought out a greater diversity of friends (Dwyer, 2004), decided to study abroad a second time (Lewis & Niesenbaum, 2005) and took classes outside of their majors (Lewis & Niesenbaum, 2005). Study abroad leads to an increased willingness to engage in cross cultural

interactions (Allen & Herron, 2003; Penington & Wildermuth, 2005) and an increased engagement in international activities (Chieffo & Griffiths, 2003; Dwyer, 2004; Lewis & Niesenbaum, 2005; Penington & Wildermuth, 2005; Horn & Fry, 2013). Students began participating in international activities on their home campus and became more internationally focused after taking part in study abroad (Chieffo & Griffiths, 2003; Dwyer, 2004; Lewis & Niesenbaum, 2005; Penington & Wildermuth, 2005; Horn & Fry, 2013). Study abroad has positive effects on student recognition and acceptance of different cultures (Martin et al., 1999; Chieffo & Griffiths, 2003; Dwyer, 2004; Medina-Lopez-Portillo, 2004; Anderson, Lawton, Rexeisen, & Hubbard, 2006; Mapp et al., 2007; Smith-Miller et al., 2010; Gullekson et al., 2011). During study abroad, students become more aware and tolerant of cultural differences (Anderson et al., 2006; Mapp et al., 2007; Sheard 2008), more accepting of a different culture (Chieffo & Griffiths, 2003; Medina-Lopez-Portillo, 2004; Lewis & Niesenbaum, 2005; Penington & Wildermuth, 2005; Smith-Miller et al., 2010; Gullekson et al., 2011) and improve their ability to adapt to different cultures (Martin et al., 1999; Anderson et al., 2006). Results from Mapp, McFarland and Newell's (2007) study of students who participated in a study abroad trip to Ireland show a significant increase in students reporting the belief that people of all races are equally valuable. This study's qualitative analysis showed students felt an improved ability to be more aware and tolerant of cultural differences in the future. Another benefit of study abroad is improved communication skills (Williams, 1993; Martin et al., 1999; Allen & Herron, 2003; Chieffo & Griffiths, 2003; Dwyer, 2004; Medina-Lopez-Portillo, 2004; Penington & Wildermuth, 2005; Borgonjon, 2008; Dines, 2008; Liu, 2010; Smith-Miller et al., 2010; Winke & Teng, 2010; Gullekson et al., 2011; Du, 2013). Study abroad improves communications skills such as listening, nonverbal sensitivity, asking questions and being less apprehensive (Dwyer,

2004; Medina-Lopez-Portillo, 2004; Penington & Wildermuth, 2005; Gullekson et al., 2011).

Study abroad helps develop greater empathy and skills such as nonverbal sensitivity, asking good questions and listening (Penington & Wildermuth, 2005) and students improve their ability to discuss cultural differences between the host country and their home country (Chieffo & Griffiths, 2003; Medina-Lopez-Portillo, 2004; Smith-Miller et al., 2010). There is a decrease in students' intercultural communication apprehension with individuals from cultures other than one's own in study abroad programs. There was a decrease in anxiety related to classroom study of a foreign language and when using the foreign language in everyday situations during a summer study abroad trip (Allen & Herron, 2003). Students show an increased inclination to ask questions with less apprehension, improved listening skills and development of nonverbal sensitivity (Penington & Wildermuth, 2005).

Table 2.3 lists intercultural competence benefits and outcomes of study abroad matched with relevant supporting literature sources.

Table 2.3

Intercultural Competence Benefits and Outcomes of Study Abroad Matched with Relevant Supporting Literature Sources

Intercultural Competence Benefits and Outcomes of Study Abroad	Relevant Supporting Literature Sources
increase knowledge of another country, its culture, family life and customs	Williams, 1993; Martin et al., 1999; Yang, 2001; Wahby, 2003; Dwyer, 2004; Medina-Lopez-Portillo, 2004; Byrnes, 2005; Penington and Wildermuth, 2005; Wilson, 2005; Dines, 2008; Phi Kappa Phi Forum, 2008; Romines, 2008; Sheard, 2008; Zhao et al., 2009; Hu et al., 2010; Smith-Miller et al., 2010; Winke and Teng, 2010; Brewer, 2011; Kelm, 2011; Riggio et al., 2011; Jefferies and Lepp, 2012; Leonard, 2012
increase intercultural knowledge	Martin et al., 1999; Yang, 2001; Chieffo and Griffiths, 2003; Dwyer, 2004; Medina-Lopez-Portillo, 2004; Penington and Wildermuth, 2005; Mapp et al., 2007; Kehl and Morris, 2008; Romines, 2008; Sheard, 2008; Zhao et al., 2009; Hu et al., 2010; Smith-Miller et al., 2010; Winke and Teng, 2010; Gullekson, Tucker, Coombs Jr., and Wright, 2011; Kelm, 2011
increase understanding of what it is like to be from another country	Dwyer, 2004
increase understanding of a worldview different than one's own	Chieffo and Griffiths, 2003; Dwyer, 2004; Anderson, Lawton, Rexeisen, and Hubbard, 2006; Mapp et al., 2007; Kehl and Morris, 2008
increase understanding of international affairs and politics	Williams, 1993; Yang, 2001; Wahby, 2003; Byrnes, 2005; Phi Kappa Phi Forum, 2008; Romines, 2008; Hu et al., 2010; Brewer, 2011; Kelm, 2011; Riggio et al., 2011; Leonard, 2012
increase global awareness	Martin et al., 1999; Chieffo and Griffiths, 2003; Penington and Wildermuth, 2005; Zhao et al., 2009; Hu et al., 2010
view yourself as a global citizen	Tarrant and Lyons, 2011
increase intercultural sensitivity	Williams, 1993; Martin et al., 1999; Yang, 2001; Wahby, 2003; Byrnes, 2005; Penington and Wildermuth, 2005; Romines, 2008; Sheard, 2008; Zhao et al., 2009; Hu et al., 2010; Brewer, 2011; Kelm, 2011; Riggio et al., 2011; Leonard, 2012
decrease fear of people in other countries and cultures	Romines, 2008; Sheard, 2008; Zhao et al., 2009; Brewer, 2011
become less ethnocentric	Lewis and Niesenbaum, 2005; Penington and Wildermuth, 2005; Gullekson et al., 2011

Table 2.3 continued

increase willingness to communicate with members of another culture	Penington and Wildermuth, 2005; Mapp et al., 2007
increase international and cross-cultural interest	Williams, 1993; Yang, 2001; Wahby, 2003; Byrnes, 2005; Phi Kappa Phi Forum, 2008; Romines, 2008; Hu et al., 2010; Brewer, 2011; Kelm, 2011; Riggio et al., 2011; Jefferies and Lepp, 2012; Leonard, 2012
become more internationally focused	Chieffo and Griffiths, 2003; Dwyer, 2004; Lewis and Niesenbaum, 2005; Penington and Wildermuth, 2005; Horn and Fry, 2013
develop opinions on social equity and justice	Medina-Lopez-Portillo, 2004; Mapp et al., 2007; Smith-Miller et al., 2010
engage in cross cultural interactions	Allen and Herron, 2003; Penington and Wildermuth, 2005
discuss cultural differences between the host country and one's home country	Chieffo and Griffiths, 2003; Medina-Lopez-Portillo, 2004; Smith-Miller et al., 2010
seek out a greater diversity of friends	Dwyer, 2004
engage in international activities	Chieffo and Griffiths, 2003; Dwyer, 2004; Lewis and Niesenbaum, 2005; Penington and Wildermuth, 2005; Horn and Fry, 2013
become more aware and tolerant of cultural differences	Anderson et al., 2006; Mapp et al., 2007; Sheard, 2008
become more accepting of a different culture	Chieffo and Griffiths, 2003; Medina-Lopez-Portillo, 2004; Lewis and Niesenbaum, 2005; Penington and Wildermuth, 2005; Smith-Miller et al., 2010; Gullekson et al., 2011
adapt to a different culture	Martin et al., 1999; Anderson et al., 2006
improve communication skills	Williams, 1993; Martin et al., 1999; Allen and Herron, 2003; Chieffo and Griffiths, 2003; Dwyer, 2004; Medina-Lopez-Portillo, 2004; Penington and Wildermuth, 2005; Borgonjon, 2008; Dines, 2008; Liu, 2010; Smith-Miller et al., 2010; Winke and Teng, 2010; Gullekson et al., 2011; Du, 2013
improve listening, nonverbal sensitivity, ability to ask questions and be less apprehensive	Dwyer, 2004; Medina-Lopez-Portillo, 2004; Penington and Wildermuth, 2005; Gullekson et al., 2011

Intercultural competence has been conceptually framed in different ways. Spitzberg and Cupach (1984) conceptualize intercultural competence into five areas: motivation (affective and emotion), knowledge (cognitive), skills (behavior), context (situation, environment, culture, relationships and function), and results (perceived convenience, perceived effectiveness, level of satisfaction, understanding, attraction, intimacy, assimilation, task success). King and Baxter Magolda's (2005) model of intercultural maturity includes three dimensions of intercultural competence development: cognitive, which includes knowledge acquisition, comprehension and understanding, intrapersonal, which encompasses an individual's psychosocial and personal identity development, and interpersonal, the ability to successfully interact with diverse others. King and Baxter Magolda (2005) point out that "demonstrating one's intercultural skills requires several types of expertise, including complex understanding of cultural differences (cognitive dimension), capacity to accept and not feel threatened by cultural differences (intrapersonal dimension), and capacity to function interdependently with diverse others (interpersonal dimension)" (p. 574). Salisbury (2011) summarizes the varying conceptualizations of the development of intercultural competence as follows:

the developmental process toward intercultural competence might be understood along three vectors: 1) cognitive development that allows for a relativistic appreciation of similarities and differences among diverse individuals, 2) psychosocial (or intrapersonal) development that facilitates increasing comfort when engaged in interactions with diverse others, and 3) interpersonal development that empowers one to seek out diverse interactions through experiences that highlight, celebrate, or examine differences among diverse individuals or groups. (p. 32)

Considering King and Baxter Magolda's (2005) model of intercultural maturity and Salisbury's (2011) summary of the development of intercultural competence, in this research study, intercultural competence will be conceptually organized into three sub-domains: cognitive, which includes knowledge acquisition, comprehension and understanding, intrapersonal, which includes aspects of psychosocial and personal identity development, and interpersonal, which involves interaction with diverse individuals or groups. Appendix A includes the intercultural competence concourse items included in this research study organized in these three sub-domains: Intercultural Competence (Cognitive), Intercultural Competence (Intrapersonal) and Intercultural Competence (Interpersonal).

Personal Benefits and Outcomes of Study Abroad

There are many personal benefits attributed to studying abroad. Study abroad can strengthen and increase learning skills by leading to the development of critical thinking and problem-solving skills (Yang, 2001; Kelm, 2011; Riggio et al., 2011).

Study abroad leads to an increased appreciation for America's environmental conservation efforts (Yang, 2001) and can lead to applied learning. Environment-related effects on individuals who have studied abroad include reading publications written by environmental organizations, signing petitions which support environmental protection, boycotting products from an environmentally-unfriendly company and pushing government officials to support environmental protection (Tarrant & Lyons, 2011).

Study abroad can improve students' skills navigating in a foreign country by developing mapping skills in a foreign city and learning how to navigate a foreign city on foot and via public transportation (Brewer, 2011).

Williams (1993) gained skills to deal with challenging international situations.

Study abroad leads to increased self-confidence (Williams, 1993; Penington & Wildermuth, 2005; Charlebois & Giberson, 2010; Brewer, 2011). Students who took part in a three-week travel/study course in China "...gained in self-knowledge, and ultimately self-confidence, through being placed in new and often challenging situations" (Penington & Wildermuth, 2005, p. 180).

Study abroad contributes to greater self-awareness or awareness of one's own cultural perspective (Williams, 1993; Yang, 2001; Wahby, 2003; Byrnes, 2005; Penington & Wildermuth, 2005; Romines, 2008; Sheard, 2008; Zhao et al., 2009; Hu et al., 2010; Brewer, 2011; Kelm, 2011; Riggio et al., 2011; Leonard, 2012). Byrnes (2005) discusses how people deal with some situations they are in while abroad and points out two different ways cultural differences may be viewed: "One tendency is to romanticize the cultural differences encountered. Another tendency is to rush to a negative judgment about the specific people involved, and about their culture more generally" (p. 231). Byrnes (2005) suggests that rather than viewing the host culture from one of these extremes, one could perceive it as an "other-regarding traveler", on which he elaborates:

Other-regarding travel emphasizes cultural differences as opportunities for heightened self-understanding and fosters good will rather than ill-will among locals....With respect to attitudes, other-regarding travelers are aware of their limitations and how those limitations tend to confound cross-cultural interactions. They reflect on their own role in challenging cross-cultural incidents. (p. 239)

Study abroad leads to an increase in special, wonderful and memorable experiences (Williams, 1993; Phi Kappa Phi Forum, 2008; Romines, 2008; Jefferies & Lepp, 2012). Jefferies and Lepp (2012) analyzed the experiences of 21 undergraduate students at a university

in the United States who went on a study abroad program in 2009 in Uganda or China, and 19 of these participants gave one or more descriptions of “very special, wonderful, and memorable experiences” which they had while on the study abroad. Jefferies and Lepp (2012) describe these findings:

Although travel lasted between two and three weeks, 51 experiences were recalled from 19 participants. This represents a 34% increase over the 38 experiences recalled by the same 19 participants after a 9-month academic year. Analysis of the data from novel settings revealed three primary themes, which begin to explain what made the experiences extraordinary. Primary themes were outdoor adventure, reflection, and cross-cultural interaction ... (p. 45)

Study abroad leads to an increased desire to travel (Phi Kappa Phi Forum, 2008; Romines, 2008). 196 students who were members of the University of Georgia Redcoat Marching Band, which performed in large stadiums in five Chinese cities in 2006, answered a question about how the trip changed their life (Romines, 2008):

59.6% included comments regarding learning about another culture, 26.2% responded that they had a greater appreciation for America, 13.2% stated they had an increased desire to travel, 8% commented on the universal nature of people/music, and 6% identified aspects of personal growth. (pp. 82-83)

Romines (2008) puts a spotlight on the great impact that even a short international trip can have:

Findings illustrate that even with a short-term study-abroad experience, the students’ knowledge and perceptions of the world around them were dramatically influenced.

Survey results reinforce the concept that international travel furthers the promotion of

personal growth, respect for cultural diversity, and an interest in the global community.

(p. 76)

Table 2.4 lists personal development benefits and outcomes of study abroad matched with relevant supporting literature sources.

Table 2.4

Personal Development Benefits and Outcomes of Study Abroad Matched with Relevant Supporting Literature Sources

Personal Development Benefits and Outcomes of Study Abroad	Relevant Supporting Literature Sources
strengthen and increase learning skills	Yang, 2001; Kelm, 2011; Riggio et al., 2011
develop critical thinking skills	Yang, 2001; Kelm, 2011; Riggio et al., 2011
develop problem-solving skills	Yang, 2001; Kelm, 2011; Riggio et al., 2011
increase environmental concern and activism	Tarrant and Lyons, 2011
increase skill navigating in a foreign country	Brewer, 2011
improve ability to deal with challenging international situations	Williams, 1993
increase self-confidence	Williams, 1993; Penington and Wildermuth, 2005; Charlebois and Giberson, 2010; Brewer, 2011
increase self-awareness	Williams, 1993; Yang, 2001; Wahby, 2003; Byrnes, 2005; Penington and Wildermuth, 2005; Romines, 2008; Sheard, 2008; Zhao et al., 2009; Hu et al., 2010; Brewer, 2011; Kelm, 2011; Riggio et al., 2011; Leonard, 2012
have special, wonderful and memorable experiences	Williams, 1993; Phi Kappa Phi Forum, 2008; Romines, 2008; Jefferies and Lepp, 2012
travel abroad	Phi Kappa Phi Forum, 2008; Romines, 2008; Jefferies and Lepp, 2012
increase desire to travel	Phi Kappa Phi Forum, 2008; Romines, 2008

Summary

China's move from a peripheral to core society has increased its ability to attract human capital and made it a more popular study abroad destination. China's rising importance globally has corresponded with the heightened importance of the Chinese language and increase in its

study. Market reforms set in motion by China in the late 1970s and the country's World Trade Organization entry in 2001 have been important factors setting the country on a path of upward economic mobility. More students have chosen to study abroad in China due to improved economic conditions, globalization and the use of scholarships by China and the United States. Study abroad programs are often rich in experiential learning transactions and infused with progressive and humanist aspects. There are many benefits and outcomes of study abroad which are supported in literature sources and these can be categorized into four thematic groups (domains), Career, Education, Intercultural Competence and Personal Development.

Chapter Three

Methods

This chapter discusses the uses, critiques and benefits of Q methodology, how it is used from start to finish for a research project, why it is a relevant method for examining perceived benefits of students intending to participate in study abroad in China, and why I chose this method for this research project.

The defining principle of Q methodology, which is used for studying people's attitudes, is that subjective viewpoints can be systematically analyzed by identifying shared views across a population (Simons, 2013). Q methodology is often used to measure people's perceptions and viewpoints about a particular topic. Q methodology is used with small sample sizes and is used to categorize people into groups based on common responses.

As Q methodology is used to analyze subjective viewpoints and identify shared views across a population, it is an ideal research method for researching perceived benefits and outcomes of study abroad among study abroad program participants, for example to identify student perceptions of the value of study abroad programs to China as in this research project. Q methodology is a relevant research method because the identification of student viewpoints about the value and benefits of study abroad by those taking part in this kind of educational experience can help inform and shape the way future study abroad programs are organized. Additionally, with China's rising prominence in global affairs, study abroad to China looks to increase in the coming decades. This makes the need to understand the perceptions and viewpoints of participants on study abroad programs to China increasingly important.

The results of a Q-sort administered to students intending to participate in a study abroad program in China reveal these students' perceptions of the value, benefits and outcomes of study

abroad. These findings on students' perceptions could be compared to what is known in the research literature on study abroad outcomes and this information can be used by study abroad in China program planners to help inform and shape the way they organize future study abroad programs. For example, the highest and lowest-ranked items provide insight into the perceived value of study abroad program offerings. Using this information, program planners can tailor their programs to better match the perceptions of the value and outcomes of students who intend to take part in study abroad in China programs. By targeting their study abroad program content to better meet the study participants' perceptions of top-ranked benefits and outcomes, program planners could increase overall student satisfaction with these programs. Study abroad in China program planners could also use these findings to promote the value, benefits and outcomes of their study abroad in China programs.

Critiques of Q Methodology

Various aspects of Q methodology have been critiqued. Simons (2013) points out issues related to concourse development, "One time-consuming aspect of Q is the development of the concourse....Developing the concourse can take six months, including interviewing those involved in the area of study (Karim 2001)" (p. 32). Additionally, Simons (2013) notes concerns with concourse quality, "The quality of the concourse will determine the quality and reliability of the findings of the Q sort and the identification of the resulting factors" (p. 32). Crafting statements takes particular care and skill. Simons (2013) explains:

An effective Q study depends on meticulous and thoughtful sampling of the propositions when developing a Q sort. Daniel (2000) suggested that the selection of statements for the Q sort can be influenced by the researcher. Distinguishing the statements so that there is enough – but not too much – distinction between each statement can be challenging. The

statements are required to make the participant think but not to confuse them. Therefore, a certain degree of skill is required at this stage. (p. 32)

Q methodology is not the method of choice for use with narratives. Watts and Stenner (2005) note that Q methodology “is not well suited to dealing with the unfolding temporality of narratives....Q methodology forsakes this important form of analysis in order to pursue a ‘snap shot’ or temporally frozen image of a connected series of subject *positions* (or ‘view-points’)” (p. 71). Watts and Stenner (2005) add that Q methodology “examines these (methodologically frozen) positions in terms of their overall structure, function and implications” (p. 71).

The sorting process can take a lot of time and this is a potential drawback for some research participants, “Sorting can be another time-consuming aspect of Q. In Dziopa and Ahern’s (2009) study, participants stated it took up to two hours to sort the 140 statements. Such a lengthy process can reduce participant involvement and completion of sorts” (Simons, 2013, p. 32).

Research participants have no choice but to categorize all statements. “Participants have also objected to the ‘forced choice’ between statements, in having to categorise every statement” notes Simons (2013), before adding, “In Q, even though individuals may hold ambiguous opinions on certain topics, they must categorise every statement” (p. 32).

There have been issues with consistent application, use and understanding of aspects of Q methodology. Simons (2013) relates, “Dziopa and Ahern (2011) reviewed 14 Q studies and found that there was disparate application of terminology, development of instrument and factor analysis. They suggested researchers need to understand Q better and apply it appropriately and with clarity” (p. 32).

Benefits of Q Methodology

There are a number of beneficial aspects connected with the use of Q methodology. Q methodology has long been used for researching subjective viewpoints. As Simons (2013) conveys, “The originators of Q (Stephenson 1953, Brown 1980) suggested that Q enables a science of subjectivity that allows researchers to categorise and objectively compare the subjective viewpoints of individuals” (p. 31). Q methodology is a research method ideally suited for studying human subjectivity, such as attitudes, perceptions, values, viewpoints and feelings. McKeown and Thomas (2013) declare “At its core, Q constitutes a methodology for the study of human subjectivity” (p. 2). Simons (2013, p. 28) confirms this use, “Q is most often used when researchers are studying attitudes (Petit Dit Dariel *et al* 2010)” and further elaborates “A defining principle of Q is its assumption that subjective viewpoints are communicable and amenable to systematic analysis” (Simons, 2013, p. 31).

Watts and Stenner (2005) note that Q methodology has been used with many psychological topics, including child abuse, jealousy, irritable bowel syndrome (IBS), attitudes to environmental issues, and love, and as such, it has shown its “‘sense-making’ capacity and ability to find qualitative ‘order’ even in domains where variability and disparity seem initially to have prevailed” (p. 73). Q methodology has indeed become an important method for use in psychological research. As Watts and Stenner (2005) attest “Q methodology has somewhat belatedly found a ‘psychological’ home for itself within that qualitative tradition” (p. 71).

Q methodology combines qualitative and quantitative aspects in a manner which captures individual perspectives. Simons (2013) notes “Q combines the strengths of qualitative and quantitative methods by enabling aspects of a subjective phenomenon to emerge from the data in a manner that reflects the perspective intrinsic to the individuals (Dennis and Goldberg 1996)”

and Q methodology “allows characteristics of individuals who share certain viewpoints to be identified (Brown 1986)” (p. 31). Q methodology “neither tests its participants nor imposes meanings *a priori*. Instead, it asks its participants to decide what is ‘meaningful’ and hence what does (and what does not) have value and significance *from their perspective*” (Watts & Stenner, 2005, p. 74). There is value in the comparison of research participants’ perspectives through the use of Q methodology. Simons (2013) conveys, “Systematically examining the differences between and among experiences can help to understand factors that affect individuals (Lai *et al* 2007)” (p. 31).

Q methodology allows research participants to determine what aspects of an issue are important to them and develop their own subjective meaning of this phenomenon. Simons (2013) explains:

Q sorting gives participants significant control in deciding what it is about an issue or phenomenon that is important to them. The participants use the statements to construct their own versions of their subjectivity rather than relying completely on the interpretive skills of the researcher, so that meaning is only attributed to an item by the person sorting the statements at the point of sorting and in relation to the other items. (p. 31)

Q methodology enables the researcher to expose interconnections and combinations of themes preferred by a group of participants. “What it can do ... is show us the primary ways in which these themes are being interconnected or otherwise *related* by a group of participants” point out Watts and Stenner (2005), who add “In other words, it can show us the particular *combinations* or *configurations* of themes which are preferred by the participant group” (p. 70). Watts and Stenner (2005) elaborate on the beneficial aspects of Q methodology, noting that “in accenting the group and their shared viewpoints, this form of analysis provides an ideal (and noticeably more

macroscopic) complement to qualitative approaches which highlight the ‘theme’ and/or ‘the individual’ in psychology” (p. 71).

Process for Using Q Methodology in this Research Project

By conducting research using Q methodology, student viewpoints about the value and benefits of study abroad in China by those intending to take part in this kind of educational experience can be identified. As such, Q methodology is the research method of choice, because the identification of student viewpoints about the value and benefits of study abroad in China by those most closely tied to the use of this educational tool can help shape the way China study abroad program planners move forward with delivering evidence-based programs in response to the needs of this student population.

The first step in the Q process is to develop the research question(s). The first research question in this study asks “What are the viewpoints toward why students participate in study abroad programs in China and why?” The second research question is “What are the similar characteristics across the viewpoints that emerge?”

The second step in the Q process is to develop a concourse associated with the research question. To begin this concourse development, the researcher utilizes personal experience with the subject and available literature on the topic. The researcher compiles a list of all the items to be included in the concourse for the particular topic and includes this list in an appendix.

In research studies using Q methodology, participants take part in a Q-sort. During the Q-sort, research participants sort through statements, which are a representative cross-section of perceptions or viewpoints about a topic, in a concourse, either by physically arranging cards or on a computer using a software program such as PowerPoint. In this research study, 39 participants sorted 44 statements about benefits and outcomes of study abroad in a concourse on a computer

using PowerPoint. Appendix A is the list of the 44 statements that were included in the concourse for this research study. During the Q-sort, the research study participants (subjects) align these statements with their own viewpoints on the topic. In this research study, the participants, undergraduate and graduate students who intended to take part in a study abroad in China program, aligned the 44 statements in the concourse with their own viewpoints on the benefits and outcomes of study abroad, ranging from “most important benefits and outcomes to you” to “neutral in decision” to “most not important benefits and outcomes to you”. The items receive rankings, or values, on a scale. In this research study, the items received rankings on a scale ranging from +6 for items most like participants’ viewpoints, to 0 for neutral items to -6 for items most unlike participants’ viewpoints.

Q-technique factor analysis, also called inverse factor analysis, is a research method used as part of Q methodology. Carr (1992) notes, “With Q-technique factor analysis it is possible to obtain factors that can be thought of as idealized “types” of persons” (p. 137). Factor analysis is “an interdependence technique whose primary purpose is to define the underlying structure among the variables in the analysis” (Hair, Black, Babin, & Anderson, 2013, p. 92). Factor analysis is a technique used in data summarization and reduction, in which “factor analysis derives underlying dimensions that, when interpreted and understood, describe the data in a much smaller number of concepts than the original individual variables” (Hair et al., 2013, p. 96). Its goal is to retain the smallest number of items to best represent the interrelationships among those items and find a simple solution, one which offers the fewest number of factors, or components, but offers a complete picture in explaining the variables. Factor analysis “provides the researcher with a clear understanding of which variables may act in concert and how many variables may actually be expected to have impact in the analysis” (Hair et al., 2013, p. 98).

In Q methodology, Q factor analysis, a method which “combines or condenses large numbers of people into distinctly different groups within a larger population” (Hair et al., 2013, p. 96), is used. In Q factor analysis, the unit of analysis is the respondents. With this in mind, the data obtained from surveying participants in this research study was transposed so that the unit of analysis in the factor analysis was the research respondents, not the variables. When the factor analysis was performed after entering the Q-sort results into qmethod package software (Zabala, 2018), the results grouped the respondents into factors, or groups. In this research project, a factor analysis using principal component analysis as the extraction method and Varimax rotation was conducted using qmethod package software (Zabala, 2018) to group the respondents in the research study into different factors, or groups.

After conducting the Q factor analysis, a five-step process described by Hair, Black, Babin, and Anderson (2013, pp. 116-119) was followed to interpret the meaning of the factors in the factor-loading matrix: (1) Examine the factor matrix of loadings, (2) Identify the significant loading(s) for each variable, (3) Assess the communalities of the variables, (4) Respecify the factor model if needed, and (5) Label the factors.

From the results of the Q factor analysis, the researcher can “identify groups or clusters of individuals that demonstrate a similar pattern on the variables included in the analysis...based on the intercorrelations between the respondents” (Hair et al., 2013, p. 99). The researcher is tasked with determining how many factors to extract from the factor analysis. Hair et al. (2013) point out, “Stopping criteria for the number of factors to extract include latent root or eigenvalue, a priori, percentage of variance, and scree test” (p. 147). Mertler and Vannatta (2010, p. 244) note four criteria researchers can follow for guidance in determining the number of factors to retain when interpreting the results of a factor: (1) Retain components with eigenvalues greater

than 1, criterion which is “fairly reliable when the number of variables is < 30 and communalities are $> .70$, or the number of individuals is > 250 and the mean communality is $\geq .60$ ”, (2) Retain components which account for a minimum of 70% of total variability, (3) Retain all components in the sharp descent of a scree plot before the eigenvalues level off, which is “fairly reliable when the number of individuals is > 250 and communalities are $> .30$ ”, and (4) Retain components only if a few residuals exceed .05. When interpreting the factors, “Variables should generally have communalities of greater than .50 to be retained in the analysis” and “Respecification of a factor analysis can include such options as Deleting a variable(s)” (Hair et al., 2013, p. 120). For example, if the factor analysis showed that one of the respondents has a communality of .12, this respondent could be deleted from the analysis.

In reporting the results, the researcher should present relevant research study information in tables, including the factors that emerged from the factor analysis process used in Q methodology.

The researcher must make determinations of statistical significance on the variables in the factors based on their loading values, and determination of statistical significance is contingent on the sample size. While determination of statistical significance is difficult due to reliability issues associated with a small sample size, values greater than plus or minus .50 “are generally considered necessary for practical significance” (Hair et al., 2013, p. 116).

By analyzing the items in the factors and their mean values, researchers can determine a name or label for each factor and we can see similarities and differences between the factors. It can be challenging to come up with a term which best reflects one theme for a number of items in a factor, particularly when these items may represent two or three different thematic areas and when some of the items and their mean values seem to contradict or offset others within a given

factor. Hair et al. (2013) comment on some of the intricacies of the naming process, “The process involves substantive interpretation of the pattern of factor loadings for the variables, including their signs, in an effort to name each of the factors” and add “Variables with higher loadings influence to a greater extent the name or label selected to represent a factor” (p. 136).

To help with the labeling, or naming, process of the factors, the researcher can pay greater attention to the top five positive-ranked and top five negative-ranked items in a factor, to try to identify a commonality to base the name on. If we analyze the items by factor, we can see similarities and differences between the factors of participants. In this research study, greater attention was focused on the top six positive-ranked items (+6, +5, +5, +4, +4 and +4) and the top six negative-ranked items (-6, -5, -5, -4, -4 and -4) in each factor when trying to identify a commonality to base each factor’s name on.

P-set Participants

The first step in this study was to seek approval from the Institutional Review Board (IRB) of North Carolina State University before interacting with any participants in creation of the concourse and the collection of data. IRB approval was obtained on November 30, 2017.

This study sought to recruit 20 to 40 undergraduate and graduate college and university students in the United States intending to participate in a study abroad in China program. The original study aim was to recruit a group of students intending to study abroad in China from three different universities, such as a private university, a state university in an urban location and a school in a rural location. However, after searching for study abroad programs in China being offered by various colleges and universities and trying to contact individuals involved with study abroad programs at these schools, it became apparent that it would be a challenge to obtain a sufficient number of people intending to take part in a study abroad in China program from

three different types of colleges or universities in a timely manner to do this type of research. Some of the obstacles encountered when inquiring about recruiting research participants included not getting a response back from individuals who were contacted about the research, there being no students intending to take part in the study abroad in China program being offered by the school, and being informed that outside researchers were not allowed to solicit individuals at the school to participate in a study.

Not knowing for sure if it would be possible to obtain a sufficient number of students who intended on taking part in a study abroad program in China from three different types of schools to participate in this study, the decision was made to instead employ a snowball sampling technique to recruit individuals to take part in the study. Shively (2011) points out that snowball sampling “is frequently employed when the target subjects for research are difficult to find, either because they represent a very small fraction of the underlying population or because they are largely hidden from view” (p. 61). Potential participants in this study were difficult to recruit because students intending to study abroad in China represent a very small number of all the students attending a college or university in America. Biernacki and Waldorf (1981) state that snowball sampling “yields a study sample through referrals made among people who share or know of others who possess some characteristics that are of research interest” (p. 141). Shively (2011) adds, “The premise is to begin with an initial contact, either someone who matches the selection criterion or an individual who can serve as a ‘key informant’ to develop a list of potential respondents” (p. 61). In this research study, the individuals involved with study abroad in China programs at colleges, universities and third party study abroad providers who I contacted and agreed to help facilitate the study served as the ‘key informants’. They assumed this role by agreeing to e-mail potential research participants, students who intended to take part

in a study abroad in China program, an invitation to take part in the study and an anonymous survey link which I had provided them, in order to try to recruit these students to take part in this study. Shively (2011) notes, “The researcher terminates the process when a target sample size has been reached” (p. 61), which in this research study was from 20 to 40 students who intended to take part in a study abroad in China program.

After the final set of 44 items of benefits and outcomes of study abroad was developed, staff and faculty members involved with study abroad in China programs at colleges, universities and third party study abroad providers were e-mailed a description of the research study from January to March 2018, requesting their help recruiting students intending to take part in a study abroad in China program to participate in this research study. Faculty and staff members who agreed to e-mail the research study invitation and anonymous link to students who intended to take part in a study abroad in China program at their college, university or school a third party study abroad provider offered services to were e-mailed the research study invitation and an anonymous link to the research survey on Qualtrics (2018), an online survey platform. Students at these institutions who received this information and were interested in the study clicked on the anonymous Qualtrics (2018) survey link. If these students affirmed that they intended to study abroad in China and consented to take part in the study, they were asked to complete the Q-sort and follow up questions on Qualtrics (2018). Appendix A contains the list of 44 items sorted by participants in this research study. The Student Participant Survey, which includes the Informed Consent Statement and Q-sort follow up questions, is included in Appendix D.

Staff and faculty members at 10 colleges, universities and third party study abroad providers were initially e-mailed to solicit help recruiting suitable individuals for this study. The process of e-mailing staff and faculty members at universities and colleges in the United States,

altogether 110 different schools, and third party study abroad providers in the United States, 12 different providers total, continued until 35 completed surveys were received. The Qualtrics (2018) survey was closed when 39 participants finished the Q-sort and questions.

Instrumentation

Instrumentation for this study included a concourse, Q-sort protocol and open-ended questions. To do this research, 59 items, which are a compilation of a representative cross-section of all of the types of viewpoints that are considered benefits and outcomes of study abroad, were compiled in a list. These items were predominately derived from reviewing literature using the search terms “study abroad” and “China” from full-text scholarly peer reviewed journals on 67 EBSCO Host databases. However, additional sources on study abroad were examined based on information included and referenced in the review of these search returns. In particular, a broad examination of intercultural competence outcomes of study abroad was conducted beyond the scope of just study abroad in China programs, so the literature review and initial list of 59 items based on the review is not exclusively related to outcomes associated with study abroad in China programs. Before recruiting students intending to take part in a study abroad in China program to participate in the study, university faculty and students were invited to review the initial list of 59 benefits and outcomes of study abroad which were derived from research literature. In December 2017 and January 2018, three university staff members involved with study abroad programs, a Dean of Global Education, a Director of the Confucius Institute and an International Programs Coordinator, and two students intending to study abroad in China reviewed this initial 59-item list. Appendix B is the Faculty Reviewer Survey and Appendix C is the Student Reviewer Survey that these reviewers filled out. A final set of 44 items was reached after additional items were added and redundant items were removed from the

initial list based on this review, and these 44 items were used in this research study's concourse.

All items were organized into four thematic categories (domains), Career, Education, Intercultural Competence, which includes three sub-domains, Cognitive, Intrapersonal and Interpersonal, and Personal Development. This design is unbalanced as there are an unequal number of items in each domain. There are seven items in the Career domain, 10 items in the Education domain, 17 items total in the Intercultural Competence domain, with six in the Cognitive sub-domain, five in the Intrapersonal sub-domain and six in the Interpersonal sub-domain, and 10 items in the Personal Development domain. Appendix A is a list of the 44 items which were grouped into these four thematic categories (domains) and used in this research study's concourse.

The Q-sort protocol was constructed using an ipsative item approach, employing a forced-choice response format, or scale, in which participants ranked items in order of perceived importance, from "most important benefits and outcomes to you" (+6) to "neutral in decision" to "most not important benefits and outcomes to you" (-6). Figure 3 is a model of the Q table which was used in this study. This was provided in the protocol with the explanation of how to conduct the Q-sort.

-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
Most Not Important Benefits and Outcomes to You						Most Important Benefits and Outcomes to You						

Figure 3. Q table used in this study.

The instrument concluded with open-ended questions. These questions explored why participants ranked items the highest (+6) and lowest (-6), which items were hard for participants to place, which items had the most impact on the sort for participants and if there were any items not included in the sort that participants felt should have been. The questions also solicited demographic and educational information from participants. These Q-sort follow up questions are included in Appendix D.

Data Collection

Students who received a research study invitation from a staff or faculty member at a college or university or third party study abroad provider involved with study abroad in China programs and were interested in the study clicked on an anonymous Qualtrics (2018) survey link. The students who affirmed that they intended to study abroad in China and consented to participate in the study were asked to complete the Q-sort and follow up questions. In Qualtrics (2018), participants received direction on how to download, rename and save the PowerPoint file containing the Q-sort, sort the cards in the Q-sort and complete the open-ended questions, and then upload the completed Q-sort and questions in the renamed file back to Qualtrics (2018). Twenty to 40 students were sought to participate in this study, and the Qualtrics (2018) survey was closed when 39 participants completed the Q-sort and open-ended questions. After closing the Qualtrics (2018) survey, the data for the 39 study participants was entered into an Excel spreadsheet.

Q and R Methodologies

McKeown and Thomas (2013) distinguish between the methodologies of Q and R, “From the outset, it was widely understood that the difference between Q and R turned on what in fact was being factored” and add “Whereas regular (R method) factor analysis called for the

correlation and factoring of tests, traits, and the like across persons, Q factor analysis proceeded by correlating and factoring persons in place of the variables” (p. 47). Steelman and Maguire (1999) point out “Q-methodology implies the correlation and factoring of persons. R-methodology implies the correlation and factoring of traits” (p. 363).

Ramlo (2015) states “Unlike R methodology where the data are objective, in Q, through the sorting process, the individuals can reveal their subjective preferences directly and empirically...” (p. 83). Ramlo (2015) points out that views expressed by Q-sorters are “subjective (rather than objective tests used in R factor analysis, an important distinction) and factor analyzed to group people with similar views, each type of view represented by a factor (Brown, 1980; Ramlo & Newman, 2010; Stephenson, 1953b)” (p. 77). Steelman and Maguire (1999) note “Unlike R-analysis, which is concerned with patterns across variables, Q-methodology is concerned with patterns of subjective perspectives across individuals” (p. 363). Ramlo (2015) asserts that in Q “the researcher is analyzing subjective data (sorts) rather than objective tests that seems to confuse the statistical purists who take issue with the factor-analytic preferences in Q” (p. 83).

Ramlo (2015) adds that in Q “the process of factor analysis is one of exploration of the descriptive results, rather than seeking simple structure, which is more typical of a quantitative approach like that used in R methodology” (p. 77). Hair et al. (2013) differentiate R and Q factor analysis, “The principal use of factor analysis is to develop a structure among variables, referred to as *R* factor analysis. Factor analysis also can be used to group cases and is then referred to as *Q* factor analysis” (p. 146).

Steeleman and Maguire (1999) provide clarity on differences in correlation between the two methods, “With R-methodology, correlation summarizes the relationships among the traits,

and then factor analysis denotes the clusters of traits. With Q-methodology, correlation summarizes the views among the people, and then factor analysis denotes the clusters of people” (pp. 363-364). Eden, Donaldson, and Walker (2005) differentiate the correlation between the two methods “R-type methods usually examine the correlation between a small number of variables observed across a large number of subjects....In Q, the relationship is reversed and it is the correlation between subjects (sorters) that is important” (p. 416). Eden et al. (2005) add that in Q “This means that individual viewpoints are kept whole, rather than atomized across variables, and that a larger number of statements across a smaller number of sorters can provide the same validity in a statistical sense as the usual R-type approach” (p. 416). Ramlo (2015) distinguishes the correlation and factor analysis between Q and R:

The statistical aspects of Q include correlation and factor analysis. Quantitative researchers are most familiar with R methodology and its quest for simple structure and data reduction represented by the grouping of items. The factor analysis within Q has seemingly a different purpose, that of bringing "hypothesized relationships to light in the factor structure" (Brown, 1980, p. 56) and revealing subjectivity rather than mathematical precision and factor-analytic simple structure. I argue that this approach to factor analysis within a mixed method follows the suggestion of Hesse-Biber (2010b) that a qualitative approach to mixed methods provides a better way to reveal multiple world views in a way that "privileges the exploration of the process of human meaning making" (Hesse-Biber, 2010b, p. 455), which is in harmony with the purpose of providing scientific study of subjectivity via Q. (p. 82)

Data Analysis

Q methodology analysis in R was performed using the qmethod package (Zabala, 2018).

The qmethod package is used for Q analysis, to “identify distinct perspectives existing within a group” (Zabala, 2018, p. 1).

On the benefits of qmethod, Zabala (2014) asserts “**qmethod** is the first R package to analyse Q methodology data. This package produces tabulated results that are easy to examine and interpret....It provides a more concise output of distinguishing and consensus statements as well as a synthesising plot function” (p. 172). Zabala (2018) points out that the qmethod package facilitates the Q analysis as the full analysis can be run with a single function. However, each step of the analysis “can be run separately using the corresponding functions” (Zabala, 2018, p. 1).

To perform the analysis, Zabala (2014) notes that the “raw data is provided to qmethod() as a matrix or data frame with statements as rows and Q-sorts as columns” (p. 166). Separate functions can be used for these steps of the analysis: “factor loadings for Q-sorts, automatic flagging of Q-sorts (qflag), z-scores and factor scores for statements (qzscores), distinguishing and consensus statements (qdc), and general characteristics of the factors (qfcharacter)” (Zabala, 2018, p. 3). Zabala (2018) adds “The function qmethod wraps them all” (p. 3). Zabala (2014) asserts “This structure of results is different from that of other Q software and it contains all the necessary information without any redundancy” (p. 168). Zabala (2014) elaborates, “The function qmethod() returns the results in a list of class "QmethodRes" containing eight objects”, which include “Q-method analysis”, “Original data”, “Q-sort factor loadings”, “Flagged Q-sorts”, “Statement z-scores”, “Statement factor scores”, “Factor characteristics” and “Distinguishing and consensus statements” (p. 167).

Giving a nod to the utility and convenience of the qmethod package, Zabala (2014) adds “The method print() for an object of class "QmethodRes" provides a snapshot of the full results

with descriptive names for each object within the list” and “The method summary() displays the essential tables” (p. 167).

Q methodology data analysis is performed using “principal components analysis, varimax rotation (replaceable by other rotations allowed in principal), and automatic flagging (manual flagging is optional)” (Zabala, 2018, p. 3).

Zabala (2014) asserts that the R package improves on existing Q software and dishes on the advantages of the qmethod package:

This package is the first to perform Q analysis in R, and it provides many advantages to the existing software: namely, it is fully cross-platform, the algorithms can be transparently examined, it provides results in a clearly structured and tabulated form ready for further exploration and modelling, it produces a graphical summary of the results, and it generates a more concise report of the distinguishing and consensus statements. (p. 163)

In this research study, R was used for the data analysis using the qmethod package (Zabala, 2018). Factor analysis was originally conducted with three factors using principal component analysis as the extraction method and Varimax rotation. Eigenvalues were examined to determine if more or less factors were appropriate, and the factor analysis continued until six factors were determined to be appropriate.

In Chapter Four, the following are reported from the data analysis: the number of people who loaded on each factor, eigenvalues, variance explained, reliability, standard error of factor (SEF) scores, factor z-score correlations, standard error of differences between factors, significant flagged Q-sorts, participant factor loadings, statement z-scores, statement factor scores, statement factor scores averaged by thematic area (domain), and a presentation of the

characteristics of each of the six factors which emerged through the study and analysis, including the highest, lowest and distinguishing concourse items in each factor.

Summary

This research study, “Perceptions of Study Abroad in China: Why do Students Want to Participate?”, uses Q methodology to measure participants’ perceptions and viewpoints about the value of taking part in study abroad programs in China. The defining principle of Q methodology, which is used for studying people’s attitudes, is that subjective viewpoints can be systematically analyzed by identifying shared views across a population (Simons, 2013). The identification of student viewpoints about the value and benefits of study abroad by those taking part in this kind of educational experience can help inform and shape the way future study abroad programs are organized. Additionally, with China’s rising prominence in global affairs and the increase in study abroad in China, the need to understand the perceptions and viewpoints of participants on the value of study abroad programs in China is increasingly important.

To do this research, items which represent a number of factors which are commonly seen as benefits and outcomes of study abroad were compiled in a concourse. These benefits and outcomes may be derived through experiential learning and student growth, learning and development as students participate in a myriad of study abroad experiences. These benefits and outcomes were organized into four thematic categories (domains), Career, Education, Intercultural Competence, which includes three sub-domains, Cognitive, Intrapersonal and Interpersonal, and Personal Development. Appendix A is a list of the 44 items which were grouped into these four thematic categories (domains) and used in this research study’s concourse.

During the Q-sort, participants sorted all 44 items in the concourse in order of perceived

importance, from “most important benefits and outcomes to you” to “neutral in decision” to “most not important benefits and outcomes to you”. A data set containing responses of participants in the research study was compiled in an Excel spreadsheet.

The qmethod package software (Zabala, 2018) was used to conduct a factor analysis using principal component analysis as the extraction method and Varimax rotation to group the respondents in the research study into different factors, or groups. A five-step process described by Hair et al. (2013, pp. 116-119) was followed to determine the number and interpret the meaning of the factors in the factor-loading matrix.

The six factors which emerged through this research study and analysis are presented in Chapter Four.

Chapter Four

Introduction

The results from the Q methodology research study are presented in this chapter. Before students were recruited to participate in this study, three university staff members involved with study abroad programs and two students intending to study abroad in China reviewed the initial 59-item list of benefits and outcomes of study abroad which had been compiled to see if there were additional items not discovered. Appendix B is the Faculty Reviewer Survey and Appendix C is the Student Reviewer Survey that these reviewers completed. Based on the review, a final set of 44 items was reached after additional items were added and redundant items were removed from the initial list. The list of 44 items sorted by participants in this research study is included in Appendix A.

This research study sought to recruit 20 to 40 undergraduate and graduate college and university students in the United States intending to participate in a study abroad in China program. Staff and faculty members involved with study abroad in China programs at colleges, universities and third party study abroad providers, who had agreed to help recruit participants for this research study, e-mailed a research study invitation and anonymous Qualtrics (2018) survey link to students who intended to take part in a study abroad in China program. Students who received this information and were interested in the study clicked on the Qualtrics (2018) survey link. Those students who affirmed that they intended to study abroad in China and consented to take part in the study were asked to complete the Q-sort by sorting 44 statement cards based on the extent to which they reflect why they wanted to take part in a study abroad in China program. The participants were then asked to answer follow up reflection questions, which helped provide insight into their thinking on the Q-sort process and the choices they made

in constructing their Q-sorts as well as demographic and educational information. Appendix D is the Student Participant Survey which includes the Informed Consent Statement and Q-sort follow up questions used in this study.

The Qualtrics (2018) survey was closed when 39 participants finished the Q-sort and questions. The 39 participants in this study are students studying in a diverse mix of locations in the United States, including students attending small to large-sized public and private schools in rural to urban areas.

This chapter presents data collected from this research study which addresses the following two questions which guided the study:

Research Question 1: What are the viewpoints toward why students participate in study abroad programs in China and why?

Research Question 2: What are the similar characteristics across the viewpoints that emerge?

In the results sections that follow, a demographic, education and study abroad program overview of the sampled population is presented. Information related to the study's factor analysis is presented, including the number of people who loaded on each factor, eigenvalues, variance explained, reliability, standard error of factor (SEF) scores, factor z-score correlations, standard error of differences between factors, significant flagged Q-sorts, participant factor loadings, statement z-scores, statement factor scores and statement factor scores averaged by thematic area (domain). There is also a presentation of the characteristics of each of the six factors which emerged through the study, including the highest, lowest and distinguishing concourse items in each factor.

P-set Demographics

Presented in this section is a demographic, education and study abroad program overview of the sampled population. All 39 participants in the study completed the 44-item Q-sort. While most participants completed all of the follow up questions, a few did not report some of the demographic and educational information requested. Table 4.1 shows the participants' gender. A majority of the participants, 23, were female (58.97%), 13 were male (33.33%) and three (7.69%) didn't report their gender.

Table 4.1
Gender of Study Participants

Gender	<i>n</i>	%
Female	23	58.97
Male	13	33.33
Not Reported	3	7.69

Table 4.2 shows the participants' citizenship. 34 participants (87.18%) were citizens of the United States, one (2.56%) was a dual citizen of the United States and Venezuela, one (2.56%) was a dual citizen of the United States and Canada and three (7.69%) didn't report their citizenship.

Table 4.2
Citizenship of Study Participants

Country of Citizenship	<i>n</i>	%
United States	34	87.18
United States and Venezuela	1	2.56
United States and Canada	1	2.56
Not Reported	3	7.69

Table 4.3 shows the participants' ethnicity. 18 participants (46.15%) were White/Caucasian, six (15.38%) were Asian, four (10.26%) were Chinese and two (5.13%) were Chinese and Caucasian. One participant (2.56%) reported each of the following ethnicities:

Black, Hispanic, White and Hispanic, Mixteco, and Mixed. Four participants (10.26%) didn't report their ethnicity.

Table 4.3

Ethnicity of Study Participants

Ethnicity	<i>n</i>	%
White/Caucasian	18	46.15
Asian	6	15.38
Chinese	4	10.26
Chinese and Caucasian	2	5.13
Black	1	2.56
Hispanic	1	2.56
White and Hispanic	1	2.56
Mixteco	1	2.56
Mixed	1	2.56
Not Reported	4	10.26

Table 4.4 shows the colleges and universities and the states they're located in which were reported by participants in this research study, the number of study participants at each school, *n*, and the percentage of study participants attending each institution.

Table 4.4
Colleges and Universities Represented in the Study

College or University	State	<i>n</i>	%
Elon University	North Carolina	6	15.38
University of Pittsburgh	Pennsylvania	4	10.26
University of New Mexico	New Mexico	3	7.69
Brigham Young University	Utah	3	7.69
West Virginia University	West Virginia	2	5.13
NC State University	North Carolina	2	5.13
Tufts University	Massachusetts	2	5.13
Princeton University	New Jersey	1	2.56
Maryland Institute College of Art	Maryland	1	2.56
Bowdoin College	Maine	1	2.56
Middlebury College	Vermont	1	2.56
University of Missouri - Columbia	Missouri	1	2.56
University of Colorado - Boulder	Colorado	1	2.56
Rutgers University - New Brunswick	New Jersey	1	2.56
University of the Pacific	California	1	2.56
Johns Hopkins University	Maryland	1	2.56
Pacific Lutheran University	Washington	1	2.56
University of Rhode Island	Rhode Island	1	2.56
Oklahoma State University	Oklahoma	1	2.56
University of Georgia	Georgia	1	2.56
University of New Hampshire	New Hampshire	1	2.56
Not Reported	-----	3	7.69

Table 4.5 shows the participants' class standing when they intended to take part in the study abroad in China program. 33 participants (84.62%) intended to take part in a study abroad program in China when they were undergraduate students, two (5.13%) intended to take part in a program when they were graduate students and four (10.26%) didn't report their class standing.

Table 4.5
Class Standing of Study Participants

Class Standing	<i>n</i>	%
Undergraduate Freshman	1	2.56
Undergraduate Sophomore	7	17.95
Undergraduate Junior	14	35.90
Undergraduate Senior	11	28.21
Graduate	2	5.13
Not Reported	4	10.26

Table 4.6 shows the diverse mix of majors of the study participants.

Table 4.6
Major of Study Participants

Major	<i>n</i>
Economics	2
International Studies/Business Management	1
International Business and Policy Studies	1
International Business and Marketing	1
International Business, Finance and Entrepreneurship	1
International Relations/Chinese	1
Global Supply Chain Management	1
Political Science	1
Business	1
Marketing and Finance	1
Finance and Accounting	1
Accounting and Asian Studies	1
Accounting	1
Asian Studies and Education	1
Civil Engineering	1
Biomedical Engineering	1
Public Relations	1
Journalism/Sports Media	1
Computer Science	1
Pre-med	1
Molecular Cellular and Developmental Biology/Chinese Language and Culture	1
Biology	1
Biochemistry	1
Music and East Asian Studies: Chinese Track	1
Chinese and Music	1
Chinese Language and Literature	1
Linguistics and Chinese	1
Pharmacy and Chinese	1
English	1
English, Writing and Rhetoric	1
Clinical Psychology and American Studies	1
American History	1
Anthropology	1
Studio Arts	1
Ceramics	1
Not Reported	3

Table 4.7 shows the study abroad in China programs participants intended to take part in. Six participants (15.38%) intended to take part in the China, Shanghai: Love School of Business Center Abroad (CIEE) program and three (7.69%) intended to take part in the Pitt in Shanghai (China)/Panther Program. Two participants (5.13%) intended to participate in each of the following programs: CIEE Accelerated/Intensive Chinese Language, CIEE Intensive Chinese Language and Culture Nanjing, CIEE: Shanghai, China in a Global Context, Middlebury School in China (CET): Kunming, Tufts in Hong Kong, and Nanjing, China Study Abroad. Three participants (7.69%) didn't report their program.

Table 4.7
Study Abroad Programs

Study Abroad Program	<i>n</i>	%
China, Shanghai: Love School of Business Center Abroad (CIEE)	6	15.38
Pitt in Shanghai (China)/Panther Program	3	7.69
CIEE Accelerated/Intensive Chinese Language	2	5.13
CIEE Intensive Chinese Language and Culture Nanjing	2	5.13
CIEE: Shanghai, China in a Global Context	2	5.13
Middlebury School in China (CET): Kunming	2	5.13
Tufts in Hong Kong	2	5.13
Nanjing, China Study Abroad	2	5.13
CIEE: Intensive Chinese Language Beijing	1	2.56
Middlebury School in China (CET): Hangzhou	1	2.56
WVU China Ceramics	1	2.56
USAC in Shanghai	1	2.56
USAC in Chengdu	1	2.56
Shanghai Jiao Tong University-UM Joint Institute	1	2.56
Fudan University	1	2.56
Hong Kong Polytechnic University	1	2.56
IMC Practice and Theory in China	1	2.56
Nanjing Exchange Program	1	2.56
China: Chengdu Program	1	2.56
China: Global Communication	1	2.56
Choose China	1	2.56
Plus 3	1	2.56
Teaching Assistantship for the English Department	1	2.56
Not Reported	3	7.69

Table 4.8 shows when the participants intended to study abroad in China. The top three periods participants intended to study abroad were Fall 2018 with 12 participants (30.77%), Spring 2018 with 11 participants (28.21%) and Summer 2018 with six participants (15.38%). Five participants (12.82%) didn't report when they intended to study abroad.

Table 4.8
Period of Study Abroad Program

Study Abroad Period	<i>n</i>	%
Spring 2018	11	28.21
May 2018	2	5.13
Summer 2018	6	15.38
Fall 2018	12	30.77
Fall 2018 to Spring 2019	1	2.56
Spring 2019	2	5.13
Not Reported	5	12.82

Table 4.9 shows the duration of the study abroad in China program in weeks, and the number of study participants, *n*, intending to take part in programs of these durations. Eight participants (20.51%) intended to take part in a study abroad program in China lasting two to eight weeks, 27 (69.23%) intended to take part in a program lasting 12 to 22 weeks, one (2.56%) intended to take part in a program lasting 43 weeks and three (7.69%) didn't report the duration.

Table 4.9
Study Abroad Program Duration in Weeks Represented in the Study

Number of Weeks	<i>n</i>	%
2	2	5.13
3	1	2.56
4	1	2.56
5	1	2.56
6	1	2.56
8	2	5.13
12	5	12.82
15	8	20.51
16	7	17.95
17	3	7.69
18	2	5.13
20	1	2.56
22	1	2.56
43	1	2.56
Not Reported	3	7.69

Factor Analysis

Presented in this section is the following information related to the study's factor analysis: general factor characteristics, including the number of people who loaded on each factor, eigenvalues, variance explained, reliability and standard error of factor (SEF) scores, factor z-score correlations, standard error of differences between factors, significant flagged Q-sorts, participant factor loadings, statement z-scores, statement factor scores and statement factor scores averaged by thematic area (domain). The factor analysis showed no consensus statements.

After reviewing the data which emerged from running the qmethod package software (Zabala, 2018), a six-factor solution was decided. Table 4.10 shows general factor characteristics for each of the six factors, including the number of people who loaded, *n*,

eigenvalues, variance explained, reliability and standard error of factor (SEF) scores. The total variance explained by this six-factor solution is 64.37%. The largest factor, Factor 1, includes 13, or one-third, of the study's participants, has the highest eigenvalue, 8.20, of the six factors and accounts for 21.02% of the overall variance. Factor 2 includes six participants, has an eigenvalue of 4.86 and explains 12.47% of the total variance. Factor 3 consists of four participants, has an eigenvalue of 3.48 and accounts for 8.93% of the variance. Factor 4 includes two participants, has an eigenvalue of 2.95 and explains 7.57% of the variance. Factor 5 consists of four participants, has an eigenvalue of 2.86 and accounts for 7.33% of the variance. Factor 6 includes two participants, has an eigenvalue of 2.75 and explains 7.05% of the variance.

Table 4.10
General Factor Characteristics

Factor	<i>n</i>	Eigenvalues	Explained Variance	Reliability	SEF Scores
1	13	8.20	21.02	0.98	0.14
2	6	4.86	12.47	0.96	0.20
3	4	3.48	8.93	0.94	0.24
4	2	2.95	7.57	0.89	0.33
5	4	2.86	7.33	0.94	0.24
6	2	2.75	7.05	0.89	0.33

Table 4.11 shows the factor z-score correlations, which are correlations of how closely each factor is related to the other factors.

Table 4.11
Factor Z-score Correlations

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Factor 1	1.00	0.46	0.46	0.36	0.15	0.44
Factor 2	0.46	1.00	0.39	0.16	-0.03	0.17
Factor 3	0.46	0.39	1.00	0.16	0.15	0.24
Factor 4	0.36	0.16	0.16	1.00	0.12	0.09
Factor 5	0.15	-0.03	0.15	0.12	1.00	0.15
Factor 6	0.44	0.17	0.24	0.09	0.15	1.00

Table 4.12 shows the standard error of differences between factors.

Table 4.12
Standard Error of Differences between Factors

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Factor 1	0.19	0.24	0.28	0.36	0.28	0.36
Factor 2	0.24	0.28	0.31	0.39	0.31	0.39
Factor 3	0.28	0.31	0.34	0.41	0.34	0.41
Factor 4	0.36	0.39	0.41	0.47	0.41	0.47
Factor 5	0.28	0.31	0.34	0.41	0.34	0.41
Factor 6	0.36	0.39	0.41	0.47	0.41	0.47

Table 4.13 shows the significant flagged Q-sorts for the six factors. A mark of True indicates that the Q-sort is significant for the respective participant and factor. A mark of False indicates that the Q-sort is not significant for the respective participant and factor.

Table 4.13
Significant Flagged Q-sorts

Participant #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
1	True	False	False	False	False	False
2	False	False	False	False	False	True
3	False	False	False	False	False	True
4	False	False	False	False	False	False
5	False	False	True	False	False	False
6	False	False	False	False	False	False
7	False	False	False	False	False	False
8	True	False	False	False	False	False
9	False	True	False	False	False	False
10	True	False	False	False	False	False
11	True	False	False	False	False	False
12	False	False	False	False	False	False
13	True	False	False	False	False	False
14	True	False	False	False	False	False
15	True	False	False	False	False	False
16	True	False	False	False	False	False
17	False	True	False	False	False	False
18	False	False	True	False	False	False
19	True	False	False	False	False	False
20	False	False	False	True	False	False
21	False	False	False	True	False	False
22	False	False	False	False	True	False
23	False	True	False	False	False	False
24	False	True	False	False	False	False
25	False	True	False	False	False	False
26	True	False	False	False	False	False
27	False	False	False	False	True	False
28	False	False	False	False	False	False
29	False	False	False	False	False	False
30	False	False	False	False	False	False
31	False	False	False	False	True	False
32	True	False	False	False	False	False
33	False	False	False	False	True	False
34	False	False	True	False	False	False
35	False	True	False	False	False	False
36	True	False	False	False	False	False
37	False	False	True	False	False	False
38	False	False	False	False	False	False
39	True	False	False	False	False	False

Table 4.14 shows the participants who loaded on the six factors and how they loaded on their respective factors.

Table 4.14
Factors One through Six Factor Loadings

Participant #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
13	0.7807	0.0030	0.2389	0.1329	0.0436	0.0866
1	0.7649	0.1930	0.2090	0.0591	0.0027	0.3522
10	0.7422	0.1432	0.2569	-0.0607	0.0559	0.1941
11	0.7050	0.2056	-0.1088	0.2730	0.2361	0.1541
26	0.6994	0.1143	-0.0369	0.3979	0.0025	0.1839
16	0.6654	0.3064	0.2101	0.1494	0.0879	-0.1240
15	0.6652	0.0387	0.0882	-0.2392	-0.1526	0.1529
8	0.6649	0.3694	0.0064	0.2406	-0.0491	0.2827
19	0.6342	0.1892	0.4856	-0.1431	-0.1104	-0.1187
36	0.5994	0.3141	-0.1583	0.3693	0.0582	0.1002
32	0.5558	-0.0395	-0.0267	0.0534	0.1368	-0.1514
14	0.5293	0.2737	0.2890	0.1618	0.1199	-0.2848
39	0.5154	0.1704	0.0055	0.2036	0.4134	-0.0884
25	0.0443	0.8634	0.0511	-0.0643	-0.0438	-0.0472
35	0.3441	0.6647	0.0817	0.0507	0.1563	0.2406
23	0.1645	0.6625	0.1340	0.0586	0.3094	0.0043
9	0.3462	0.6360	0.3121	0.2909	-0.0990	0.1737
24	0.3364	0.6092	-0.0774	0.3485	-0.1182	0.2368
17	-0.0567	0.4863	0.2291	0.0122	-0.2285	0.0172
34	0.0061	0.0200	0.7513	-0.0319	-0.1260	0.1643
37	0.1969	0.4122	0.6420	0.1460	0.1867	-0.0402
18	0.5512	0.1422	0.6412	0.0734	-0.0799	0.2435
5	0.2467	0.2044	0.6220	-0.1558	0.2178	-0.3248
20	0.0840	0.0045	-0.1777	0.7495	-0.0387	-0.0875
21	0.3609	0.0976	0.3092	0.6693	0.0989	0.0401
27	-0.0244	-0.1062	0.4062	-0.0018	0.7142	0.0056
31	-0.1164	-0.0391	0.1262	-0.1355	0.6831	0.4722
33	0.3177	-0.2690	-0.0540	0.3444	0.6120	0.1741
22	-0.0443	0.2461	-0.2500	0.1988	0.5191	-0.0046
2	0.4202	-0.0175	0.1321	-0.1920	-0.0926	0.6944
3	-0.0472	0.0725	-0.0526	0.3225	0.0541	0.4217

Table 4.15 shows the 44 statement z-scores for the six factors.

Table 4.15
Statement Z-scores

Statement #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
1	0.802	-0.235	-0.983	0.168	0.262	1.092
2	-1.566	-1.630	-1.503	-0.740	1.760	-1.251
3	0.242	-0.972	-1.069	-0.603	0.526	2.387
4	-0.624	1.039	-1.537	0.573	0.550	-0.488
5	1.058	-1.189	-0.833	1.619	0.771	-0.328
6	1.440	0.441	-1.292	1.718	0.870	0.302
7	1.525	1.004	-1.256	0.168	-1.390	1.553
8	2.226	1.358	0.934	0.306	-1.248	-0.044
9	0.628	0.865	0.553	-0.977	0.507	0.231
10	-1.852	-1.375	-0.866	-0.573	-0.337	-2.157
11	-1.905	0.684	-1.158	-0.504	1.159	0.160
12	0.106	1.345	-0.227	-0.977	-0.530	-0.231
13	-1.291	-0.610	-0.810	-1.619	0.591	0.142
14	-1.376	-0.834	-1.503	-1.619	-1.098	-0.834
15	-1.125	-0.466	-1.531	0.177	-1.433	1.669
16	0.162	-2.128	-1.269	-0.908	0.703	-1.899
17	0.560	-0.841	0.873	1.688	0.498	0.302
18	0.607	0.635	1.775	0.740	-0.229	0.603
19	-0.278	-0.387	-0.104	0.641	0.136	0.044
20	0.117	1.243	0.194	-0.710	0.119	-0.488
21	0.586	0.661	0.767	1.046	1.973	-0.115
22	-0.218	-1.140	1.559	0.672	-0.286	1.393
23	0.450	1.074	0.623	0.839	-0.675	0.115
24	0.956	0.862	0.563	1.451	-0.172	1.021
25	-0.952	-0.800	-1.283	-0.573	-1.664	-1.509
26	-0.551	0.112	0.512	0.306	-0.130	-0.905
27	0.406	0.855	0.828	1.046	0.008	-0.071
28	-1.156	-0.475	0.468	0.405	-0.914	-0.861
29	0.633	0.172	1.442	0.237	0.940	1.278
30	-0.028	0.749	0.673	-1.757	1.021	1.136
31	-1.844	-1.260	-0.675	-1.550	-1.739	-1.855

Table 4.15 continued

32	0.593	1.180	1.186	-0.710	0.354	0.417
33	-0.032	1.381	0.332	1.757	-0.696	-1.438
34	0.846	1.756	0.248	0.641	-0.717	-1.021
35	-0.390	0.042	0.362	-0.474	0.564	0.231
36	-0.565	-0.998	-0.034	0.779	0.661	-0.302
37	-0.491	-0.676	0.459	-0.405	0.661	0.346
38	-0.545	-1.006	-0.351	1.550	0.284	-0.142
39	0.146	-0.619	0.040	-0.168	-1.481	0.790
40	0.276	-0.986	-0.033	-0.039	0.741	0.027
41	-0.393	-0.874	-0.277	-1.520	-2.538	0.142
42	-0.405	1.234	0.748	-0.474	-0.684	-0.763
43	1.912	0.527	1.717	-0.443	1.508	0.994
44	1.311	0.278	1.739	-1.184	0.795	0.328

Table 4.16 shows the 44 statement factor scores for the six factors.

Table 4.16
Statement Factor Scores

Statement #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
1	3	0	-2	0	0	3
2	-4	-5	-4	-3	5	-4
3	1	-3	-3	-2	1	6
4	-3	3	-6	1	1	-2
5	4	-4	-2	4	3	-2
6	4	1	-4	5	3	1
7	5	3	-3	0	-4	5
8	6	5	3	1	-3	0
9	2	2	1	-3	1	1
10	-5	-5	-2	-2	-1	-6
11	-6	1	-3	-1	4	1
12	0	4	-1	-3	-2	-1
13	-4	-1	-2	-5	2	0
14	-4	-2	-5	-5	-3	-3
15	-3	-1	-5	0	-4	5

Table 4.16 continued

16	0	-6	-3	-3	2	-5
17	1	-2	3	5	1	1
18	2	1	6	2	-1	2
19	-1	0	-1	2	0	0
20	0	4	0	-2	0	-2
21	2	1	3	3	6	-1
22	-1	-4	4	2	-1	4
23	1	3	2	3	-2	0
24	3	2	2	4	-1	3
25	-3	-2	-4	-1	-5	-4
26	-2	0	1	1	-1	-3
27	1	2	3	3	0	-1
28	-3	-1	1	1	-3	-3
29	3	0	4	1	4	4
30	0	2	2	-6	4	4
31	-5	-4	-1	-4	-5	-5
32	2	3	4	-2	0	2
33	0	5	0	6	-2	-4
34	3	6	0	2	-3	-3
35	-1	0	1	-1	1	1
36	-2	-3	0	3	2	-1
37	-2	-1	1	0	2	2
38	-2	-3	-1	4	0	-1
39	0	-1	0	0	-4	3
40	1	-3	0	0	3	0
41	-1	-2	-1	-4	-6	0
42	-1	4	2	-1	-2	-2
43	5	1	5	-1	5	3
44	4	0	5	-4	3	2

Table 4.17 shows the statement factor scores averaged by thematic area (domain) for the six factors. The statement numbers of the statements included in each thematic area (domain) are in parentheses.

Table 4.17
Statement Factor Scores Averaged by Thematic Area (Domain)

Domain	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Career (1-7)	1.43	-0.72	-3.43	0.72	1.29	1.00
Education (8-17)	-1.30	-0.50	-1.40	-1.60	-0.30	-0.70
Intercultural Competence (Cognitive) (18-23)	0.50	0.84	2.34	1.67	0.34	0.50
Intercultural Competence (Intrapersonal) (24-28)	-0.80	0.20	0.60	1.40	-2.00	-1.60
Intercultural Competence (Interpersonal) (29-34)	0.50	2.00	1.50	-0.50	-0.34	-0.34
Intercultural Competence (Overall)	0.12	1.07	1.54	0.83	-0.59	-0.42
Personal Development (35-44)	0.10	-0.80	1.20	-0.40	0.40	0.70

Factor One: The Career-Language Viewpoint

The first question this research study sought to answer is “What are the viewpoints toward why students participate in study abroad programs in China and why?” The following sections include a presentation of the characteristics of each of the six factors which emerged through the study, including the highest, lowest and distinguishing concourse statements in each factor and the statement factor scores averaged by thematic area (domain) for each factor.

The largest factor, Factor 1, consists of 13 (six male, six female, one gender not reported), or one-third, of the 39 participants in the study. Ten participants in Factor 1 are either

an undergraduate junior or senior. Four of the five students in this research study taking part in either CIEE's Accelerated/Intensive Chinese Language program, CIEE's Intensive Chinese Language Beijing program or CIEE's Intensive Chinese Language and Culture Nanking program, both students taking part in the Middlebury School in China (CET): Kunming program, and two of the three students taking part in the Pitt in Shanghai (China)/Panther Program loaded on Factor 1. Four of Factor 1's participants are double majors with one of the two majors being Chinese. Table 4.18 shows demographic and educational characteristics of participants loading on Factor 1. A major focus for members of Factor 1 was improving their career prospects and Chinese language skills, so Factor 1 was named the Career-Language Viewpoint.

Table 4.18
Factor 1 Demographic and Educational Characteristics

Part. #	School	Gender	Ethnicity	Major	Study Abroad Program	Class Standing
1	NC State University	M	White	Int. Studies / Bus. Mgmt.	Fudan University	Junior
8	Elon University	M	Caucasian	Int. Bus., Finance and Entrepreneurship	China, Shanghai: Love School of Business Center Abroad (CIEE)	Junior
10	Bowdoin College	M	White	Asian Studies and Education	Middlebury School in China (CET): Kunming	Senior
11	Middlebury College	F	White	Chinese and Music	Middlebury School in China (CET): Kunming	Junior
13	University of Missouri – Columbia	F	White	Int. Relations / Chinese	CIEE Intensive Chinese Lang.	Junior
14	University of Colorado – Boulder	F	Chinese and Caucasian	Molecular Cellular and Developmental Biology / Chinese Language and Culture	CIEE Accelerated Chinese Lang.	Junior
15	Rutgers University – New Brunswick	M	Asian	Linguistics and Chinese	CIEE: Intensive Chinese Lang. Beijing	Junior
16	---	---	---	---	---	---
19	Pacific Lutheran University	F	Chinese	Biology	CIEE: Intensive Chinese Lang. & Culture Nanjing	Sophomore
26	University of Georgia	F	Black	Public Relations	Choose China	Senior
32	University of Pittsburgh	M	White	Economics	Pitt in Shanghai (China) / Panther Program	Senior
36	Brigham Young University	M	White	Political Science	Nanjing, China Study Abroad	Senior
39	University of Pittsburgh	F	Chinese	Pre-med	Pitt in Shanghai (China) / Panther Program	Freshman

Note: --- Information not reported by participant.

Career is the highest-rated domain for Factor 1 with an average of 1.43 for the statement factor scores. Factor 1's average of 1.43 for the statement factor scores for the Career domain is

the highest of all six factors. Table 4.19 shows the statement factor scores averaged by thematic area (domain) for Factor 1. The statement numbers of the statements included in each thematic area (domain) are in parentheses.

Table 4.19
Statement Factor Scores Averaged for Factor 1

	Career (1-7)	Education (8-17)	Intercultural Competence (Cognitive) (18-23)	Intercultural Competence (Intrapersonal) (24-28)	Intercultural Competence (Interpersonal) (29-34)	Intercultural Competence (Overall)	Personal Development (35-44)
<i>Statement Factor Scores</i>	1.43	-1.30	0.50	-0.80	0.50	0.12	0.10

Three of the six highest-ranked statements for Factor 1 for studying abroad in China are in the Career domain: statement 7 (pursue a career in an international field) with a ranking of 5 and z-score of 1.525, statement 6 (improve professional marketability) with a ranking of 4 and z-score of 1.440 and statement 5 (influence, improve or advance career prospects) with a ranking of 4 and z-score of 1.058. Statement 1 (develop professional competence), with a ranking of 3 and z-score of 0.802, was also ranked high by members of Factor 1. Table 4.20 shows Factor 1's highest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.20
Highest-Ranked Statements for Factor 1

Statement #	Statement	Domain	Rank	Z-Score
8	study a language or improve foreign language skills	Education	6	2.226
43	have special, wonderful and memorable experiences	Personal Development	5	1.912
7	pursue a career in an international field	Career	5	1.525
6	improve professional marketability	Career	4	1.440
44	travel abroad	Personal Development	4	1.311
5	influence, improve or advance career prospects	Career	4	1.058

Four members of Factor 1 chose a statement in the Career domain as their top-ranked (+6) reason for studying abroad. Two of these people chose statement 5 (influence, improve or advance career prospects). One of these participants said, “Today’s job market is really challenging. I’m a double major (Chinese/Biology), anything that helps me stand out is a good thing.” The other participant who chose statement 5 as the highest-ranked statement stated, “Because I’m a major in PR and minor in Chinese, and with experience abroad on a trip that deals with both this really improves my job prospects. Also, finding a job after graduation is one of the most important things to me right now.” A participant in this group who chose statement 6 (improve professional marketability) as the highest-ranked statement said, “My main reason for going is to improve how marketable I am in the political, and international relations world.” Another participant in this group who ranked statement 7 (pursue a career in an international field) the highest stated, “I’m very interested in international jobs and potentially want to live in China in the future.” This participant added, “... improved language skills, more connections/job opportunities” as reasons for taking part in the study abroad program.

Improving their Chinese language skills was indeed a prime focus for members of this group. Statement 8 (study a language or improve foreign language skills) is the highest-ranked statement for Factor 1 with a ranking of 6 and z-score of 2.226. Statement 8 is a distinguishing statement for this factor as among all factors, Factor 1 ranked this statement the highest. Table 4.21 shows Factor 1’s distinguishing statements, and their respective domains, based on the statement factor scores.

Table 4.21
Distinguishing Statements for Factor 1

Statement #	Statement	Domain	F1	F2	F3	F4	F5	F6
8	study a language or improve foreign language skills	Education	6	5	3	1	-3	0
11	conduct international field work	Education	-6	1	-3	-1	4	1
30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	0	2	2	-6	4	4

Five of the 13 members of Factor 1 chose statement 8 (study a language or improve foreign language skills) as their highest-ranked (+6) reason for studying abroad. One of these participants said, “The program is for intensive Chinese language learning, which is my major, so of course learning the language is most important to me in studying abroad.” Another participant pointed out, “Actually learning to become fluent in the foreign language outweighs everything else in matter of importance.” This sentiment was echoed by another participant, who stated, “Fluency in Chinese is my most important goal.” Another participant pointed out, “The goal I want to be able to do most when I come back from China is to be able to speak Mandarin fluently in a conversation/casual sense.” Another participant in this group, who chose statement 8 as the highest-ranked statement, said, “Language fluency offers career prospects.”

For many members of this group, improving Chinese language proficiency while studying abroad and their career prospects went hand-in-hand. One participant looked forward to getting a “much better grasp on the Chinese language” and wanted “more chance to stand out when applying to internationally focused jobs in the future.” Another participant asserted, “I will improve my Chinese greatly and better my future career prospects.” Two of the reasons offered by another participant were, “1) I’ll be able to practice my Chinese in a place where it’s necessary, 2) My job prospects will go up with this experience.” Another participant offered the

following reasons, “The total focus on Advanced Chinese and the possibility to have study partners who will teach me vocabulary geared towards my future career.”

The experience of studying and traveling abroad also stood out for members in this group. Three group members chose statement 43 (have special, wonderful and memorable experiences) as their top-ranked (+6) reason for studying abroad and this was the second-highest-ranked statement for Factor 1 (+5) with a z-score of 1.912. One of these participants said, “I feel like this is my overall goal of studying abroad. All of the other factors listed play into this overall goal for me.” Another participant stated, “Although I hope to learn through this trip and gain insight to Chinese culture and much more, my top priority is having a good experience that is both memorable and special for a variety of both academic, professional, and personal reasons.” Another participant echoed this sentiment, stating, “I suppose that all of my reasons (language, travel, experiences, work skills, etc.) can be wrapped up within ‘have special, memorable and wonderful experiences.’ At the very basis of my decision to study abroad was my desire to have a unique life experience and put myself into a new situation.” One member in this group chose statement 17 (learn through experience) as the top-ranked (+6) reason for studying abroad. This participant said, “I want to take this internship opportunity to determine if I truly want to be pre-med and gain experience, so I want to learn through the experience.” Another participant in this group said, “I’m a big supporter of learning through experience and think that studying abroad is the only way to truly learn a language like Chinese well.” Statement 44 (travel abroad) was the fifth-highest-ranked statement for Factor 1 (+4) with a z-score of 1.311. One participant in this group said, “I wanted to travel to a more “off the beaten track” location...I hope to have some memorable travel experiences in China.”

Education is the lowest-rated domain for Factor 1 with an average of -1.30 for the

statement factor scores. Four of the six lowest-ranked statements for Factor 1 for studying abroad in China are in the Education domain: statement 11 (conduct international field work) with a ranking of -6 and z-score of -1.905, statement 10 (conduct international research) with a ranking of -5 and z-score of -1.852, statement 14 (study the environment) with a ranking of -4 and z-score of -1.376 and statement 13 (study change in cities or geographic locations) with a ranking of -4 and z-score of -1.291. Table 4.22 shows Factor 1's lowest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.22
Lowest-Ranked Statements for Factor 1

Statement #	Statement	Domain	Rank	Z-Score
11	conduct international field work	Education	-6	-1.905
10	conduct international research	Education	-5	-1.852
31	participate in a homestay	Intercultural Competence (Interpersonal)	-5	-1.844
2	take part in pre- or in-service professional training, development or service	Career	-4	-1.566
14	study the environment	Education	-4	-1.376
13	study change in cities or geographic locations	Education	-4	-1.291

Figure 4.1, a model Q-sort for Factor 1, shows a visual representation of the average sorting response for the members of Factor 1. The statement numbers of the statements are in parentheses.

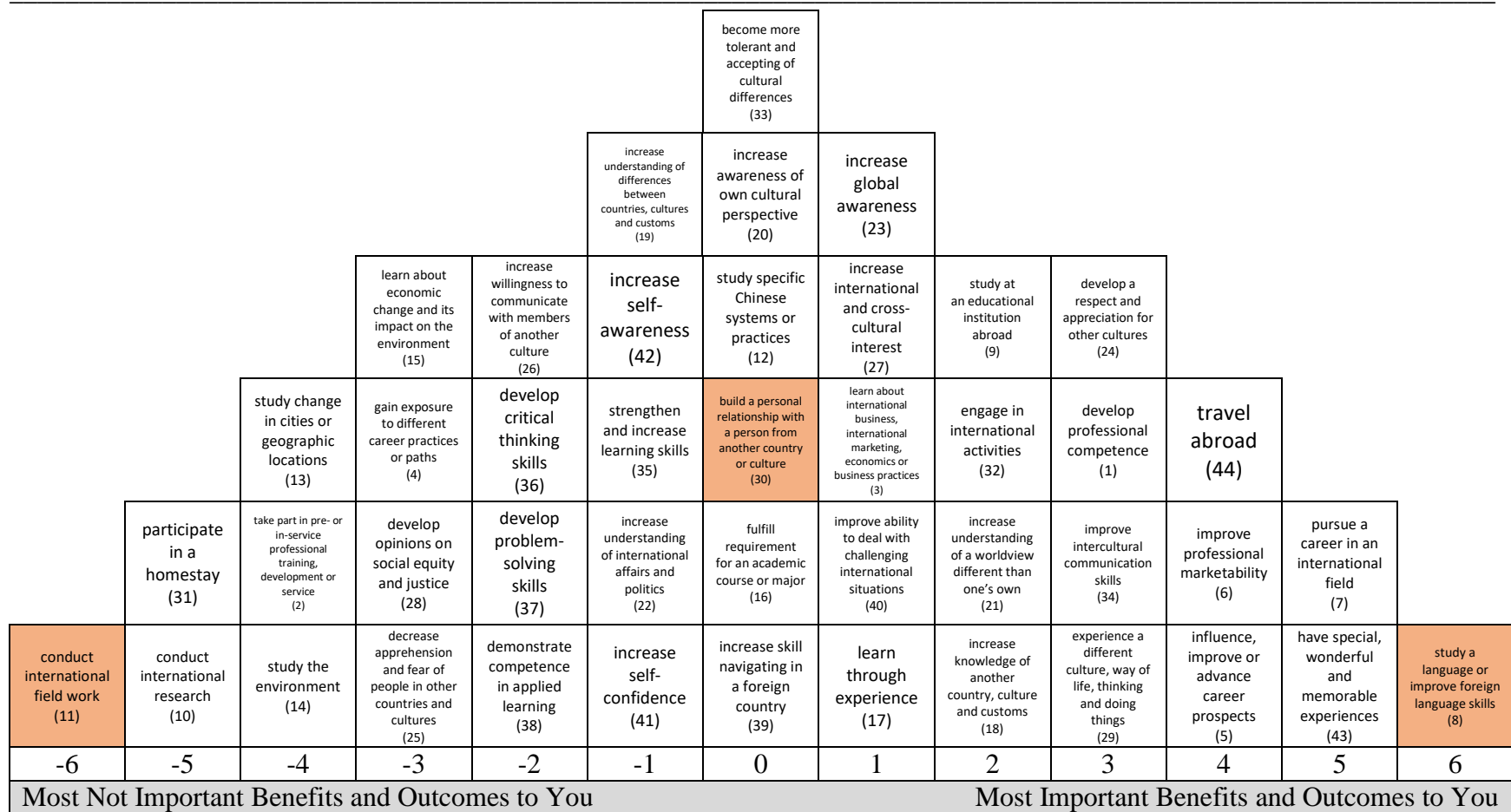


Figure 4.1. Model Q-sort for Factor One - The Career-Language Viewpoint

Note: Distinguishing items are shaded in orange.

Factor Two: The Intercultural Competence-Language Viewpoint

The second-largest factor, Factor 2, consists of six participants, all female, in the study. Two participants in Factor 2 are undergraduate sophomores, two are juniors and two are seniors. All three University of New Mexico students taking part in this research study loaded on Factor 2. The two participants in this study participating in a USAC program, one in Shanghai and one in Chengdu, are in Factor 2. Two of the three students in this study taking part in a study abroad in Hong Kong program are in Factor 2. Two of Factor 2's participants are double majors with one of the two majors being either Asian Studies or East Asian Studies: Chinese Track. Table 4.23 shows demographic and educational characteristics of participants loading on Factor 2. A major focus for members of Factor 2 was increasing their cultural knowledge and intercultural skills and improving their Chinese language skills, so Factor 2 was named the Intercultural Competence-Language Viewpoint.

Table 4.23
Factor 2 Demographic and Educational Characteristics

Part. #	School	Gender	Ethnicity	Major	Study Abroad Program	Class Standing
9	Elon University	F	White	Accounting and Asian Studies	China, Shanghai: Love School of Business Center Abroad (CIEE)	Junior
17	University of the Pacific	F	Mixteco	Chinese Language and Literature	CIEE: Intensive Chinese Lang. & Culture Nanjing	Senior
23	University of New Mexico	F	Asian	Civil Engineering	Hong Kong Polytechnic University	Sophomore
24	University of New Mexico	F	Hispanic	Music and East Asian Studies: Chinese Track	USAC in Shanghai	Senior
25	University of New Mexico	F	White and Hispanic	Anthropology	USAC in Chengdu	Sophomore
35	Tufts University	F	Asian	Computer Science	Tufts in Hong Kong	Junior

Intercultural Competence is the highest-rated domain for Factor 2 with an average of 1.07 for the statement factor scores. Factor 2's average of 1.07 for the statement factor scores for the Intercultural Competence domain is the second-highest of all six factors and Factor 2's average of 2.00 for the statement factor scores for the Intercultural Competence (Interpersonal) sub-domain is the highest of all six factors. Table 4.24 shows the statement factor scores averaged by thematic area (domain) for Factor 2. The statement numbers of the statements included in each thematic area (domain) are in parentheses.

Table 4.24
Statement Factor Scores Averaged for Factor 2

	Career (1-7)	Education (8-17)	Intercultural Competence (Cognitive) (18-23)	Intercultural Competence (Intrapersonal) (24-28)	Intercultural Competence (Interpersonal) (29-34)	Intercultural Competence (Overall)	Personal Development (35-44)
<i>Statement Factor Scores</i>	-0.72	-0.50	0.84	0.20	2.00	1.07	-0.80

Three of the six highest-ranked statements for Factor 2 for studying abroad in China are in the Intercultural Competence domain, including the two highest-ranked statements, both of which are in the Interpersonal sub-domain, statement 34 (improve intercultural communication skills) with a ranking of 6 and z-score of 1.756 and statement 33 (become more tolerant and accepting of cultural differences) with a ranking of 5 and z-score of 1.381, and the fifth-highest-ranked statement, statement 20 in the Cognitive sub-domain (increase awareness of own cultural perspective) with a ranking of 4 and z-score of 1.058. Other statements in the Intercultural Competence domain which received high rankings by members of Factor 2 include statement 32 (engage in international activities) with a ranking of 3 and z-score of 1.180, statement 23 (increase global awareness) with a ranking of 3 and z-score of 1.074, statement 24 (develop a respect and appreciation for other cultures) with a ranking of 2 and z-score of 0.862, statement

27 (increase international and cross-cultural interest) with a ranking of 2 and z-score of 0.855 and statement 30 (build a personal relationship with a person from another country or culture) with a ranking of 2 and z-score of 0.749. Table 4.25 shows Factor 2's highest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.25
Highest-Ranked Statements for Factor 2

Statement #	Statement	Domain	Rank	Z-Score
34	improve intercultural communication skills	Intercultural Competence (Interpersonal)	6	1.756
33	become more tolerant and accepting of cultural differences	Intercultural Competence (Interpersonal)	5	1.381
8	study a language or improve foreign language skills	Education	5	1.358
12	study specific Chinese systems or practices	Education	4	1.345
20	increase awareness of own cultural perspective	Intercultural Competence (Cognitive)	4	1.243
42	increase self-awareness	Personal Development	4	1.234

Two members of this group chose a statement in the Intercultural Competence (Cognitive) domain as their top-ranked (+6) reason for studying abroad. The participant who ranked statement 18 (increase knowledge of another country, culture and customs) highest said, "I love Chinese culture and language but I want to know more about the social norms and customs." The participant who ranked statement 23 (increase global awareness) highest stated, "I am hoping to become a more globalized citizen rather than just an American."

Statements 20 (increase awareness of own cultural perspective) and 34 (improve intercultural communication skills) are both distinguishing statements for Factor 2, which ranked these statements in the Intercultural Competence domain the highest among all factors. Table

4.26 shows Factor 2's distinguishing statements, and their respective domains, based on the statement factor scores.

Table 4.26
Distinguishing Statements for Factor 2

Statement #	Statement	Domain	F1	F2	F3	F4	F5	F6
12	study specific Chinese systems or practices	Education	0	4	-1	-3	-2	-1
17	learn through experience	Education	1	-2	3	5	1	1
20	increase awareness of own cultural perspective	Intercultural Competence (Cognitive)	0	4	0	-2	0	-2
22	increase understanding of international affairs and politics	Intercultural Competence (Cognitive)	-1	-4	4	2	-1	4
34	improve intercultural communication skills	Intercultural Competence (Interpersonal)	3	6	0	2	-3	-3
40	improve ability to deal with challenging international situations	Personal Development	1	-3	0	0	3	0

The fourth-highest-ranked statement for Factor 2, statement 12 (study specific Chinese systems or practices), with a rank of 4 and z-score of 1.345, is a distinguishing statement for Factor 2, which ranked this statement the highest among all factors. One member of this group, who ranked this statement as the top-ranked (+6) reason for studying abroad, gave the reason, "I am very interested in Chinese culture and way of life."

All six participants in Factor 2 mentioned improving their Chinese language skills as a reason for studying abroad. Improving their Chinese language ability was also a key aim of members in Factor 1. Unlike Factor 1, however, which has an average of 1.43 for the statement factor scores for the Career domain which is the highest of all six factors, Factor 2's average of -0.72 for the statement factor scores for the Career domain is the second-lowest of all six factors. Statement 8 (study a language or improve foreign language skills), with a ranking of 5 and z-

score of 1.358, is the third-highest-ranked statement for Factor 2. Comments by two members of this group included, “I want to improve my language proficiency” and “I expect my understanding of the language to increase.” Two other participants in this group looked to gain language fluency, with one stating, “I anticipate gaining fluency in speaking Chinese” and the other looking forward to “Full language emersion that leads to fluency in Chinese.” Two participants wanted to improve their Cantonese language ability. One stated, “I wanted to immerse myself in the Cantonese language. I will have increased knowledge of the culture and language.” The other anticipated “increased fluency with Cantonese.”

Two of the five lowest-ranked statements for Factor 2 for studying abroad in China are in the Career domain, statement 2 (take part in pre- or in-service professional training, development or service) with a ranking of -5 and z-score of -1.630 and statement 5 (influence, improve or advance career prospects) with a ranking of -4 and z-score of -1.189. Table 4.27 shows Factor 2’s lowest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.27
Lowest-Ranked Statements for Factor 2

Statement #	Statement	Domain	Rank	Z-Score
16	fulfill requirement for an academic course or major	Education	-6	-2.128
2	take part in pre- or in-service professional training, development or service	Career	-5	-1.630
10	conduct international research	Education	-5	-1.375
31	participate in a homestay	Intercultural Competence (Interpersonal)	-4	-1.260
5	influence, improve or advance career prospects	Career	-4	-1.189
22	increase understanding of international affairs and politics	Intercultural Competence (Cognitive)	-4	-1.140

Figure 4.2, a model Q-sort for Factor 2, shows a visual representation of the average sorting response for the members of Factor 2. The statement numbers of the statements are in parentheses.

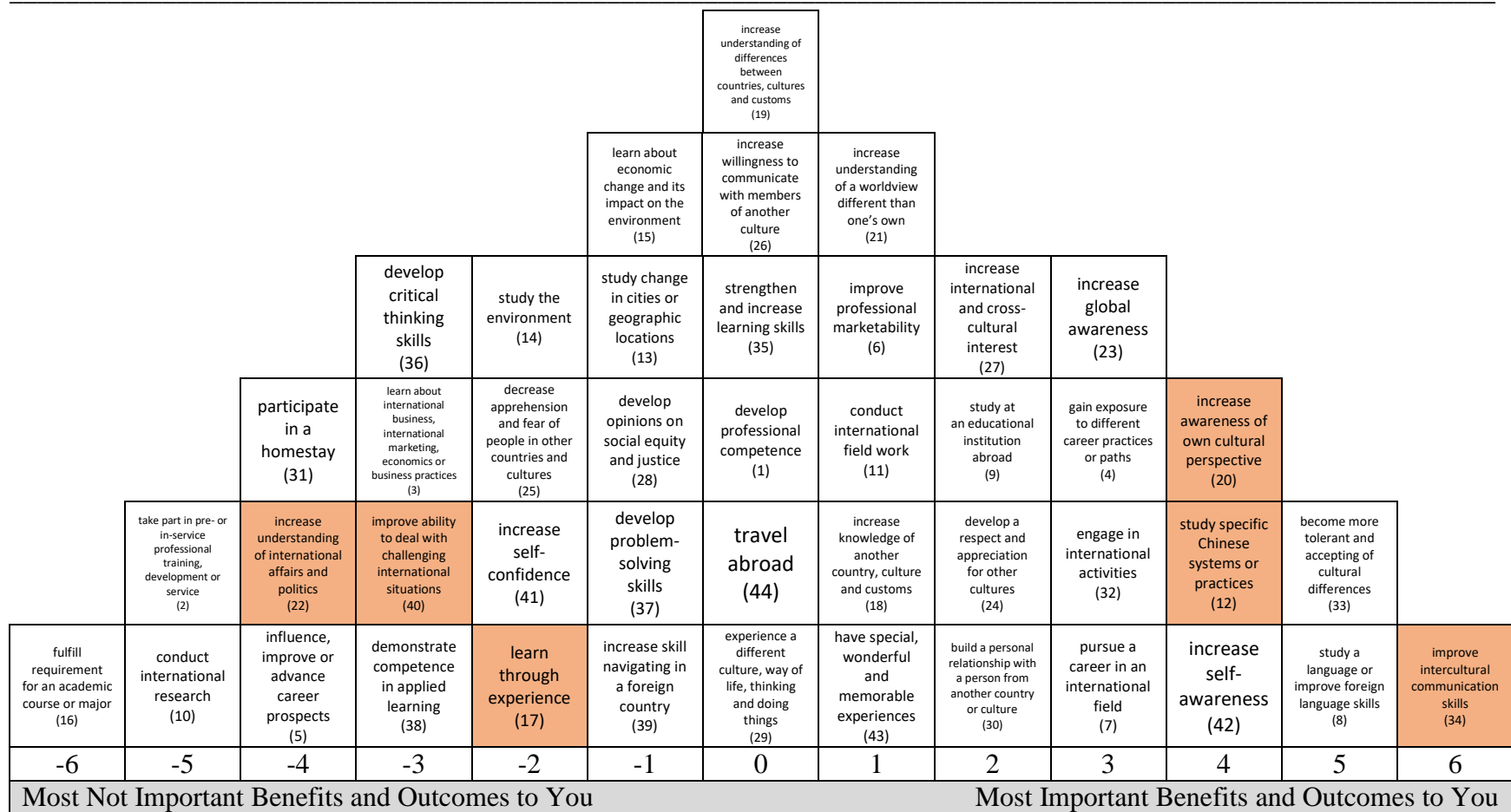


Figure 4.2. Model Q-sort for Factor Two - The Intercultural Competence-Language Viewpoint

Note: Distinguishing items are shaded in orange.

Factor Three: The Intercultural Competence-Personal Development-Non-Career

Viewpoint

Factor 3 consists of four participants, three females and one male, in the study. Two participants in Factor 3 are undergraduate juniors, one is a senior and one is a graduate student. All four of Factor 3's participants attend a private university. Table 4.28 shows demographic and educational characteristics of participants loading on Factor 3. A major focus for members of Factor 3 was increasing cultural knowledge, intercultural experiences and personal development, and this factor ranked the statements in the Career domain lowest by a wide margin, so Factor 3 was named the Intercultural Competence-Personal Development-Non-Career Viewpoint.

Table 4.28
Factor 3 Demographic and Educational Characteristics

Part. #	School	Gender	Ethnicity	Major	Study Abroad Program	Class Standing
5	Princeton University	M	Chinese	American History	Middlebury School in China (CET): Hangzhou	Junior
18	Johns Hopkins University	F	---	Economics	CIEE: Shanghai, China in a Global Context	Senior
34	Tufts University	F	Asian	Clinical Psychology and American Studies	Tufts in Hong Kong	Junior
37	Brigham Young University	F	White	English, Writing and Rhetoric	Nanjing, China Study Abroad	Graduate

Note: --- Information not reported by participant.

Intercultural Competence is the highest-rated domain for Factor 3 with an average of 1.54 for the statement factor scores. Factor 3's average of 1.54 for the statement factor scores for the Intercultural Competence domain and 2.34 for the statement factor scores for the Intercultural Competence (Cognitive) sub-domain are the highest of all six factors. Table 4.29 shows the statement factor scores averaged by thematic area (domain) for Factor 3. The statement numbers of

the statements included in each thematic area (domain) are in parentheses.

Table 4.29
Statement Factor Scores Averaged for Factor 3

	Career (1-7)	Education (8-17)	Intercultural Competence (Cognitive) (18-23)	Intercultural Competence (Intrapersonal) (24-28)	Intercultural Competence (Interpersonal) (29-34)	Intercultural Competence (Overall)	Personal Development (35-44)
<i>Statement Factor Scores</i>	-3.43	-1.40	2.34	0.60	1.50	1.54	1.20

Four of the six highest-ranked statements for Factor 3 for studying abroad in China are in the Intercultural Competence domain: statement 18 (increase knowledge of another country, culture and customs) with a ranking of 6 and z-score of 1.775, statement 22 (increase understanding of international affairs and politics) with a ranking of 4 and z-score of 1.559, statement 29 (experience a different culture, way of life, thinking and doing things) with a ranking of 4 and z-score of 1.442 and statement 32 (engage in international activities) with a ranking of 4 and z-score of 1.186. Other statements in the Intercultural Competence domain receiving high rankings by members of Factor 3 include statement 27 (increase international and cross-cultural interest) with a ranking of 3 and z-score of 0.828, statement 21 (increase understanding of a worldview different than one's own) with a ranking of 3 and z-score of 0.767, statement 30 (build a personal relationship with a person from another country or culture) with a ranking of 2 and z-score of 0.673, statement 23 (increase global awareness) with a ranking of 2 and z-score of 0.623 and statement 24 (develop a respect and appreciation for other cultures) with a ranking of 2 and z-score of 0.563. Table 4.30 shows Factor 3's highest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.30
Highest-Ranked Statements for Factor 3

Statement #	Statement	Domain	Rank	Z-Score
18	increase knowledge of another country, culture and customs	Intercultural Competence (Cognitive)	6	1.775
44	travel abroad	Personal Development	5	1.739
43	have special, wonderful and memorable experiences	Personal Development	5	1.717
22	increase understanding of international affairs and politics	Intercultural Competence (Cognitive)	4	1.559
29	experience a different culture, way of life, thinking and doing things	Intercultural Competence (Interpersonal)	4	1.442
32	engage in international activities	Intercultural Competence (Interpersonal)	4	1.186

Personal development and enjoying their time abroad was also a focus for members of this group. Personal Development is the second-highest-rated domain for Factor 3 with an average of 1.20 for the statement factor scores. Factor 3's average of 1.20 for the statement factor scores for the Personal Development domain is the highest of all six factors. The second and third-highest-ranked statements for Factor 3 for studying abroad in China are in the Personal Development domain: statement 44 (travel abroad) with a ranking of 5 and z-score of 1.739 and statement 43 (have special, wonderful and memorable experiences) with a ranking of 5 and z-score of 1.717. Statement 42 (increase self-awareness) in the Personal Development domain was also ranked high by members of Factor 3 with a ranking of 2 and z-score of 0.748. Three of the four members in this group chose a statement in the Personal Development domain, statement 42 (increase self-awareness), statement 43 (have special, wonderful and memorable experiences) and statement 44 (travel abroad), as their top-ranked (+6) reason for studying abroad. One

member of Factor 3, who chose statement 42 (increase self-awareness) as the highest-ranked (+6) reason for studying abroad, stated, “I am very concerned with being self-aware and I believe being self-aware leads to the success of all the other cards (statements).” The participant who ranked statement 43 (have special, wonderful and memorable experiences) the highest (+6) said this statement, “...encapsulated my general desire to just have a nice time abroad with new people in a new city where I can explore and make new friends.” The participant who chose statement 44 (travel abroad) as the highest-ranked (+6) reason dished, “Studying abroad has always been something I’ve wanted to do. It’s definitely the best experience a college student can have.” Another member of this group added, “I want to make new friends and travel around China.”

Statement 18 (increase knowledge of another country, culture and customs) is the highest-ranked statement for Factor 3 (+6) with a z-score of 1.775. Statement 18 is a distinguishing statement for this factor as among all factors, Factor 3 ranked this statement the highest. Table 4.31 shows Factor 3’s distinguishing statements, and their respective domains, based on the statement factor scores.

Table 4.31
Distinguishing Statements for Factor 3

Statement #	Statement	Domain	F1	F2	F3	F4	F5	F6
1	develop professional competence	Career	3	0	-2	0	0	3
4	gain exposure to different career practices or paths	Career	-3	3	-6	1	1	-2
6	improve professional marketability	Career	4	1	-4	5	3	1
18	increase knowledge of another country, culture and customs	Intercultural Competence (Cognitive)	2	1	6	2	-1	2

One member of Factor 3, who chose statement 18 as the highest-ranked (+6) reason for studying abroad, remarked, “My main goal in studying abroad is to learn more about a specific

culture including their customs and practices.” Another participant in Factor 3 said, “I will have a deeper appreciation for and understanding of the Chinese people and the vibrant Chinese culture.” Another member of this group stated, “I suspect I’ll have a greater appreciation for other cultures. I will have tried more foods, seen amazing landscapes and architecture, and had great experiences.”

Three of the four distinguishing statements for Factor 3 are in the Career domain as among all factors, Factor 3 ranked statement 1 (develop professional competence), statement 4 (gain exposure to different career practices or paths) and statement 6 (improve professional marketability) the lowest. One participant in this group, who ranked statement 6 the lowest (-6), explained, “I am not studying abroad to become more marketable in the job world.”

Career stands out as the lowest-rated domain for Factor 3 with an average of -3.43 for the statement factor scores. Factor 3’s average of -3.43 for the statement factor scores for the Career domain is the lowest of all six factors. -2 is the highest statement factor score ascribed to any statement in the Career domain for Factor 3, and all seven statements in the Career domain, including three of the five lowest-ranked statements for Factor 3, received negative rankings for Factor 3: statement 4 (gain exposure to different career practices or paths) with a ranking of -6 and z-score of -1.537, statement 2 (take part in pre- or in-service professional training, development or service) with a ranking of -4 and z-score of -1.503, statement 6 (improve professional marketability) with a ranking of -4 and z-score of -1.292, statement 7 (pursue a career in an international field) with a ranking of -3 and z-score of -1.256, statement 3 (learn about international business, international marketing, economics or business practices) with a ranking of -3 and z-score of -1.069, statement 1 (develop professional competence) with a ranking of -2 and z-score of -0.983 and statement 5 (influence, improve or advance career

prospects) with a ranking of -2 and z-score of -0.833. Table 4.32 shows Factor 3's lowest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.32
Lowest-Ranked Statements for Factor 3

Statement #	Statement	Domain	Rank	Z-Score
4	gain exposure to different career practices or paths	Career	-6	-1.537
15	learn about economic change and its impact on the environment	Education	-5	-1.531
14	study the environment	Education	-5	-1.503
2	take part in pre- or in-service professional training, development or service	Career	-4	-1.503
6	improve professional marketability	Career	-4	-1.292
25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence (Intrapersonal)	-4	-1.283

Figure 4.3, a model Q-sort for Factor 3, shows a visual representation of the average sorting response for the members of Factor 3. The statement numbers of the statements are in parentheses.

						become more tolerant and accepting of cultural differences (33)							
						increase understanding of differences between countries, cultures and customs (19)	increase awareness of own cultural perspective (20)	increase willingness to communicate with members of another culture (26)					
			learn about international business, international marketing, economics or business practices (3)	study change in cities or geographic locations (13)	study specific Chinese systems or practices (12)	develop critical thinking skills (36)	study at an educational institution abroad (9)	increase global awareness (23)	increase international and cross-cultural interest (27)				
	take part in pre- or in-service professional training, development or service (2)	fulfill requirement for an academic course or major (16)	develop professional competence (1)	participate in a homestay (31)	improve ability to deal with challenging international situations (40)	strengthen and increase learning skills (35)	increase self-awareness (42)	increase understanding of a worldview different than one's own (21)	engage in international activities (32)				
learn about economic change and its impact on the environment (15)	improve professional marketability (6)	pursue a career in an international field (7)	conduct international research (10)	demonstrate competence in applied learning (38)	improve intercultural communication skills (34)	develop opinions on social equity and justice (28)	develop a respect and appreciation for other cultures (24)	learn through experience (17)	increase understanding of international affairs and politics (22)	travel abroad (44)			
gain exposure to different career practices or paths (4)	study the environment (14)	decrease apprehension and fear of people in other countries and cultures (25)	conduct international field work (11)	influence, improve or advance career prospects (5)	increase self-confidence (41)	increase skill navigating in a foreign country (39)	develop problem-solving skills (37)	build a personal relationship with a person from another country or culture (30)	study a language or improve foreign language skills (8)	experience a different culture, way of life, thinking and doing things (29)	have special, wonderful and memorable experiences (43)	increase knowledge of another country, culture and customs (18)	
-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	
Most Not Important Benefits and Outcomes to You							Most Important Benefits and Outcomes to You						

Figure 4.3. Model Q-sort for Factor Three - The Intercultural Competence-Personal Development-Non-Career Viewpoint

Note: Distinguishing items are shaded in orange.

Factor Four: The Experiential and Applied Learning Viewpoint

Factor 4 consists of two participants, both female, in the study. Both of Factor 4's participants attend a flagship land grant public research state university. Table 4.33 shows demographic and educational characteristics of participants loading on Factor 4. A major focus for members of Factor 4 was experiential and applied learning, so Factor 4 was named the Experiential and Applied Learning Viewpoint.

Table 4.33
Factor 4 Demographic and Educational Characteristics

Part. #	School	Gender	Ethnicity	Major	Study Abroad Program	Class Standing
20	University of Rhode Island	F	Asian	Pharmacy and Chinese	CIEE: Shanghai, China in a Global Context	Sophomore
21	Oklahoma State University	F	White	English	Teaching Assistantship for the English Dept.	Graduate

Statement 17 (learn through experience) and statement 38 (demonstrate competence in applied learning) are distinguishing statements for this factor as among all factors, Factor 4 ranked these statements the highest. Table 4.34 shows Factor 4's distinguishing statements, and their respective domains, based on the statement factor scores.

Table 4.34
Distinguishing Statements for Factor 4

Statement #	Statement	Domain	F1	F2	F3	F4	F5	F6
7	pursue a career in an international field	Career	5	3	-3	0	-4	5
9	study at an educational institution abroad	Education	2	2	1	-3	1	1
17	learn through experience	Education	1	-2	3	5	1	1
30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	0	2	2	-6	4	4
32	engage in international activities	Intercultural Competence (Interpersonal)	2	3	4	-2	0	2
38	demonstrate competence in applied learning	Personal Development	-2	-3	-1	4	0	-1
43	have special, wonderful and memorable experiences	Personal Development	5	1	5	-1	5	3
44	travel abroad	Personal Development	4	0	5	-4	3	2

Statement 17 (learn through experience) is the third-highest-ranked statement for Factor 4 with a rank of 5 and z-score of 1.688 and statement 38 (demonstrate competence in applied learning) is the fifth-highest-ranked statement for Factor 4 with a rank of 4 and z-score of 1.550. Table 4.35 shows Factor 4's highest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.35
Highest-Ranked Statements for Factor 4

Statement #	Statement	Domain	Rank	Z-Score
33	become more tolerant and accepting of cultural differences	Intercultural Competence (Interpersonal)	6	1.757
6	improve professional marketability	Career	5	1.718
17	learn through experience	Education	5	1.688
5	influence, improve or advance career prospects	Career	4	1.619
38	demonstrate competence in applied learning	Personal Development	4	1.550
24	develop a respect and appreciation for other cultures	Intercultural Competence (Intrapersonal)	4	1.451

Increasing acceptance of cultural differences and respect for other cultures was important for members of Factor 4. Intercultural Competence, with an average of 0.83 for the statement factor scores, is the highest-rated domain for Factor 4, and 1.40 for the statement factor scores for the Intercultural Competence (Intrapersonal) sub-domain is the highest of all six factors.

Table 4.36 shows the statement factor scores averaged by thematic area (domain) for Factor 4. The statement numbers of the statements included in each thematic area (domain) are in parentheses.

Table 4.36
Statement Factor Scores Averaged for Factor 4

	Career (1-7)	Education (8-17)	Intercultural Competence (Cognitive) (18-23)	Intercultural Competence (Intrapersonal) (24-28)	Intercultural Competence (Interpersonal) (29-34)	Intercultural Competence (Overall)	Personal Development (35-44)
<i>Statement Factor Scores</i>	0.72	-1.60	1.67	1.40	-0.50	0.83	-0.40

Two of the six highest-ranked statements for Factor 4 for studying abroad in China are in the Intercultural Competence domain: statement 33 (become more tolerant and accepting of cultural differences) with a ranking of 6 and z-score of 1.757 and statement 24 (develop a respect

and appreciation for other cultures) with a ranking of 4 and z-score of 1.451. One of the two members of this group chose statement 33 (become more tolerant and accepting of cultural differences) as the highest-ranked (+6) reason for studying abroad. This participant remarked, “In our world today, there is nothing more important than opening one’s mind and learning more about other countries and cultures; traveling abroad is the perfect opportunity to do this.” This participant added, “I think I will not only greatly improve my Chinese but my global awareness, independence, and open-mindedness as well.”

Improving career prospects was also important for members of Factor 4. Career, with an average of 0.72 for the statement factor scores, is the second-highest-rated domain for Factor 4. Two of the four highest-ranked statements for Factor 4 for studying abroad in China are in the Career domain: statement 6 (improve professional marketability) with a ranking of 5 and z-score of 1.718 and statement 5 (influence, improve or advance career prospects) with a ranking of 4 and z-score of 1.619. One of the two members of this group chose statement 6 (improve professional marketability) as the highest-ranked (+6) reason for studying abroad. This participant noted, “I am going to China to teach English, so this teaching position will help me find another teaching job in the future.” The other member of this group asserted that studying abroad “will greatly enhance my career prospects.”

Education is the lowest-rated domain for Factor 4 with an average of -1.60 for the statement factor scores. Factor 4’s average of -1.60 for the statement factor scores for the Education domain is the lowest of all six factors. With the exception of statement 17 (learn through experience), the highest statement factor score for any other statement in the Education domain for Factor 4 is 1, and seven of the 10 statements in the Education domain received negative statement factor scores for Factor 4. Table 4.37 shows Factor 4’s lowest-ranked

statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.37
Lowest-Ranked Statements for Factor 4

Statement #	Statement	Domain	Rank	Z-Score
30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	-6	-1.757
13	study change in cities or geographic locations	Education	-5	-1.619
14	study the environment	Education	-5	-1.619
31	participate in a homestay	Intercultural Competence (Interpersonal)	-4	-1.550
41	increase self-confidence	Personal Development	-4	-1.520
44	travel abroad	Personal Development	-4	-1.184

The second and third-lowest-ranked statements for Factor 4 for studying abroad in China are in the Education domain: statement 13 (study change in cities or geographic locations) with a ranking of -5 and z-score of -1.619 and statement 14 (study the environment) with a ranking of -5 and z-score of -1.619. Statement 9 (study at an educational institution abroad) is a distinguishing statement for this factor as among all factors, Factor 4 ranked this statement the lowest.

Figure 4.4, a model Q-sort for Factor 4, shows a visual representation of the average sorting response for the members of Factor 4. The statement numbers of the statements are in parentheses.

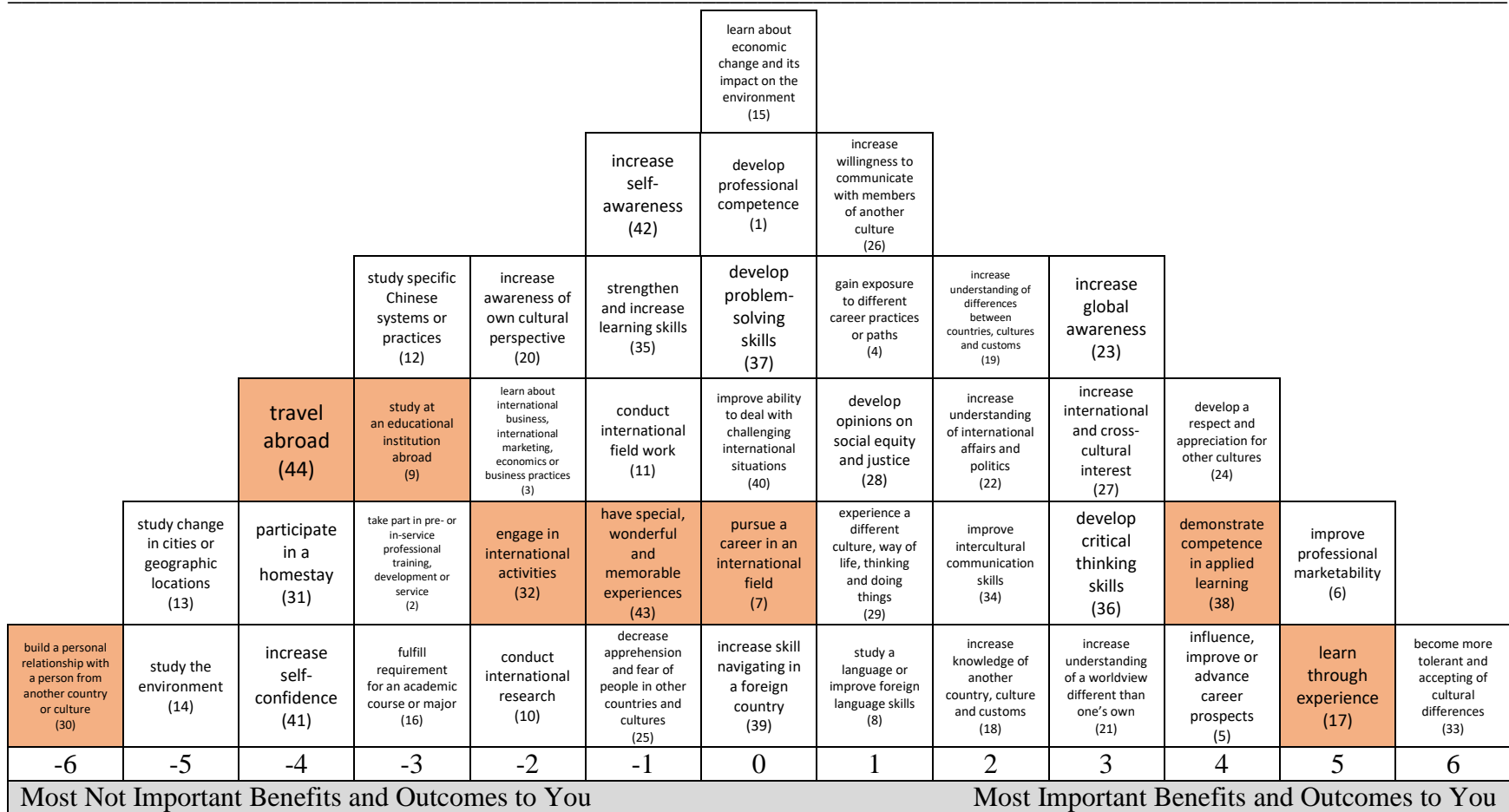


Figure 4.4. Model Q-sort for Factor Four - The Experiential and Applied Learning Viewpoint

Note: Distinguishing items are shaded in orange.

Factor Five: The Career-Experience Viewpoint

Factor 5 consists of four participants (two male, one female, one gender not reported) in the study. All three of Factor 5's participants who provided the name of their school attend a state or state-related research university. Table 4.38 shows demographic and educational characteristics of participants loading on Factor 5. A major focus for members of Factor 5 was gaining field experience related to one's desired career and having educational experiences in another country, so Factor 5 was named the Career-Experience Viewpoint.

Table 4.38
Factor 5 Demographic and Educational Characteristics

Part. #	School	Gender	Ethnicity	Major	Study Abroad Program	Class Standing
22	West Virginia University	F	White / Caucasian	Journalism / Sports Media	IMC Practice and Theory in China	Junior
27	NC State University	M	White	Biomedical Engineering	Shanghai Jiao Tong University - UM Joint Inst.	Sophomore
31	---	---	---	---	---	---
33	University of Pittsburgh	M	Mixed	Business	Pitt in Shanghai (China) / Panther Program	Senior

Note: --- Information not reported by participant.

Career is the highest-rated domain for Factor 5 with an average of 1.29 for the statement factor scores. Factor 5's average of 1.29 for the statement factor scores is the second-highest of all six factors for the Career domain. Table 4.39 shows the statement factor scores averaged by thematic area (domain) for Factor 5. The statement numbers of the statements included in each thematic area (domain) are in parentheses.

Table 4.39
Statement Factor Scores Averaged for Factor 5

	Career (1-7)	Education (8-17)	Intercultural Competence (Cognitive) (18-23)	Intercultural Competence (Intrapersonal) (24-28)	Intercultural Competence (Interpersonal) (29-34)	Intercultural Competence (Overall)	Personal Development (35-44)
<i>Statement Factor Scores</i>	1.29	-0.30	0.34	-2.00	-0.34	-0.59	0.40

The second-highest-ranked statement for Factor 5, statement 2 (take part in pre- or in-service professional training, development or service) with a ranking of 5 and z-score of 1.760, is in the Career domain. Other statements in the Career domain receiving high rankings by members of Factor 3 include statement 6 (improve professional marketability) with a ranking of 3 and z-score of 0.870 and statement 5 (influence, improve or advance career prospects) with a ranking of 3 and z-score of 0.771. Table 4.40 shows Factor 5's highest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.40
Highest-Ranked Statements for Factor 5

Statement #	Statement	Domain	Rank	Z-Score
21	increase understanding of a worldview different than one's own	Intercultural Competence (Cognitive)	6	1.973
2	take part in pre- or in-service professional training, development or service	Career	5	1.760
43	have special, wonderful and memorable experiences	Personal Development	5	1.508
11	conduct international field work	Education	4	1.159
30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	4	1.021
29	experience a different culture, way of life, thinking and doing things	Intercultural Competence (Interpersonal)	4	0.940

Statement 2 (take part in pre- or in-service professional training, development or service)

in the Career domain is also a distinguishing statement for this factor as among all factors, Factor 5 ranked this statement the highest. Table 4.41 shows Factor 5's distinguishing statements, and their respective domains, based on the statement factor scores.

Table 4.41
Distinguishing Statements for Factor 5

Statement #	Statement	Domain	F1	F2	F3	F4	F5	F6
2	take part in pre- or in-service professional training, development or service	Career	-4	-5	-4	-3	5	-4
8	study a language or improve foreign language skills	Education	6	5	3	1	-3	0
18	increase knowledge of another country, culture and customs	Intercultural Competence (Cognitive)	2	1	6	2	-1	2
21	increase understanding of a worldview different than one's own	Intercultural Competence (Cognitive)	2	1	3	3	6	-1
24	develop a respect and appreciation for other cultures	Intercultural Competence (Intrapersonal)	3	2	2	4	-1	3
39	increase skill navigating in a foreign country	Personal Development	0	-1	0	0	-4	3
41	increase self-confidence	Personal Development	-1	-2	-1	-4	-6	0

Statement 11 (conduct international field work) is the fourth-highest-ranked statement for Factor 5 with a rank of 4 and z-score of 1.159. One member of Factor 5, who chose statement 11 as the top-ranked (+6) reason for studying abroad, said, "I would love to be able to learn the differences of the work place based on different cultures to have a better understanding of how things are similar/different." This person wanted to participate in this study abroad program to gain "field experience in my major/department" and added, "It is a great opportunity to gain experience in the field I would like to pursue." Another member of Factor 5, who chose statement 17 (learn through experience) as the top-ranked (+6) reason for studying abroad,

asserted, “Everything that I have done in life either negative or positive has been a learning experience. This has always been the most important aspect of my life, going through different experiences learning from my mistakes, and moving on.” This participant continued, “I will be undergoing a full-time internship while studying abroad” and added, “Studying will hopefully prove that I show ambition by going to another country to study, along with working, especially in my major due to Shanghai’s extensive list of companies involved in Supply Chain Management.” One member of Factor 5, who chose statement 16 (fulfill requirement for an academic course or major) as the top-ranked (+6) reason for studying abroad, remarked, “I believe that I will learn some physics and engineering courses from amazing professors in a completely different culture and atmosphere.”

Factor 5’s average of -0.59 for the statement factor scores for the Intercultural Competence domain is the lowest of all six factors. However, three of the six highest-ranked statements for Factor 5 are in the Intercultural Competence domain. Statement 21 (increase understanding of a worldview different than one’s own) is the highest-ranked statement for Factor 5 with a ranking of 6 and z-score of 1.973. Statement 21 is a distinguishing statement for this factor as among all factors, Factor 5 ranked this statement the highest. Statement 30 (build a personal relationship with a person from another country or culture) has a ranking of 4 and z-score of 1.021 and statement 29 (experience a different culture, way of life, thinking and doing things) has a ranking of 4 and z-score of 0.940. One participant in this group commented, “Experiencing people from another culture will be a great and insightful experience to me, and I look forward to it.”

Table 4.42 shows Factor 5’s lowest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.42
Lowest-Ranked Statements for Factor 5

Statement #	Statement	Domain	Rank	Z-Score
41	increase self-confidence	Personal Development	-6	-2.538
31	participate in a homestay	Intercultural Competence (Interpersonal)	-5	-1.739
25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence (Intrapersonal)	-5	-1.664
39	increase skill navigating in a foreign country	Personal Development	-4	-1.481
15	learn about economic change and its impact on the environment	Education	-4	-1.433
7	pursue a career in an international field	Career	-4	-1.390

Two of the three lowest-ranked statements for Factor 5 for studying abroad in China are in the Intercultural Competence domain: statement 31 (participate in a homestay) with a ranking of -5 and z-score of -1.739 and statement 25 (decrease apprehension and fear of people in other countries and cultures) with a ranking of -5 and z-score of -1.664.

Figure 4.5, a model Q-sort for Factor 5, shows a visual representation of the average sorting response for the members of Factor 5. The statement numbers of the statements are in parentheses.

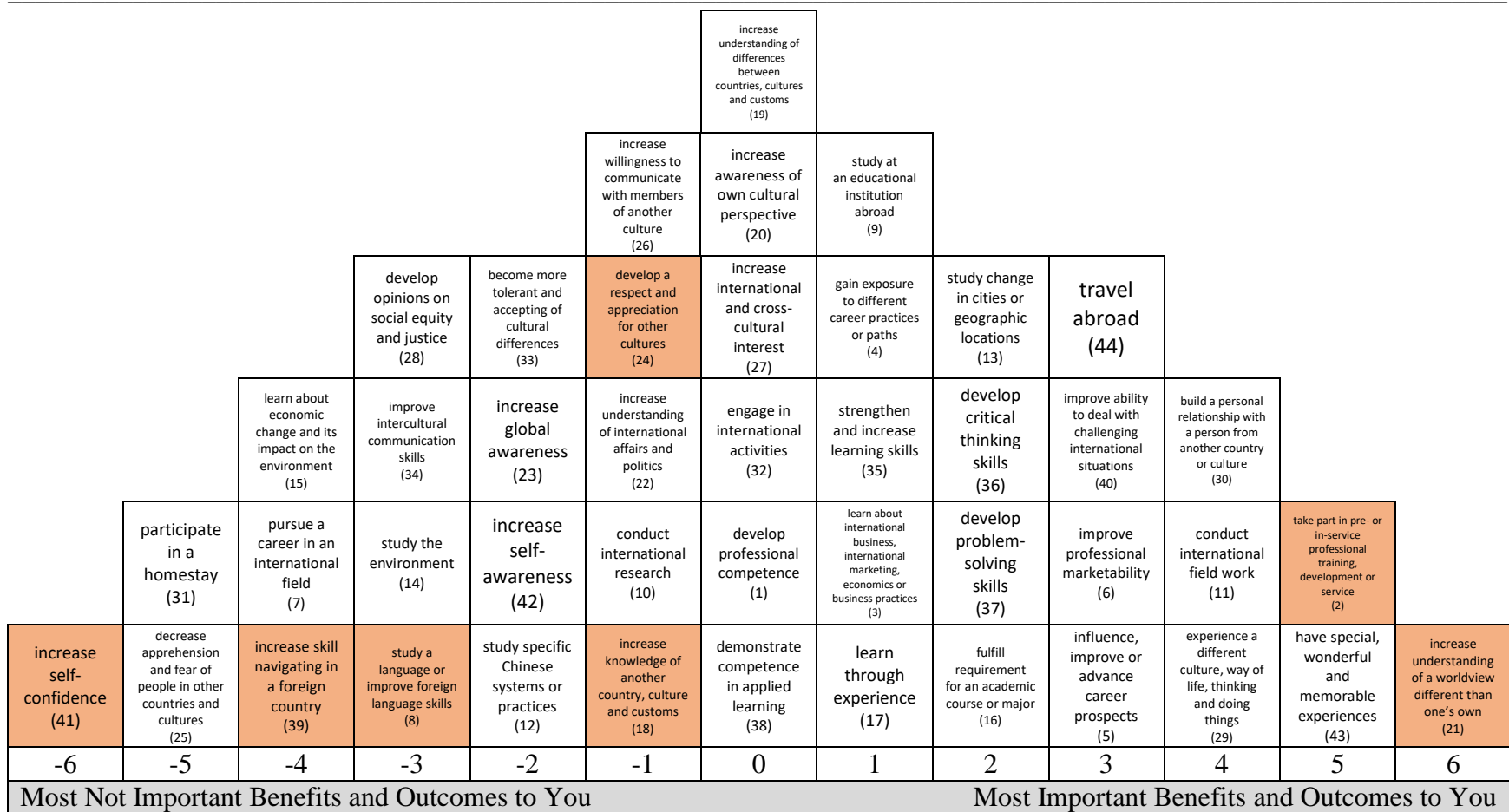


Figure 4.5. Model Q-sort for Factor Five - The Career-Experience Viewpoint

Note: Distinguishing items are shaded in orange.

Factor Six: The Career-International Viewpoint

Factor 6 consists of two participants in the study. Both students who loaded on Factor 6, one majoring in International Business and Policy Studies and the other in Finance and Accounting, attend Elon University. They are both white male juniors, and they are two of the six participants in this research study taking part in the China, Shanghai: Love School of Business Center Abroad (CIEE) program. Table 4.43 shows demographic and educational characteristics of participants loading on Factor 6. A major focus for members of Factor 6 was improving international career marketability and job prospects, so Factor 6 was named the Career-International Viewpoint.

Table 4.43

Factor 6 Demographic and Educational Characteristics

Part. #	School	Gender	Ethnicity	Major	Study Abroad Program	Class Standing
2	Elon University	M	White	Int. Bus. and Policy Studies	China, Shanghai: Love School of Business Center Abroad (CIEE)	Junior
3	Elon University	M	White	Finance and Accounting	China, Shanghai: Love School of Business Center Abroad (CIEE)	Junior

Career is the highest-rated domain for Factor 6 with an average of 1.00 for the statement factor scores. Factor 6's average of 1.00 for the statement factor scores is the third-highest of all six factors for the Career domain. Table 4.44 shows the statement factor scores averaged by thematic area (domain) for Factor 6. The statement numbers of the statements included in each thematic area (domain) are in parentheses.

Table 4.44
Statement Factor Scores Averaged for Factor 6

	Career (1-7)	Education (8-17)	Intercultural Competence (Cognitive) (18-23)	Intercultural Competence (Intrapersonal) (24-28)	Intercultural Competence (Interpersonal) (29-34)	Intercultural Competence (Overall)	Personal Development (35-44)
<i>Statement Factor Scores</i>	1.00	-0.70	0.50	-1.60	-0.34	-0.42	0.70

Statement 3 (learn about international business, international marketing, economics or business practices) in the Career domain is the highest-ranked statement for Factor 6 with a ranking of 6 and z-score of 2.387. Table 4.45 shows Factor 6's highest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.45
Highest-Ranked Statements for Factor 6

Statement #	Statement	Domain	Rank	Z-Score
3	learn about international business, international marketing, economics or business practices	Career	6	2.387
15	learn about economic change and its impact on the environment	Education	5	1.669
7	pursue a career in an international field	Career	5	1.553
22	increase understanding of international affairs and politics	Intercultural Competence (Cognitive)	4	1.393
29	experience a different culture, way of life, thinking and doing things	Intercultural Competence (Interpersonal)	4	1.278
30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	4	1.136

Statement 3 (learn about international business, international marketing, economics or business practices) in the Career domain is also a distinguishing statement for this factor as among all factors, Factor 6 ranked this statement the highest. Table 4.46 shows Factor 6's

distinguishing statements, and their respective domains, based on the statement factor scores.

Table 4.46
Distinguishing Statements for Factor 6

Statement #	Statement	Domain	F1	F2	F3	F4	F5	F6
3	learn about international business, international marketing, economics or business practices	Career	1	-3	-3	-2	1	6
15	learn about economic change and its impact on the environment	Education	-3	-1	-5	0	-4	5

Statement 15 (learn about economic change and its impact on the environment) is the second-highest-ranked statement for Factor 6 with a rank of 5 and z-score of 1.669. Statement 15 is also a distinguishing statement for this factor as among all factors, Factor 6 ranked this statement the highest. Statement 7 (pursue a career in an international field) in the Career domain is the third-highest-ranked statement for Factor 6 with a rank of 5 and z-score of 1.553 and statement 22 (increase understanding of international affairs and politics) is the fourth-highest-ranked statement for Factor 6 with a rank of 4 and z-score of 1.393. Statement 1 (develop professional competence) in the Career domain, with a rank of 3 and z-score of 1.092, and statement 32 (engage in international activities), with a rank of 2 and z-score of 0.417, also received high rankings for Factor 6. One member of Factor 6, who chose statement 3 (learn about international business, international marketing, economics or business practices) as the top-ranked (+6) reason for studying abroad, remarked, “As an International Business Major, I haven’t had many opportunities to truly learn about the importance of China as a key player in the global economy.” This member added, “I hope to increase my marketability after taking the risk and travelling to a communist country. I also hope that I will make some solid connections while I am abroad, which will help advance a future career in International Business.” The other member of this group was interested in studying abroad due to “the internship and business

classes associated with the program” and anticipated the outcomes of a “Future job, resume, interview, and something to talk about forever.”

Factor 6’s average of -0.42 for the statement factor scores for the Intercultural Competence domain is the second-lowest of all six factors. Table 4.47 shows Factor 6’s lowest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 4.47
Lowest-Ranked Statements for Factor 6

Statement #	Statement	Domain	Rank	Z-Score
10	conduct international research	Education	-6	-2.157
16	fulfill requirement for an academic course or major	Education	-5	-1.899
31	participate in a homestay	Intercultural Competence (Interpersonal)	-5	-1.855
25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence (Intrapersonal)	-4	-1.509
33	become more tolerant and accepting of cultural differences	Intercultural Competence (Interpersonal)	-4	-1.438
2	take part in pre- or in-service professional training, development or service	Career	-4	-1.251

Three of the five lowest-ranked statements for Factor 6 for studying abroad in China are in the Intercultural Competence domain: statement 31 (participate in a homestay) with a rank of -5 and z-score of -1.855, statement 25 (decrease apprehension and fear of people in other countries and cultures) with a rank of -4 and z-score of -1.509 and statement 33 (become more tolerant and accepting of cultural differences) with a rank of -4 and z-score of -1.438.

Figure 4.6, a model Q-sort for Factor 6, shows a visual representation of the average sorting response for the members of Factor 6. The statement numbers of the statements are in parentheses.

														increase understanding of differences between countries, cultures and customs (19)
							study specific Chinese systems or practices (12)	increase global awareness (23)	study at an educational institution abroad (9)					
			increase willingness to communicate with members of another culture (26)	increase awareness of own cultural perspective (20)	increase international and cross-cultural interest (27)	study change in cities or geographic locations (13)	strengthen and increase learning skills (35)	engage in international activities (32)	develop a respect and appreciation for other cultures (24)					
	become more tolerant and accepting of cultural differences (33)	develop opinions on social equity and justice (28)	increase self-awareness (42)	develop critical thinking skills (36)	improve ability to deal with challenging international situations (40)	improve professional marketability (6)	travel abroad (44)	develop professional competence (1)	build a personal relationship with a person from another country or culture (30)					
participate in a homestay (31)	take part in pre- or in-service professional training, development or service (2)	improve intercultural communication skills (34)	gain exposure to different career practices or paths (4)	increase understanding of a worldview different than one's own (21)	increase self-confidence (41)	conduct international field work (11)	develop problem-solving skills (37)	increase skill navigating in a foreign country (39)	increase understanding of international affairs and politics (22)	learn about economic change and its impact on the environment (15)				
conduct international research (10)	fulfill requirement for an academic course or major (16)	decrease apprehension and fear of people in other countries and cultures (25)	study the environment (14)	influence, improve or advance career prospects (5)	demonstrate competence in applied learning (38)	study a language or improve foreign language skills (8)	learn through experience (17)	increase knowledge of another country, culture and customs (18)	have special, wonderful and memorable experiences (43)	experience a different culture, way of life, thinking and doing things (29)	pursue a career in an international field (7)	learn about international business, international marketing, economics or business practices (3)		
-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6		
Most Not Important Benefits and Outcomes to You							Most Important Benefits and Outcomes to You							

Figure 4.6. Model Q-sort for Factor Six - The Career-International Viewpoint

Note: Distinguishing items are shaded in orange.

Characteristics across the Six Factors

The second question this research study sought to answer is “What are the similar characteristics across the viewpoints that emerge?” The Career domain is the highest-rated domain by averaged statement factor scores for three of the six factors, Factor 1, Factor 5 and Factor 6, which account for 19 of the 31 participants in the six factors. The Intercultural Competence domain is the highest-rated domain by averaged statement factor scores for three of the six factors, Factor 2, Factor 3 and Factor 4, which account for 12 of the 31 participants in the six factors. Table 4.48 shows the highest-rated domains by averaged statement factor scores for the six factors, and the number, *n*, of study participants in each factor.

Table 4.48
Highest-Rated Domains for Factors 1 to 6

	<i>n</i>	Domain	Averaged Statement Factor Scores
Factor 1	13	Career	1.43
Factor 2	6	Intercultural Competence	1.07
Factor 3	4	Intercultural Competence	1.54
Factor 4	2	Intercultural Competence	0.83
Factor 5	4	Career	1.29
Factor 6	2	Career	1.00

Eleven out of 12 (91.67%) of the participants who loaded on Factor 2, the Intercultural Competence-Language Viewpoint, Factor 3, the Intercultural Competence-Personal Development-Non-Career Viewpoint, and Factor 4, the Experiential and Applied Learning Viewpoint, all factors in which the Intercultural Competence domain is the highest-rated domain by averaged statement factor scores, were female. While Factor 1, the Career-Language Viewpoint, had six male and six female members and one member who didn't report gender, the other two factors in which the Career domain is the highest-rated domain by averaged statement factor scores had more males who reported gender. Factor 5, the Career-Experience Viewpoint, had

two male and one female member and one member who didn't report gender, and Factor 6, the Career-International Viewpoint, had two male and no female members. Table 4.49 shows the participants' gender by factor.

Table 4.49
Gender of Study Participants by Factor

	<i>n</i>	Male	Female	Not Reported
Factor 1	13	6	6	1
Factor 2	6	0	6	0
Factor 3	4	1	3	0
Factor 4	2	0	2	0
Factor 5	4	2	1	1
Factor 6	2	2	0	0

Thirteen of the 31 statements ranked highest (+6) by participants in the six factors are in the Education domain, seven are in the Career domain, seven are in the Personal Development domain and four are in the Intercultural Competence domain. Three statements, statement 8 (study a language or improve foreign language skills) and statement 43 (have special, wonderful and memorable experiences), each selected by five participants, and statement 17 (learn through experience) which was selected by four participants, account for a total of 14 of the 31 statements (45.16%) ranked highest (+6) by members of the six factors which emerged in this research study. Statement 3 (learn about international business, international marketing, economics or business practices), statement 5 (influence, improve or advance career prospects), statement 6 (improve professional marketability) and statement 18 (increase knowledge of another country, culture and customs) were each selected by two participants in the six factors. Table 4.50 shows the statement ranked highest (+6) by members of Factors 1 to 6, their respective domains, and the number, *n*, and percentage of study participants in Factors 1 to 6 who ranked these statements highest (+6).

Table 4.50
Statement Ranked Highest (+6) by Members of Factors 1 to 6

Statement #	Statement	Domain	<i>n</i>	%
3	learn about international business, international marketing, economics or business practices	Career	2	6.45
5	influence, improve or advance career prospects	Career	2	6.45
6	improve professional marketability	Career	2	6.45
7	pursue a career in an international field	Career	1	3.23
8	study a language or improve foreign language skills	Education	5	16.13
17	learn through experience	Education	4	12.90
9	study at an educational institution abroad	Education	1	3.23
11	conduct international field work	Education	1	3.23
12	study specific Chinese systems or practices	Education	1	3.23
16	fulfill requirement for an academic course or major	Education	1	3.23
18	increase knowledge of another country, culture and customs	Intercultural Competence	2	6.45
23	increase global awareness	Intercultural Competence	1	3.23
33	become more tolerant and accepting of cultural differences	Intercultural Competence	1	3.23
43	have special, wonderful and memorable experiences	Personal Development	5	16.13
42	increase self-awareness	Personal Development	1	3.23
44	travel abroad	Personal Development	1	3.23

Fourteen of the 31 statements ranked lowest (-6) by participants in the six factors are in the Education domain, 10 are in the Intercultural Competence domain, five are in the Career domain and two are in the Personal Development domain. Statement 31 (participate in a homestay) accounts for a total of seven of the 31 statements (22.58%) ranked lowest (-6) by members of the six factors which emerged in this research study. Statement 10 (conduct international research), statement 11 (conduct international field work), statement 15 (learn about

economic change and its impact on the environment) and statement 16 (fulfill requirement for an academic course or major) were each selected by three participants in the six factors. Statement 14 (study the environment) and statement 41 (increase self-confidence) were both selected by two participants in the six factors. Table 4.51 shows the statement ranked lowest (-6) by members of Factors 1 to 6, their respective domains, and the number, *n*, and percentage of study participants in Factors 1 to 6 who ranked these statements lowest (-6).

Table 4.51
Statement Ranked Lowest (-6) by Members of Factors 1 to 6

Statement #	Statement	Domain	<i>n</i>	%
1	develop professional competence	Career	1	3.23
2	take part in pre- or in-service professional training, development or service	Career	1	3.23
3	learn about international business, international marketing, economics or business practices	Career	1	3.23
4	gain exposure to different career practices or paths	Career	1	3.23
6	improve professional marketability	Career	1	3.23
10	conduct international research	Education	3	9.68
11	conduct international field work	Education	3	9.68
15	learn about economic change and its impact on the environment	Education	3	9.68
16	fulfill requirement for an academic course or major	Education	3	9.68
14	study the environment	Education	2	6.45
31	participate in a homestay	Intercultural Competence	7	22.58
25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence	1	3.23
28	develop opinions on social equity and justice	Intercultural Competence	1	3.23
30	build a personal relationship with a person from another country or culture	Intercultural Competence	1	3.23
41	increase self-confidence	Personal Development	2	6.45

The statement with the highest averaged statement score of the 44 statements sorted by all 39 participants in this research study is statement 43 (have special, wonderful and memorable experience) with an averaged statement score of 2.95, the statement with the second-highest averaged statement score is statement 8 (study a language or improve foreign language skills) with an averaged statement score of 2.33, and the statement with the third-highest averaged statement score is statement 6 (improve professional marketability) with an averaged statement score of 2.28.

The statement with the lowest averaged statement score of the 44 statements sorted by all 39 participants in this research study is statement 31 (participate in a homestay) with an averaged statement score of -3.74, the statement with the second-lowest averaged statement score is statement 10 (conduct international research) with an averaged statement score of -3.03, and the statement with the third-lowest averaged statement score is statement 14 (study the environment) with an averaged statement score of -2.90.

Table 4.52 shows the averaged statement scores of the 44 statements sorted by all 39 participants in this research study, sorted from the statement with the highest averaged statement score to the statement with the lowest averaged statement score.

Table 4.52
Averaged Statement Scores for All Statements

Statement #	Statement	Domain	Averaged Statement Score
43	have special, wonderful and memorable experiences	Personal Development	2.95
8	study a language or improve foreign language skills	Education	2.33
6	improve professional marketability	Career	2.28
44	travel abroad	Personal Development	1.87
21	increase understanding of a worldview different than one's own	Intercultural Competence	1.82
24	develop a respect and appreciation for other cultures	Intercultural Competence	1.82
34	improve intercultural communication skills	Intercultural Competence	1.67
18	increase knowledge of another country, culture and customs	Intercultural Competence	1.51
27	increase international and cross-cultural interest	Intercultural Competence	1.41
32	engage in international activities	Intercultural Competence	1.38
23	increase global awareness	Intercultural Competence	1.28
29	experience a different culture, way of life, thinking and doing things	Intercultural Competence	1.23
7	pursue a career in an international field	Career	1.15
9	study at an educational institution abroad	Education	1.00
1	develop professional competence	Career	0.97
17	learn through experience	Education	0.90
20	increase awareness of own cultural perspective	Intercultural Competence	0.90
33	become more tolerant and accepting of cultural differences	Intercultural Competence	0.77
30	build a personal relationship with a person from another country or culture	Intercultural Competence	0.67
5	influence, improve or advance career prospects	Career	0.59
12	study specific Chinese systems or practices	Education	0.23
4	gain exposure to different career practices or paths	Career	0.05

Table 4.52 continued

35	strengthen and increase learning skills	Personal Development	-0.03
42	increase self-awareness	Personal Development	-0.03
3	learn about international business, international marketing, economics or business practices	Career	-0.13
19	increase understanding of differences between countries, cultures and customs	Intercultural Competence	-0.21
40	improve ability to deal with challenging international situations	Personal Development	-0.21
22	increase understanding of international affairs and politics	Intercultural Competence	-0.36
26	increase willingness to communicate with members of another culture	Intercultural Competence	-0.44
38	demonstrate competence in applied learning	Personal Development	-0.59
39	increase skill navigating in a foreign country	Personal Development	-0.79
37	develop problem-solving skills	Personal Development	-0.82
36	develop critical thinking skills	Personal Development	-0.87
16	fulfill requirement for an academic course or major	Education	-1.59
28	develop opinions on social equity and justice	Intercultural Competence	-1.62
15	learn about economic change and its impact on the environment	Education	-1.67
13	study change in cities or geographic locations	Education	-1.69
11	conduct international field work	Education	-1.72
2	take part in pre- or in-service professional training, development or service	Career	-1.90
41	increase self-confidence	Personal Development	-2.08
25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence	-2.41
14	study the environment	Education	-2.90
10	conduct international research	Education	-3.03
31	participate in a homestay	Intercultural Competence	-3.74

Summary

Presented in this chapter is data collected from this Q methodology research study which addresses the following two questions: 1) What are the viewpoints toward why students participate in study abroad programs in China and why? and 2) What are the similar characteristics across the viewpoints that emerge? A demographic, education and study abroad program overview of the sampled population and information related to the study's factor analysis was presented in this chapter. Characteristics of each of the six factors which emerged through the study, including the highest, lowest and distinguishing concourse items in each factor, was also presented. A major focus for members of Factor 1, the Career-Language Viewpoint, was improving their career prospects and Chinese language skills. Members of Factor 2, the Intercultural Competence-Language Viewpoint, were focused on increasing their cultural knowledge, intercultural skills and Chinese language ability. A major focus for members of Factor 3, the Intercultural Competence-Personal Development-Non-Career Viewpoint, was increasing cultural knowledge and intercultural experiences and personal development. Experiential and applied learning was a prime focus for members of Factor 4, the Experiential and Applied Learning Viewpoint. Members of Factor 5, the Career-Experience Viewpoint, were focused on gaining field experience related to their desired career and having educational experiences in another country. A major focus for members of Factor 6, the Career-International Viewpoint, was improving international career marketability and job prospects. Table 4.53 shows the factor names for each of the six factors, including the number of people who loaded, *n*, on each factor.

Table 4.53
Factor Names

	<i>n</i>	Name
Factor 1	13	The Career-Language Viewpoint
Factor 2	6	The Intercultural Competence-Language Viewpoint
Factor 3	4	The Intercultural Competence-Personal Development-Non-Career Viewpoint
Factor 4	2	The Experiential and Applied Learning Viewpoint
Factor 5	4	The Career-Experience Viewpoint
Factor 6	2	The Career-International Viewpoint

Chapter Five

Introduction

This research study examined viewpoints of why students intending to take part in study abroad programs in China want to participate in them. This study aims to assist in the improvement of the study abroad experience for future study abroad participants. It is important to the field of international education as the identification of student viewpoints about the benefits and value of study abroad and ranking of study abroad outcome preferences can help inform and shape how future study abroad programs are organized.

After getting IRB approval for this study, three university staff members involved with study abroad programs and two students intending to study abroad in China reviewed the list of 59 benefits and outcomes of study abroad which were derived from research literature. Based on this review, a final set of 44 items was reached. A Q table was developed so participants could rank their perceptions of these 44 statements from +6 (most agree) to -6 (most disagree). College and university staff and faculty members and third party study abroad providers involved with study abroad in China programs were e-mailed a description of the research study and asked to help recruit students intending to take part in a study abroad in China program to participate in this research study. The faculty and staff members who agreed to help facilitate the study e-mailed the research study invitation and anonymous Qualtrics (2018) survey link to students who intended to take part in a study abroad in China program. Students who were interested in the study clicked on the survey link, and if they affirmed that they intended to study abroad in China and consented to take part in the study, were asked to complete the Q-sort and follow up questions. 20 to 40 participants for this research study were sought, and the Qualtrics (2018) survey was closed when 39 participants, from a diverse mix of locations in the United

States, including students attending small to large-sized public and private schools in rural to urban areas, finished the Q-sort and questions. These 39 study participants completed the Q-sort by sorting 44 statement cards based on the extent to which they reflect why they wanted to participate in a study abroad in China program. These participants also answered follow up reflection questions about the choices they made for ranking the cards the way they did during the Q-sort and were asked to provide demographic and educational information.

Summary of Findings

This research study sought to answer these two questions: 1) What are the viewpoints toward why students participate in study abroad programs in China and why? and 2) What are the similar characteristics across the viewpoints that emerge? The following are 10 key findings from this research.

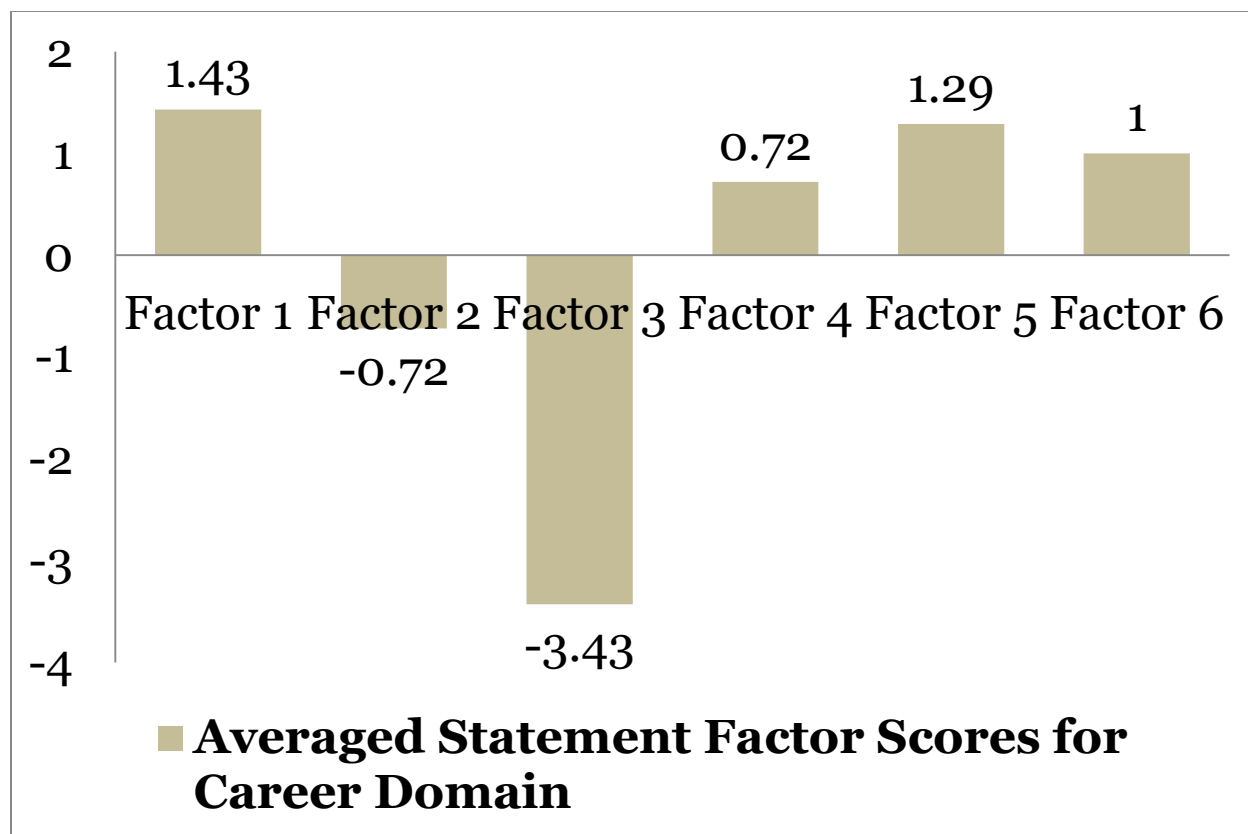
Finding 1: 6-Factor Solution. A six-factor solution emerged from this research study that encompasses the various viewpoints and perspectives of the participants in this study intending to study abroad in China. Based on an analysis of the responses of the participants who loaded in each factor, the following names were given to these six factors: Factor 1: The Career-Language Viewpoint, Factor 2: The Intercultural Competence-Language Viewpoint, Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint, Factor 4: The Experiential and Applied Learning Viewpoint, Factor 5: The Career-Experience Viewpoint, and Factor 6: The Career-International Viewpoint.

Chapter 4 includes a detailed presentation of the these six factors, including the highest, lowest and distinguishing concourse items for each factor and selected quotes from members of these factors which illustrate and highlight representative aspects of each factor.

Finding 2: Highest-Rated Domains by Averaged Statement Factor Scores for the Six Factors. The Career domain is the highest-rated domain by averaged statement factor scores for three of the six factors, which account for 19 of the 31 participants who loaded on the six factors, Factor 1, The Career-Language Viewpoint ($n = 13$), Factor 5, The Career-Experience Viewpoint ($n = 4$), and Factor 6, The Career-International Viewpoint ($n = 2$). The Intercultural Competence domain is the highest-rated domain by averaged statement factor scores for three of the six domains, which account for 12 of the 31 participants who loaded on the six factors, Factor 2, The Intercultural Competence-Language Viewpoint ($n = 6$), Factor 3, The Intercultural Competence-Personal Development-Non-Career Viewpoint ($n = 4$), and Factor 4, The Experiential and Applied Learning Viewpoint ($n = 2$).

Finding 3: Domain Rankings by Factor. Figures 5.1 to 5.7 show the averaged statement factor scores by domain for the six factors.

Figure 5.1 shows the averaged statement factor scores for the Career domain. For the Career domain, Factor 1, The Career-Language Viewpoint, had the highest averaged statement factor score (1.43) of all six factors and Factor 3, The Intercultural Competence-Personal Development-Non-Career Viewpoint, had the lowest averaged statement factor score (-3.43) of all six factors.



Factor 1: The Career-Language Viewpoint

Factor 2: The Intercultural Competence-Language Viewpoint

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint

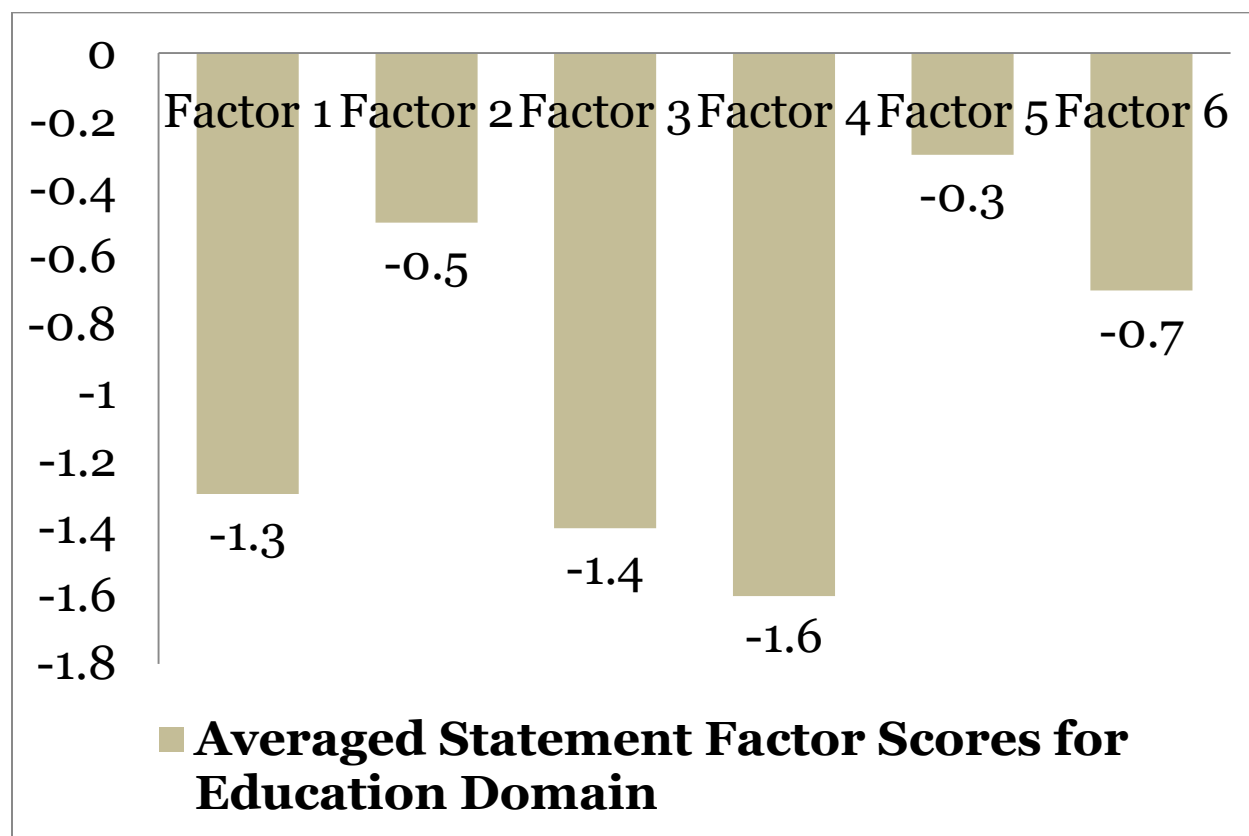
Factor 4: The Experiential and Applied Learning Viewpoint

Factor 5: The Career-Experience Viewpoint

Factor 6: The Career-International Viewpoint

Figure 5.1. Averaged statement factor scores for Career domain.

Figure 5.2 shows the averaged statement factor scores for the Education domain. For the Education domain, Factor 5, The Career-Experience Viewpoint, had the highest averaged statement factor score (-0.30) of all six factors and Factor 4, The Experiential and Applied Learning Viewpoint, had the lowest averaged statement factor score (-1.60) of all six factors.



Factor 1: The Career-Language Viewpoint

Factor 2: The Intercultural Competence-Language Viewpoint

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint

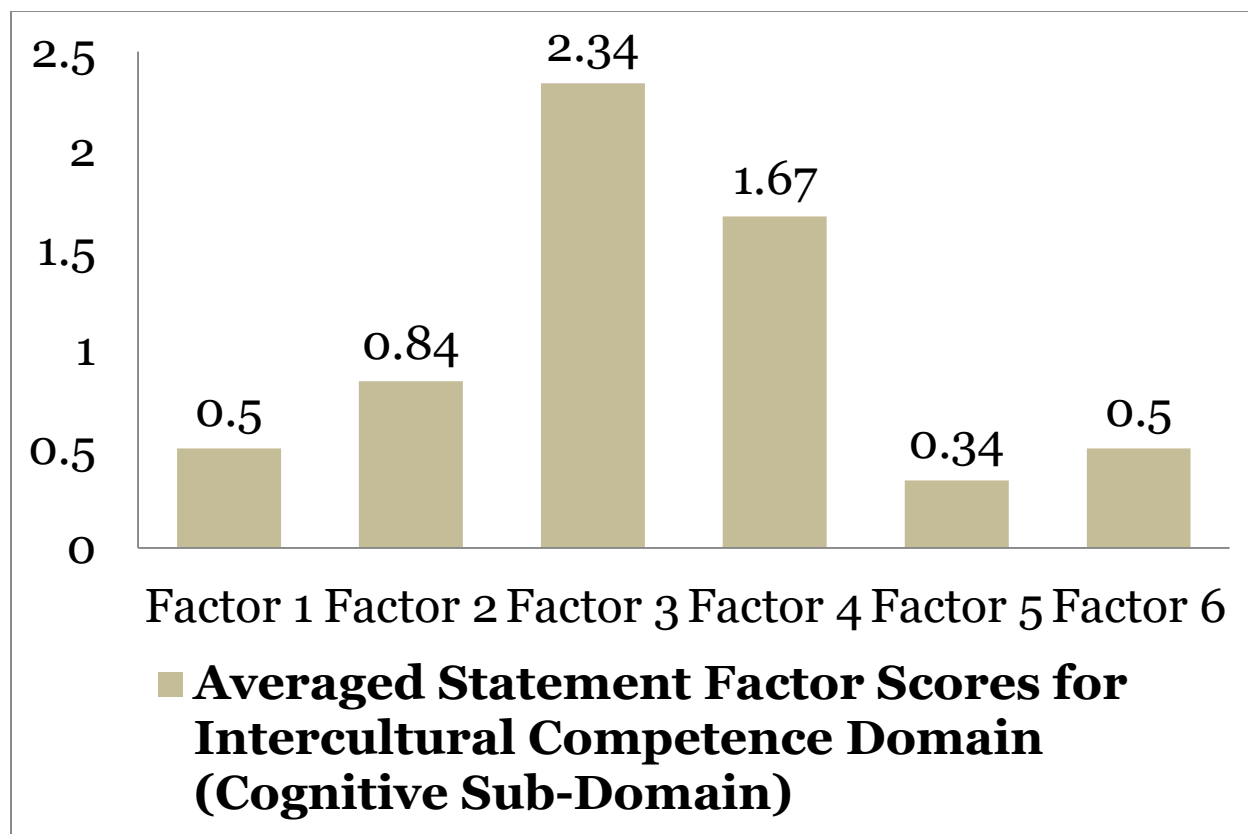
Factor 4: The Experiential and Applied Learning Viewpoint

Factor 5: The Career-Experience Viewpoint

Factor 6: The Career-International Viewpoint

Figure 5.2. Averaged statement factor scores for Education domain.

Figure 5.3 shows the averaged statement factor scores for the Intercultural Competence domain (Cognitive sub-domain). For the Intercultural Competence domain (Cognitive sub-domain), Factor 3, The Intercultural Competence-Personal Development-Non-Career Viewpoint, had the highest averaged statement factor score (2.34) of all six factors and Factor 5, The Career-Experience Viewpoint, had the lowest averaged statement factor score (0.34) of all six factors.



Factor 1: The Career-Language Viewpoint

Factor 2: The Intercultural Competence-Language Viewpoint

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint

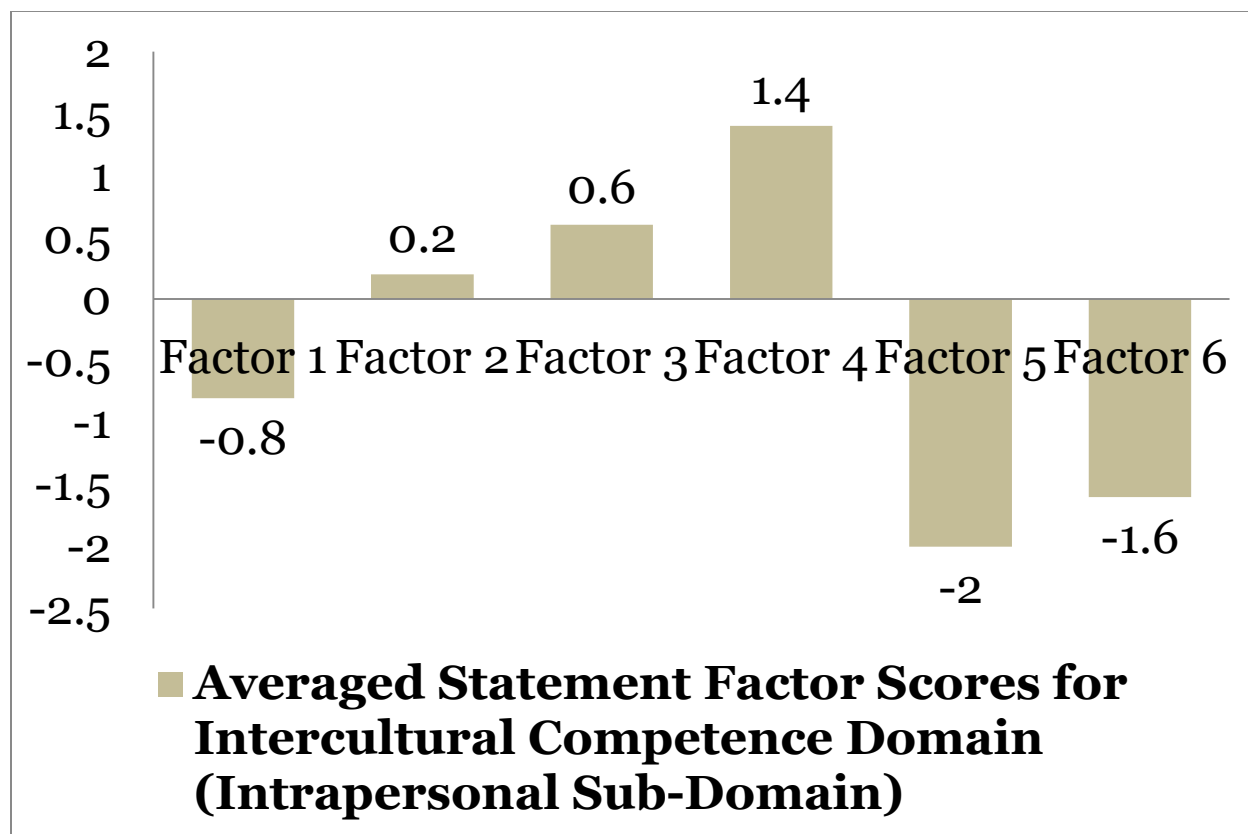
Factor 4: The Experiential and Applied Learning Viewpoint

Factor 5: The Career-Experience Viewpoint

Factor 6: The Career-International Viewpoint

Figure 5.3. Averaged statement factor scores for Intercultural Competence domain (Cognitive sub-domain).

Figure 5.4 shows the averaged statement factor scores for the Intercultural Competence domain (Intrapersonal sub-domain). For the Intercultural Competence domain (Intrapersonal sub-domain), Factor 4, The Experiential and Applied Learning Viewpoint, had the highest averaged statement factor score (1.40) of all six factors and Factor 5, The Career-Experience Viewpoint, had the lowest averaged statement factor score (-2.00) of all six factors.



Factor 1: The Career-Language Viewpoint

Factor 2: The Intercultural Competence-Language Viewpoint

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint

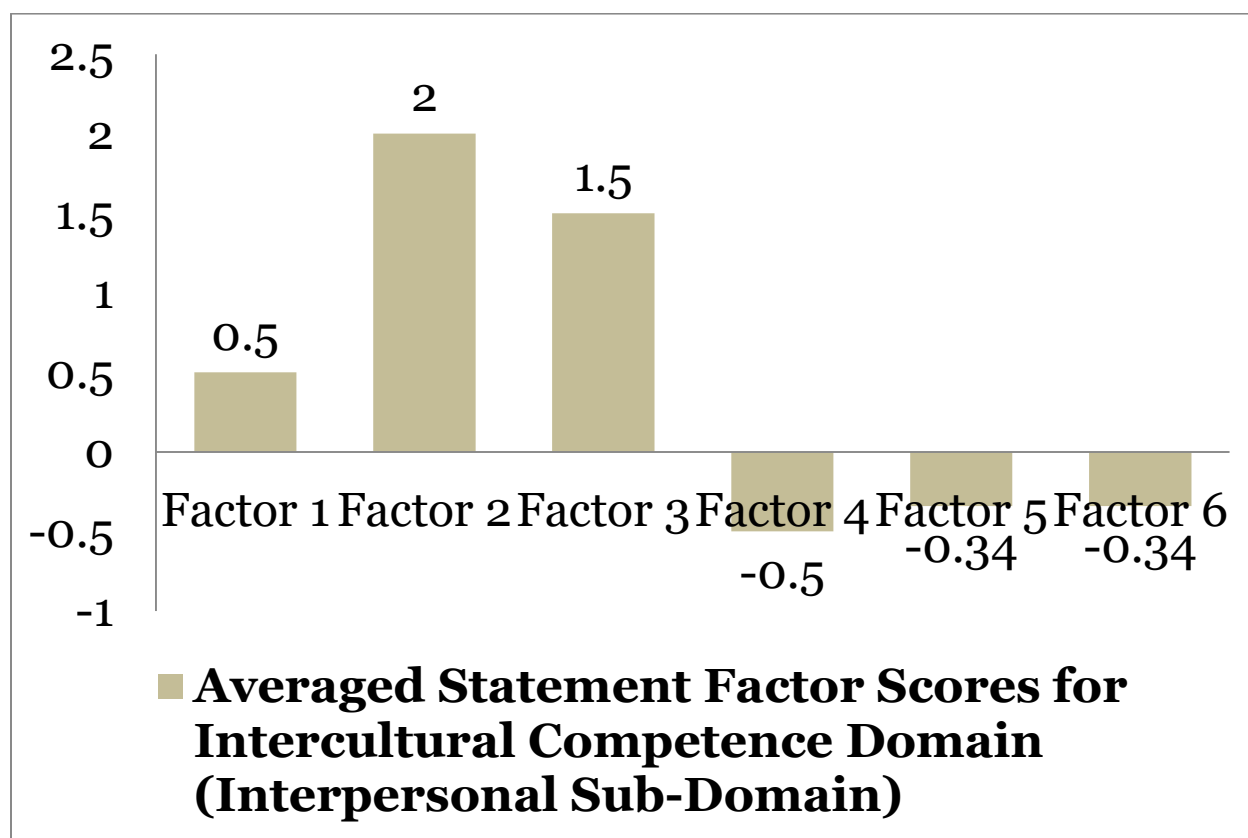
Factor 4: The Experiential and Applied Learning Viewpoint

Factor 5: The Career-Experience Viewpoint

Factor 6: The Career-International Viewpoint

Figure 5.4. Averaged statement factor scores for Intercultural Competence domain (Intrapersonal sub-domain).

Figure 5.5 shows the averaged statement factor scores for the Intercultural Competence domain (Interpersonal sub-domain). For the Intercultural Competence domain (Interpersonal sub-domain), Factor 2, The Intercultural Competence-Language Viewpoint, had the highest averaged statement factor score (2.00) of all six factors and Factor 4, The Experiential and Applied Learning Viewpoint, had the lowest averaged statement factor score (-0.50) of all six factors.



Factor 1: The Career-Language Viewpoint

Factor 2: The Intercultural Competence-Language Viewpoint

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint

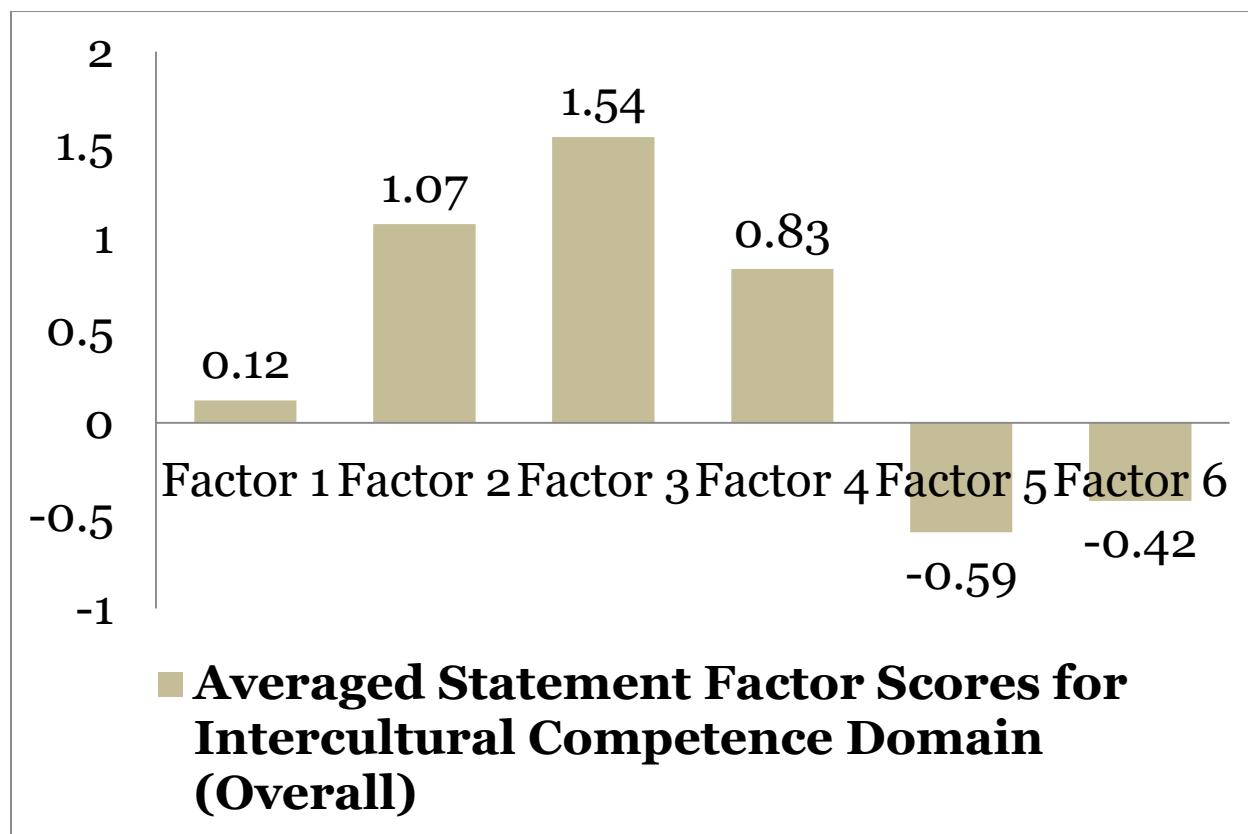
Factor 4: The Experiential and Applied Learning Viewpoint

Factor 5: The Career-Experience Viewpoint

Factor 6: The Career-International Viewpoint

Figure 5.5. Averaged statement factor scores for Intercultural Competence domain (Interpersonal sub-domain).

Figure 5.6 shows the averaged statement factor scores for the Intercultural Competence domain (Overall). For the Intercultural Competence domain (Overall), Factor 3, The Intercultural Competence-Personal Development-Non-Career Viewpoint, had the highest averaged statement factor score (1.54) of all six factors and Factor 5, The Career-Experience Viewpoint, had the lowest averaged statement factor score (-0.59) of all six factors.



Factor 1: The Career-Language Viewpoint

Factor 2: The Intercultural Competence-Language Viewpoint

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint

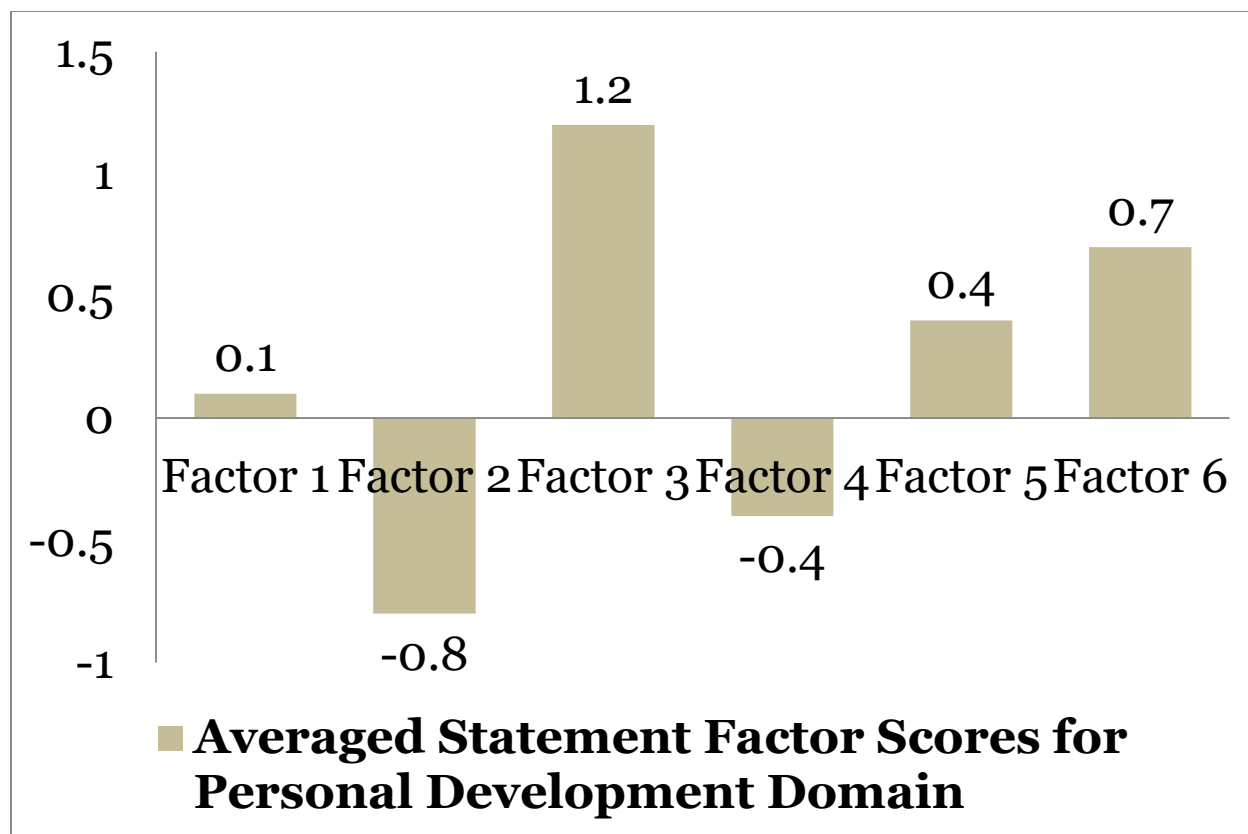
Factor 4: The Experiential and Applied Learning Viewpoint

Factor 5: The Career-Experience Viewpoint

Factor 6: The Career-International Viewpoint

Figure 5.6. Averaged statement factor scores for Intercultural Competence domain (Overall).

Figure 5.7 shows the averaged statement factor scores for the Personal Development domain. For the Personal Development domain, Factor 3, The Intercultural Competence-Personal Development-Non-Career Viewpoint, had the highest averaged statement factor score (1.20) of all six factors and Factor 2, The Intercultural Competence-Language Viewpoint, had the lowest averaged statement factor score (-0.80) of all six factors.



Factor 1: The Career-Language Viewpoint

Factor 2: The Intercultural Competence-Language Viewpoint

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint

Factor 4: The Experiential and Applied Learning Viewpoint

Factor 5: The Career-Experience Viewpoint

Factor 6: The Career-International Viewpoint

Figure 5.7. Averaged statement factor scores for Personal Development domain.

Finding 4: Intercultural Competence Focused Factors and Female Participants.

There were 31 study participants who loaded on the six factors, 18 female, 11 male and 2 who didn't report their gender. Eleven out of the 12 participants (91.67%) who loaded on Factor 2, the Intercultural Competence-Language Viewpoint, Factor 3, the Intercultural Competence-Personal Development-Non-Career Viewpoint, and Factor 4, the Experiential and Applied Learning Viewpoint, the three factors in which the Intercultural Competence domain is the highest-rated domain by averaged statement factor scores, were female.

Finding 5: Highest-Ranked Statements for the Six Factors. Table 5.1 shows all six factors' top six highest-ranked statements, and their respective domains, based on the statement factor scores and z-scores.

Table 5.1
Highest-Ranked Statements for All Six Factors

Factor	#	Statement	Domain	Rank	Z-Score
Factor 1: The Career-Language Viewpoint	8	study a language or improve foreign language skills	Education	6	2.226
	43	have special, wonderful and memorable experiences	Personal Development	5	1.912
	7	pursue a career in an international field	Career	5	1.525
	6	improve professional marketability	Career	4	1.440
	44	travel abroad	Personal Development	4	1.311
	5	influence, improve or advance career prospects	Career	4	1.058
Factor 2: The Intercultural Competence-Language Viewpoint	34	improve intercultural communication skills	Intercultural Competence (Interpersonal)	6	1.756
	33	become more tolerant and accepting of cultural differences	Intercultural Competence (Interpersonal)	5	1.381
	8	study a language or improve foreign language skills	Education	5	1.358
	12	study specific Chinese systems or practices	Education	4	1.345
	20	increase awareness of own cultural perspective	Intercultural Competence (Cognitive)	4	1.243
	42	increase self-awareness	Personal Development	4	1.234

Table 5.1 continued

Factor 3: The Intercultural Competence- Personal Development- Non-Career Viewpoint	18	increase knowledge of another country, culture and customs	Intercultural Competence (Cognitive)	6	1.775
	44	travel abroad	Personal Development	5	1.739
	43	have special, wonderful and memorable experiences	Personal Development	5	1.717
	22	increase understanding of international affairs and politics	Intercultural Competence (Cognitive)	4	1.559
	29	experience a different culture, way of life, thinking and doing things	Intercultural Competence (Interpersonal)	4	1.442
	32	engage in international activities	Intercultural Competence (Interpersonal)	4	1.186
Factor 4: The Experiential and Applied Learning Viewpoint	33	become more tolerant and accepting of cultural differences	Intercultural Competence (Interpersonal)	6	1.757
	6	improve professional marketability	Career	5	1.718
	17	learn through experience	Education	5	1.688
	5	influence, improve or advance career prospects	Career	4	1.619
	38	demonstrate competence in applied learning	Personal Development	4	1.550
	24	develop a respect and appreciation for other cultures	Intercultural Competence (Intrapersonal)	4	1.451

Table 5.1 continued

Factor 5: The Career-Experience Viewpoint	21	increase understanding of a worldview different than one's own	Intercultural Competence (Cognitive)	6	1.973
	2	take part in pre- or in-service professional training, development or service	Career	5	1.760
	43	have special, wonderful and memorable experiences	Personal Development	5	1.508
	11	conduct international field work	Education	4	1.159
	30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	4	1.021
	29	experience a different culture, way of life, thinking and doing things	Intercultural Competence (Interpersonal)	4	0.940
Factor 6: The Career-International Viewpoint	3	learn about international business, international marketing, economics or business practices	Career	6	2.387
	15	learn about economic change and its impact on the environment	Education	5	1.669
	7	pursue a career in an international field	Career	5	1.553
	22	increase understanding of international affairs and politics	Intercultural Competence (Cognitive)	4	1.393
	29	experience a different culture, way of life, thinking and doing things	Intercultural Competence (Interpersonal)	4	1.278
30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	4	1.136	

Finding 6: Highest-Ranked Statements by Averaged Statement Score. The highest-ranked statement of the 44 statements sorted by all 39 participants in this research study is statement 43 (have special, wonderful and memorable experience) with an averaged statement score of 2.95, the second-highest-ranked statement is statement 8 (study a language or improve

foreign language skills) with an averaged statement score of 2.33 and the third-highest-ranked statement is statement 6 (improve professional marketability) with an averaged statement score of 2.28.

Finding 7: Highest-Ranked (+6) Statements. Three statements account for a total of 14 of the 31 highest-ranked (+6) statements (45.16%) chosen by members of the six factors which emerged in this research study, statement 8 (study a language or improve foreign language skills) and statement 43 (have special, wonderful and memorable experiences), each selected by five participants, and statement 17 (learn through experience) which was chosen by four participants.

Finding 8: Lowest-Ranked Statements for the Six Factors. Table 5.2 shows the six lowest-ranked statements, and their respective domains, for all six factors, based on the statement factor scores and z-scores.

Table 5.2
Lowest-Ranked Statements for All Six Factors

Factor	#	Statement	Domain	Rank	Z-Score
Factor 1: The Career-Language Viewpoint	11	conduct international field work	Education	-6	-1.905
	10	conduct international research	Education	-5	-1.852
	31	participate in a homestay	Intercultural Competence (Interpersonal)	-5	-1.844
	2	take part in pre- or in-service professional training, development or service	Career	-4	-1.566
	14	study the environment	Education	-4	-1.376
	13	study change in cities or geographic locations	Education	-4	-1.291
Factor 2: The Intercultural Competence-Language Viewpoint	16	fulfill requirement for an academic course or major	Education	-6	-2.128
	2	take part in pre- or in-service professional training, development or service	Career	-5	-1.630
	10	conduct international research	Education	-5	-1.375
	31	participate in a homestay	Intercultural Competence (Interpersonal)	-4	-1.260
	5	influence, improve or advance career prospects	Career	-4	-1.189
	22	increase understanding of international affairs and politics	Intercultural Competence (Cognitive)	-4	-1.140

Table 5.2 continued

Factor 3: The Intercultural Competence-Personal Development-Non-Career Viewpoint	4	gain exposure to different career practices or paths	Career	-6	-1.537
	15	learn about economic change and its impact on the environment	Education	-5	-1.531
	14	study the environment	Education	-5	-1.503
	2	take part in pre- or in-service professional training, development or service	Career	-4	-1.503
	6	improve professional marketability	Career	-4	-1.292
	25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence (Intrapersonal)	-4	-1.283
Factor 4: The Experiential and Applied Learning Viewpoint	30	build a personal relationship with a person from another country or culture	Intercultural Competence (Interpersonal)	-6	-1.757
	13	study change in cities or geographic locations	Education	-5	-1.619
	14	study the environment	Education	-5	-1.619
	31	participate in a homestay	Intercultural Competence (Interpersonal)	-4	-1.550
	41	increase self-confidence	Personal Development	-4	-1.520
	44	travel abroad	Personal Development	-4	-1.184

Table 5.2 continued

Factor 5: The Career-Experience Viewpoint	41	increase self-confidence	Personal Development	-6	-2.538
	31	participate in a homestay	Intercultural Competence (Interpersonal)	-5	-1.739
	25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence (Intrapersonal)	-5	-1.664
	39	increase skill navigating in a foreign country	Personal Development	-4	-1.481
	15	learn about economic change and its impact on the environment	Education	-4	-1.433
	7	pursue a career in an international field	Career	-4	-1.390
Factor 6: The Career-International Viewpoint	10	conduct international research	Education	-6	-2.157
	16	fulfill requirement for an academic course or major	Education	-5	-1.899
	31	participate in a homestay	Intercultural Competence (Interpersonal)	-5	-1.855
	25	decrease apprehension and fear of people in other countries and cultures	Intercultural Competence (Intrapersonal)	-4	-1.509
	33	become more tolerant and accepting of cultural differences	Intercultural Competence (Interpersonal)	-4	-1.438
	2	take part in pre- or in-service professional training, development or service	Career	-4	-1.251

Finding 9: Lowest-Ranked Statements by Averaged Statement Score. The lowest-ranked statement of the 44 statements sorted by all 39 participants in this research study is statement 31 (participate in a homestay) with an averaged statement score of -3.74, the second-lowest-ranked statement is statement 10 (conduct international research) with an averaged statement score of -3.03 and the third-lowest-ranked statement is statement 14 (study the

environment) with an averaged statement score of -2.90.

Finding 10: Lowest-Ranked (-6) Statements. Statement 31 (participate in a homestay), chosen by seven of the 31 members of the six factors which emerged in this research study, accounts for a total of 22.58% of the lowest-ranked (-6) statements. Four other statements were each selected by three participants in the six factors as the lowest-ranked (-6) statement, statement 10 (conduct international research), statement 11 (conduct international field work), statement 15 (learn about economic change and its impact on the environment) and statement 16 (fulfill requirement for an academic course or major).

Limitations

This study examined viewpoints of why students intending to participate in study abroad programs in China want to take part in them. The format of the study, conducting a Q-sort by sorting statements on a concourse in a PowerPoint file, may have impacted the time each participant spent thinking about and sorting the 44 statements in the study, and the ultimate arrangement of the cards and the rankings given to the statements by participants in the Q-sort, as compared to sorting 44 statements via a different Q-sort platform or by sorting actual physical cards with the statements on them and placing them on a concourse on a piece of paper. As such, the format for the Q-sort may have impacted the study results.

I decided on a six-factor solution, or model, for this study. A different researcher, however, may have determined that extracting and retaining a different number of factors when conducting the factor analysis and interpreting the results would produce a more appropriate solution when specifying the factor model. If this were the case, a different result in terms of the research study findings would be produced.

This study is limited to the degree that it did not focus on participants studying abroad in

China on a program of any particular duration or type. There are a wide range of study abroad program durations, from short-term programs of eight weeks or less, to mid-length programs of one semester to programs lasting a full academic year (Bringle & Hatcher, 2011). There are numerous types of study abroad programs as well, from programs organized by university faculty members focused on a course or courses within a particular college department and interdisciplinary programs incorporating aspects from two or more courses or programs in different college departments to programs offered by third party study abroad providers. Some study abroad programs offer community service or service learning in the host country (Bringle & Hatcher, 2011) and others offer pre- or in-service professional training, development or service such as internship, practicum and teaching experiences. Some programs combine elements of these different types of programs, for example integrating college course work and internship, professional training and service learning into a single study abroad program. A research study similar to this, which focused on ascertaining the viewpoints of participants in a particular type of study abroad program and duration, might produce different results than the ones derived from this study, which didn't differentiate between study abroad programs of any specific duration or type. In the case of a particular type of study abroad program, for example one focused on increasing participants' language proficiency, the study results would more specifically align with the perceptions of participants in that specific type of program, and this information may be of more interest and use to someone planning or marketing that particular type of study abroad program.

Another study limitation relates to the statements included in the Q-sort. In this study, participants had to sort and rank the 44 statements included in this sort, which are meant to be a representative sample of the benefits and outcomes of study abroad based on outcomes

discovered in the literature review which was conducted and on the feedback received when reviewing these benefits and outcomes with faculty and student reviewers. However, a researcher could choose to include a different mix of statements for the Q-sort based on a different literature review or method for choosing which items to include in the study's Q-sort. If a different set of statements were included in the study, the study would produce different results. Related to this limitation is the way in which the items in the study were conceptualized, or grouped, into the four thematic areas (domains) of Career, Education, Intercultural Competence and Personal Development. This study's results often reflect the way in which the statements ranked in the study manifest or attribute meaning for one of these four domains. A different researcher might not conceptualize the same four thematic areas (domains) that were used in this study, and might include a different set of statements as a representative cross-section of the types of benefits and outcomes of study abroad for each of the thematic areas used in the study. In this study, the Career domain included seven statements, the Education domain included 10 statements, Intercultural Competence included a total of 17 statements in three sub-domains, Cognitive with six statements, Intrapersonal with five statements and Interpersonal with six statements, and Personal Development included 10 statements. In addition to the specific statements included in the study's Q-sort, a different number of statements in any of these four domains, and for Intercultural Competence the number of statements included in each of the three sub-domains, might produce a different result in terms of the averaged statement scores for a particular domain and sub-domain and how the domains rank in comparison to each other in each factor.

This research study is limited in terms of the group of people the researcher was able to gain access to for consideration to include in the study. 20 to 40 participants from a diverse mix

of public and private colleges and universities in different parts of America were sought for inclusion in the study. To reach the upper end of this range and ultimately get the 39 participants who took part in this study, individuals working at 110 colleges and universities and 12 third party study abroad providers were contacted. The possible individuals to include in this study were limited to those attending schools which the researcher contacted and access the researcher was given to potential study participants based on the decisions made by the individuals contacted at these schools as well as access given to potential participants taking part in programs offered to students at various schools by third party providers. The decisions these contacts made on whether or not to pass along an invitation to potential participants to take part in this research study was often based on their program, department, university or company policy on who can conduct research on students at their schools or students taking part in one of their study abroad programs, and how the research can be conducted. If a different mix of colleges, universities and third party study abroad providers had been contacted, or a different number of participants to take part in the study had been sought, there would have been a different mix and number of participants in the study and the study results might be different.

Implications for Study Abroad Program Planners, Providers and Marketers

This research study's findings on the viewpoints of study abroad participation by students intending to study abroad in China reveal these students' perceptions of the benefits, outcomes and value of study abroad to them. These findings can be used by study abroad in China program planners to help inform the way they organize future study abroad programs. By tailoring their study abroad program content to better match and align with top-ranked benefits and outcomes of students who intend to study abroad in China, study abroad program planners could increase overall student satisfaction with these programs.

A six-factor solution emerged from this research study. The highest and lowest-ranked statements within each of these six factors provide insight into the perceived value of study abroad program offerings by the individuals who comprise each of these factors. Study abroad program planners could include elements in their programs which target top-ranked statements in certain factors, and conversely minimize or eliminate the focus of the lowest-ranked statements, which may reflect the perspectives of the types of individuals who take part in particular study abroad programs they offer. Study abroad program planners, providers and marketers could also consider statements ranked highly by many or most participants in this study and incorporate experiences which target and reflect these statements in their study abroad program offerings and promotional material. Particular attention should be directed to the highest-ranked (+6) statements among members of the six factors which emerged from this study and the highest-ranked statements by all participants in this research study based on averaged statement scores. Three statements combine for a total of 14 of the 31 highest-ranked (+6) statements (45.16%) selected by members of the six factors which emerged in this research study, statement 8 (study a language or improve foreign language skills) and statement 43 (have special, wonderful and memorable experiences), each chosen by five participants, and statement 17 (learn through experience) which was chosen by four participants. In addition to the highest-ranked (+6) statements, the statements with the highest averaged statement scores deserve particular attention and consideration. The highest-ranked statement of the 44 statements sorted by all 39 participants in this research study, with an averaged statement score of 2.95, is statement 43 (have special, wonderful and memorable experiences), the second-highest-ranked statement, with an averaged statement score of 2.33, is statement 8 (study a language or improve foreign language skills) and the third-highest-ranked statement, with an averaged statement score of

2.28, is statement 6 (improve professional marketability). These 4 statements, statement 6 (improve professional marketability), statement 8 (study a language or improve foreign language skills), statement 17 (learn through experience) and statement 43 (have special, wonderful and memorable experiences), tended to be ranked highly by most participants in this study. As such, study abroad program planners could seek to include experiences targeting and reflecting these statements in relevant study abroad programs and study abroad program marketers could highlight these statements as benefits and outcomes to be gained from participating in these particular programs.

Consider, for example, the value in emphasizing learning through experience and having special, wonderful and memorable experiences in developing and promoting study abroad programs. Study abroad as a vehicle of experiential learning can evoke images of more exciting real-world settings in which learners interact with locals and experience the host country's culture and customs. Such contexts might include a foray into a traditional night market, which provides learners with ample opportunities for meaningful contextualized language practice as they negotiate price while seeking to buy local wares, as well as absorbing the sights, sounds and vibe of the local culture. Participants might take on the challenge of learning how to navigate the local transportation system. They might attend a festival and soak in the traditions of the host country. Participants might tour a local business, find out about their practices and compare, contrast and learn from them. Numerous opportunities abound for cultural immersion and interaction, reflection on these experiences and learning from them during study abroad. This type of experiential learning, and the context in which education takes place, is quite different than that of attending a course on campus at a learner's home institution or taking an online distance education course. What study abroad is all about, what it embodies, its nature and

essence, leans toward a more humanistic educational approach. Study abroad is a means of exposing learners to a unique mix of environments and experiences, opening them up to cultural differences and expanding their perspectives. It is about experiencing the world beyond your own borders, and discovery and growth, both affectively and intellectually. The heart of the matter is study abroad can provide a rich array of contexts which stimulate diverse experiential learning opportunities and provide a multitude of special, wonderful and memorable experiences.

Suggestions for Future Research

This study looked at the potential benefits derived from participation in any type of study abroad program and identified what study participants considered the most valuable takeaways from such participation. A future research study could focus on participants taking part in a study abroad program in a different country. A study could seek a different number of participants, and the number and types of factors that emerge from the data analysis could be compared to this study's results. The number of statements, and some of the specific statements, included in the four thematic areas (domains), Career, Education, Intercultural Competence and Personal Development, and three sub-domains of Intercultural Competence, Cognitive, Intrapersonal and Interpersonal, could be changed. For example, the researcher might seek to construct a balanced design by including an equal number of statements in each domain and an equal number in each sub-domain, such as 12 statements in each of the four domains and four statements in each of the Intercultural Competence sub-domains. A similar research study could focus on the perceptions of the benefits and outcomes of the study abroad experience at the very end of the study abroad program or after a particular period of time after finishing the study abroad program, for example within six months of returning. In a study such as this, the participants could sort the statements in the Q-sort based on their perceptions of the actual

benefits and outcomes that they gained from taking part in the study abroad program. A study could do a comparative analysis of study abroad program participants' perceptions of the benefits and outcomes of taking part in the program, comparing what the participants' perceptions are before they leave to take part in the program to their perceptions at the end of or shortly after finishing the program.

Future research studies could focus on one particular type or duration of study abroad program. For example, a study might seek participants taking part in only mid-length programs of one semester or only participants on short-term programs of eight or fewer weeks. A study could seek only study abroad participants taking part in a particular type of program, such as one focused on increasing language proficiency. In the case of a study centered on participants taking part in study abroad programs focused on improving language ability, a Q-sort might be constructed with statements related to different ways participants might want to improve their language, communication and intercultural competence skills.

All four of the students in this study who loaded on Factor 3, the Intercultural Competence-Personal Development-Non-Career Viewpoint, attend a private university. Both students who loaded on Factor 4, the Experiential and Applied Learning Viewpoint, attend a flagship land grant public research state university, and all three students who provided the name of their school and loaded on Factor 5, the Career-Experience Viewpoint, attend a state or state-related research university. A future research study could compare perceptions of benefits and outcomes of study abroad between students attending private and public schools.

The original aim of this study was to recruit a group of students from three different colleges or universities intending to study abroad in China, but the researcher determined it would be a challenge to get a sufficient number of people from three different types of schools to

do this type of study in a timely manner. There were, however, seven schools with two or more participants in this study, and a couple of notable findings emerged related to students attending the same school in this study. All three University of New Mexico students in the study loaded on Factor 2, the Intercultural Competence-Language Viewpoint, and both students who loaded on Factor 6, the Career-International Viewpoint, attend Elon University. A different researcher may find it easier to gain access to a sufficient number of students from just a few different schools to do a research study comparing the perceptions of benefits and outcomes of study abroad of these students, attending either the same study abroad program or various study abroad programs.

Career and Intercultural Competence were the two highest-rated thematic areas (domains) in this study. Future research studies could focus on particular aspects of these two domains. A study could focus on career by including only career-related benefits and outcomes. Another study possibility would be to include an equal number of statements for both career and intercultural competence benefits and outcomes as well as have an equal number of males and females in the study.

This study found that 11 of the 12 participants (91.67%) who loaded on the three factors in which the Intercultural Competence domain is the highest-rated domain by averaged statement factor scores, Factor 2, the Intercultural Competence-Language Viewpoint, Factor 3, the Intercultural Competence-Personal Development-Non-Career Viewpoint, and Factor 4, the Experiential and Applied Learning Viewpoint, were female. While female participation in study abroad programs is more frequent than male participation (Kim & Goldstein, 2005), and even considering that 23 of the 36 participants in this research study who reported their gender were female, a lopsided gender-ratio such as this merits closer examination. What could account for

such a marked difference between genders that might provide insight as to why the three intercultural competence-focused factors in this study are comprised of almost all female participants? Could personality traits or differences in the way males and females are socialized be contributing factors in explaining gender differences related to intercultural competence?

There is a limited but growing body of research on studies related to gender and intercultural competence. Males scored slightly higher than females on intercultural sensitivity in a study of 81 male and 58 female students attending an American-based international high school in China using the Intercultural Sensitivity Inventory (ICSI), but there was no statistically significant difference in intercultural sensitivity between males and females (Morales, 2017). Most research studies on intercultural competence and gender, however, show that women score higher on measures of intercultural sensitivity and intercultural competence. In a study of 54 male and 59 female students attending an International Baccalaureate Diploma Programme (IBDP) school in Turkey, the United Kingdom, Spain or Mexico and 34 male and 41 female non-IBDP students in Ankara, Turkey, the mean of intercultural sensitivity scores on the Intercultural Sensitivity Scale (ISS) was higher for female students than male students at both IBDP and non-IBDP schools, but there was only a statistically significant difference in intercultural sensitivity between males and females at the IBDP schools (Demircioglu & Cakir, 2016). There was a statistically significant difference in favor of women in three of the intercultural sensitivity categories of the ISS, Interaction Engagement, Respect for Cultural Differences and Interaction Attentiveness, and in the overall intercultural sensitivity score of the ISS, in a mixed methods study of 69 male and 185 female college students (Tompkins, Cook, Miller, & LePeau, 2017). Tompkins et al. (2017) note that these quantitative findings suggest “women may be more motivated to understand, appreciate, and accept differences among cultures” (p. 213). Tompkins

et al. (2017) add “Qualitative findings support this discovery and both findings were consistent with previous studies that found higher levels of ethnocentrism among men....This finding supports the research indicating men may be less open to diversity...” Kim and Goldstein (2005) found that “Female participants were significantly more likely than male participants to have positive expectations of study abroad and indicated significantly less ethnocentrism and intercultural communication apprehension and greater language interest” (p. 265) in a survey of 282 first-year college students at a small liberal arts college in the Southwestern United States using the International Study Expectancies Scale (ISES). Nichols (2011) found that women were more likely to start with a higher level of intercultural development in an analysis of the Georgetown University Consortium Project (GUCP) sample of 1,163 students who studied abroad and completed a pre- and post-test of intercultural competence using the Intercultural Development Inventory. Women also made choices in their study abroad programs that were associated with increased intercultural competence gains, taking content courses in the target language and meeting more frequently in a group with a staff member to talk about cultural adjustment than men (Nichols, 2011).

Future research studies could continue to examine the relationship between gender differences in personality traits and socialization and aspects of intercultural competence to further determine the nature and degree of these relationships. A study could do a comparative analysis of male and female participants’ perceptions in a Q-sort focused on intercultural competence benefits and outcomes, or focus on female-participants only in a Q-sort centered on intercultural competence benefits and outcomes. A study focused on intercultural competence could also more closely examine differences in perceptions of study abroad participants in the three sub-domains that were used in this study, cognitive, intrapersonal and interpersonal.

Conclusion

This mixed methods research study, which used Q methodology as the research design, presented and analyzed the results of 39 participants who completed a Q-sort. The participants in the study, undergraduate and graduate students attending a diverse mix of public and private colleges and universities in the United States, sorted 44 statement cards based on the extent to which they reflect why they wanted to study abroad in China and answered follow up questions to provide additional information related to the study. Factor analysis was conducted on the 39 Q-sorts, and a 6-factor solution emerged as a result of the data analysis. These six factors represent six different viewpoints, or perceptions, of the benefits and outcomes of studying abroad in China among the 31 participants who loaded on these six factors. The six factors were labeled as follows: Factor 1, the Career-Language Viewpoint, Factor 2, the Intercultural Competence-Language Viewpoint, Factor 3, the Intercultural Competence-Personal Development-Non-Career Viewpoint, Factor 4, the Experiential and Applied Learning Viewpoint, Factor 5, the Career-Experience Viewpoint, and Factor 6, the Career-International Viewpoint. This study is important to the field of international education because it aims to help improve the study abroad experience for future study abroad participants. This study's findings can be used by study abroad in China program planners, providers and marketers to help inform and shape the way they organize and present future study abroad programs. To further explore perceptions that students have on the benefits and outcomes of studying abroad, future research studies similar to this could be conducted using Q methodology, such as a study focused on participants studying abroad in a country other than China and a study which includes the same number of statements in all four thematic areas (domains) in the Q-sort and a different mix of statements in the four domains.

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APPENDICES

Appendix A

List of the 44 Benefits and Outcomes of Study Abroad Items used in the Concourse

Career

1. develop professional competence
2. take part in pre- or in-service professional training, development or service
3. learn about international business, international marketing, economics or business practices
4. gain exposure to different career practices or paths
5. influence, improve or advance career prospects
6. improve professional marketability
7. pursue a career in an international field

Education

8. study a language or improve foreign language skills
9. study at an educational institution abroad
10. conduct international research
11. conduct international field work
12. study specific Chinese systems or practices
13. study change in cities or geographic locations
14. study the environment
15. learn about economic change and its impact on the environment
16. fulfill requirement for an academic course or major
17. learn through experience

Intercultural Competence (Cognitive)

18. increase knowledge of another country, culture and customs
19. increase understanding of differences between countries, cultures and customs
20. increase awareness of own cultural perspective
21. increase understanding of a worldview different than one's own
22. increase understanding of international affairs and politics
23. increase global awareness

Intercultural Competence (Intrapersonal)

24. develop a respect and appreciation for other cultures
25. decrease apprehension and fear of people in other countries and cultures
26. increase willingness to communicate with members of another culture
27. increase international and cross-cultural interest
28. develop opinions on social equity and justice

Intercultural Competence (Interpersonal)

29. experience a different culture, way of life, thinking and doing things
30. build a personal relationship with a person from another country or culture
31. participate in a homestay
32. engage in international activities
33. become more tolerant and accepting of cultural differences
34. improve intercultural communication skills

Personal Development

35. strengthen and increase learning skills
36. develop critical thinking skills
37. develop problem-solving skills
38. demonstrate competence in applied learning
39. increase skill navigating in a foreign country
40. improve ability to deal with challenging international situations
41. increase self-confidence
42. increase self-awareness
43. have special, wonderful and memorable experiences
44. travel abroad

Appendix B
Perceptions of Study Abroad in China: Why do Students Want to Participate?
Faculty Reviewer Survey

1. What is your job title or position at the college or university?

2. How many years' experience do you have working with study abroad programs?

3. How familiar are you with the benefits and outcomes of study abroad programs?
 Not familiar
 Somewhat familiar
 Familiar
 Very familiar

4. How familiar are you with the reasons why college and university students want to take part in study abroad programs?
 Not familiar
 Somewhat familiar
 Familiar
 Very familiar

Please read the following list of 59 items which are considered benefits and outcomes of study abroad. After reviewing this list, please answer the following four questions about it.

Benefits and Outcomes of Study Abroad

1. develop professional competence
2. take part in pre- or in-service professional training, development or service
3. gain college/university study abroad administration experience
4. learn about international business, international marketing, economics or business practices
5. gain exposure to different career practices or paths
6. influence, improve or advance career prospects
7. improve professional marketability
8. pursue a career in an international field
9. study a language, acquire a foreign language or improve foreign language skills
10. study at a university or higher educational institution abroad
11. study at an international school abroad
12. conduct research
13. conduct international research
14. conduct field work
15. conduct international field work
16. study specific Chinese systems and practices

17. study change in cities and geographic locations
18. study the environment
19. learn about economic change and its impact on the environment
20. increase knowledge of another country
21. increase awareness and understanding of differences between countries
22. increase understanding of what it is like to be from another country
23. increase knowledge of another culture and its customs
24. increase awareness and understanding of differences between cultures and ways of life
25. increase understanding of a worldview different than one's own
26. increase understanding of international affairs and politics
27. increase global awareness
28. increase intercultural sensitivity
29. decrease apprehension and fear of people in other countries and cultures
30. increase willingness to communicate with members of another culture
31. increase self-awareness of personal differences between oneself and members of other cultures
32. become less ethnocentric
33. increase international and cross-cultural interest
34. become more internationally focused
35. develop opinions on social equity and justice
36. view yourself as a global citizen
37. experience a different culture, way of life, thinking and doing things
38. engage in cross cultural interactions
39. discuss social, cultural, historical, economic and political similarities and differences between the host country and one's home country
40. build a personal relationship with a person from another country or culture
41. engage in international activities
42. become more tolerant and accepting of cultural differences
43. adapt to a different culture
44. improve communication skills: listening, nonverbal sensitivity and ability to ask questions
45. improve intercultural communication skills
46. increase skill navigating in a foreign country
47. improve ability to deal with challenging international situations
48. become a global citizen
49. strengthen and increase learning skills
50. develop critical thinking and problem-solving skills
51. increase self-confidence
52. increase self-awareness
53. increase awareness of own cultural perspective
54. increase capacity for adaptability through applied learning
55. have special, wonderful and memorable experiences
56. travel abroad
57. increase desire to travel
58. increase understanding of the value of travel and experiential learning
59. increase environmental concern and activism

5. Are there any additional items you believe to be a benefit or outcome of study abroad that you think should be added to the list “Benefits and Outcomes of Study Abroad”? If yes, what are they?

6. Are there any items on the list “Benefits and Outcomes of Study Abroad” which you think should be deleted? If yes, which item(s)? Why?

7. Are there any items on the list “Benefits and Outcomes of Study Abroad” for which you think the phrasing should be changed? If yes, which item(s)? What would you suggest revising the phrasing to?

8. Do you have any other comments about the list “Benefits and Outcomes of Study Abroad” that you’d like to share?

Thank you very much for participating in this review! I appreciate your time and considerations.

Appendix C
Perceptions of Study Abroad in China: Why do Students Want to Participate?
Student Reviewer Survey

1. Are you 18 years old or older?

Yes

No

2. Have you attended or do you intend to take part in a study abroad in China program?

I have attended a study abroad in China program.

I haven't attended a study abroad in China program but intend to in the future.

I might attend a study abroad in China program in the future.

I don't intend on taking part in a study abroad in China program.

3. If you take part in a study abroad in China program, which of the following will you be when you take part in it?

Undergraduate Student – Freshman

Undergraduate Student – Sophomore

Undergraduate Student – Junior

Undergraduate Student – Senior

Graduate Student

Please read the following list of 59 items which are considered benefits and outcomes of study abroad. After reviewing this list, please answer the following four questions about it.

Benefits and Outcomes of Study Abroad

1. develop professional competence
2. take part in pre- or in-service professional training, development or service
3. gain college/university study abroad administration experience
4. learn about international business, international marketing, economics or business practices
5. gain exposure to different career practices or paths
6. influence, improve or advance career prospects
7. improve professional marketability
8. pursue a career in an international field
9. study a language, acquire a foreign language or improve foreign language skills
10. study at a university or higher educational institution abroad
11. study at an international school abroad
12. conduct research
13. conduct international research
14. conduct field work
15. conduct international field work
16. study specific Chinese systems and practices

17. study change in cities and geographic locations
18. study the environment
19. learn about economic change and its impact on the environment
20. increase knowledge of another country
21. increase awareness and understanding of differences between countries
22. increase understanding of what it is like to be from another country
23. increase knowledge of another culture and its customs
24. increase awareness and understanding of differences between cultures and ways of life
25. increase understanding of a worldview different than one's own
26. increase understanding of international affairs and politics
27. increase global awareness
28. increase intercultural sensitivity
29. decrease apprehension and fear of people in other countries and cultures
30. increase willingness to communicate with members of another culture
31. increase self-awareness of personal differences between oneself and members of other cultures
32. become less ethnocentric
33. increase international and cross-cultural interest
34. become more internationally focused
35. develop opinions on social equity and justice
36. view yourself as a global citizen
37. experience a different culture, way of life, thinking and doing things
38. engage in cross cultural interactions
39. discuss social, cultural, historical, economic and political similarities and differences between the host country and one's home country
40. build a personal relationship with a person from another country or culture
41. engage in international activities
42. become more tolerant and accepting of cultural differences
43. adapt to a different culture
44. improve communication skills: listening, nonverbal sensitivity and ability to ask questions
45. improve intercultural communication skills
46. increase skill navigating in a foreign country
47. improve ability to deal with challenging international situations
48. become a global citizen
49. strengthen and increase learning skills
50. develop critical thinking and problem-solving skills
51. increase self-confidence
52. increase self-awareness
53. increase awareness of own cultural perspective
54. increase capacity for adaptability through applied learning
55. have special, wonderful and memorable experiences
56. travel abroad
57. increase desire to travel
58. increase understanding of the value of travel and experiential learning
59. increase environmental concern and activism

4. Are there any additional items you believe to be a benefit or outcome of study abroad that you think should be added to the list “Benefits and Outcomes of Study Abroad”? If yes, what are they?
5. Are there any items on the list “Benefits and Outcomes of Study Abroad” which you think should be deleted? If yes, which item(s)? Why?
6. Are there any items on the list “Benefits and Outcomes of Study Abroad” for which you think the phrasing should be changed? If yes, which item(s)? What would you suggest revising the phrasing to?
7. Do you have any other comments about the list “Benefits and Outcomes of Study Abroad” that you’d like to share?

Thank you very much for participating in this review! I appreciate your time and considerations.

Appendix D
Perceptions of Study Abroad in China: Why do Students Want to Participate?
Student Participant Survey

Informed Consent Statement

TITLE OF STUDY

Perceptions of Study Abroad in China: Why do Students Want to Participate?

PRINCIPAL INVESTIGATOR

Brett Dixon

Educational Leadership, Policy, and Human Development department, NC State University
(336) 419-0822

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PURPOSE OF STUDY

The purpose of this study is to understand why students want to participate in study abroad in China programs. This study is designed to ascertain viewpoints about the value and benefits of study abroad in China by those intending to take part in this kind of educational experience, by conducting research using Q methodology, which is used to analyze subjective viewpoints.

STUDY PROCEDURES

If you consent to participate in this research study, you will download a PowerPoint file from Qualtrics. In the PowerPoint file, you will be asked to sort statement cards based on the extent to which they reflect why you want to participate in a study abroad in China program, answer some questions related to the study, save the PowerPoint file and upload it to Qualtrics.

RISKS

There is minimal, if any, risk associated with this research.

BENEFITS

While there is a robust body of research literature on the benefits and outcomes of study abroad, the research literature lacks information about what individuals who are interested in taking part in study abroad programs think the value of these study abroad programs is. This study seeks to bridge this gap by researching what individuals intending to participate in study abroad programs in China perceive is the value of these programs, to find out what benefits and outcomes these individuals are looking to get out of the study abroad programs. Knowledge of these perceptions can be used to help inform and guide the way study abroad in China program planners organize study abroad programs.

CONFIDENTIALITY

Information provided by participants in this research study in Qualtrics will be compiled in a Microsoft Word file and an Excel spreadsheet without any identifying links to anyone's e-mail address included in these files. The researcher's computer is password-protected. Only the researcher has access to this computer and knows the password. The researcher will take care in

how information and data is reported to preserve the privacy and anonymity of participants in this research study.

CONTACT INFORMATION

If you have any questions about this study or want to withdraw from participating in it, you may contact the researcher by phone at (336) 419-0822 or e-mail (brdixon@ncsu.edu). If you have any questions regarding your rights as a research participant or if you have any problems related to this research study which you feel you can't discuss with the researcher, you may contact the North Carolina State University Institutional Review Board office at (919) 515-7515 or irb-coordinator@ncsu.edu.

VOLUNTARY PARTICIPATION

Participation in this research study is voluntary. You may withdraw from the study at any time and without giving a reason. If you withdraw from the study before data collection is completed, your data will be excluded from the research study.

CONSENT

I attest that I am at least 18 years old, intend to take part in a study abroad in China program and have read and understand the information provided in this Informed Consent Statement.

Yes

No

CARD SORT QUESTIONS

WHICH CARD DID YOU RATE AS +6 as the most important benefit or outcome to you?

CARD #

WHY?

WHICH CARD DID YOU RATE AS -6 as the most not important benefit or outcome to you?

CARD #

WHY?

WHICH, IF ANY CARDS, DID YOU FIND HARDEST TO PLACE?

CARD #

WHY?

WHICH, IF ANY CARDS, HAD THE MOST IMPACT ON YOUR SORTING?

CARD #

WHY?

Is there a statement that you would have liked to see in the sort? If yes, what would the card have said and where would you have placed it?

Do you have any other comments about the cards you sorted that you'd like to share?

ADDITIONAL QUESTIONS

What college or university do you attend?

What country are you a citizen of?

What is your gender?

What is your race/ethnicity?

What is your major?

What is the name of the study abroad program in China you intend to take part in?

When will you attend this study abroad in China program?

How many total weeks is this study abroad in China program?

Which of the following will you be when you when you take part in this study abroad in China program? (Undergraduate Freshman, Undergraduate Sophomore, Undergraduate Junior, Undergraduate Senior, Graduate Student)

How did you find out about this study abroad in China program? (e.g. e-mail from university, flier, posting or brochure on campus, university's study abroad program office, university or university department website, friend, other)

Did you consider any other study abroad programs before you decided to take part in the study abroad in China program you selected?

Was there something in particular about this study abroad program's marketing or literature that caught your attention and made you want to participate in this particular study abroad program?

Why did you choose to take part in this particular study abroad program?

What benefits and outcomes do you anticipate by participating in this study abroad program?