

# Using a Preflective Activity to Identify Faculty Beliefs Prior to an International Professional Development Experience

Amy Harder, Associate Professor

Alexa Lamm, Assistant Professor

T. Grady Roberts, Associate Professor

*University of Florida*

Maria Navarro, Associate Professor

*University of Georgia*

John Ricketts, Associate Professor

*Tennessee State University*

*Today's college graduates in agricultural and life sciences must be prepared to work in a global society. Increasing the integration of international content into on-campus courses requires globally competent faculty members. This study reports faculty's initial attitudes and beliefs about Latin American culture prior to participating in a 12-day professional development experience in Costa Rica and what they expected to gain from the international experience. A basic qualitative design was used for this study. Ten agricultural and life sciences faculty at the University of Georgia were included in the population. A survey instrument with four open-ended questions was used for data collection. Content analysis was used to analyze the data and trustworthiness was maintained by including an audit trail, triangulation, acknowledgement of researcher bias, and member checks. Three major themes (and several subthemes) emerged from the responses to the question on attitudes and beliefs about Latin American culture: U.S. comparisons, beliefs about the country/region, and Latin American values. The prelection process and results should be integrated into international faculty experiences and used to help participants and trip organizers maximize faculty learning, and, ultimately, student learning.*

Keywords: global competency; teaching; study abroad; prelection; faculty

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## Introduction

Today's college graduates in food, agriculture, natural resources, and related sciences must be prepared to work in a global society. Recognizing this need, the National Research Council (2009) called for increasing students' global competence by (a) increasing international experiences for students and (b) by integrating international content into on-campus

courses. This study focuses specifically on the latter goal. To begin, it is reasonable to assume college faculty are a key factor in this pursuit, as these changes cannot happen without globally competent faculty members who are willing to be active participants in the curriculum internationalization process. In fact, faculty are "the major agents of change in reforming curricula, renewing themselves, and improving instruction" (Lunde, 1995, p. 2) and have

historically been key in most curriculum internationalization efforts (Association of International Education Administrators [AIEA], 1995).

Internationalizing the college curricula may sound like a worthy goal, but as with any change, numerous issues influence success. Navarro (2004) studied the factors that affect participation of faculty in the internationalization of the curriculum and found eight core factors: (a) context, culture, and environment; (b) support by administration; (c) priorities of faculty (including the value they assign to internationalization); (d) state of the curriculum and available tools/strategies for curriculum change; (e) incentives given for faculty participation; (f) pedagogy, technical, international, and other professional development opportunities available to faculty; (g) resources available; and (h) perceived needs. In examining key strategies to enhance faculty participation in the process of curriculum internationalization, Navarro highlighted two approaches: (a) support from the administration (leadership, vision, guidance, resources) and the institution (inclusion in reward system, flexible leave policies, grant programs); and (b) pedagogy, technical, international, and other professional development opportunities for faculty.

Deficiencies in faculty training and global competency were found as major barriers for quality curriculum internationalization as early as the 1990s (American Council on Education, 1996; Mestenhauser & Ellingboe, 1998). The need for continued investment and focus on pedagogical preparation (Robson & Turner, 2007; Van Gyn, Schuerholz-Lehr, Caws, & Preece, 2009) and international experiences for faculty still holds true today (Childress, 2009; Schuerholz-Lehr, Caws, Van Gyn, & Preece, 2007). The current study specifically examined a professional development activity for faculty consisting of a 12-day trip to Costa Rica focused on developing global competency. As noted by Navarro (2004), a professional development experience like this is a key strategy for internationalizing curricula. Understanding the pre-trip beliefs of faculty can provide insight into planning a meaningful professional development experience.

## Theoretical Frame

This study built substantive theory by adding a context-specific example to what was already known about learners' beliefs prior to engaging in an international experience. From a grand-level perspective, this international faculty development experience was developed using a constructivist perspective of learning, assuming that learners socially construct meaning as a result of their experiences (Gergen, 1995). Further, the activities were conducted under the assumption that learning is a complex socio-cognitive process that involves dynamic interactions between the learner, the environment, and other learners (Bandura, 1986; Vygotsky, 1978). Operationally, the activities undertaken in this study were developed using experiential learning theory (Dewey, 1938; Kolb, 1984; Roberts, 2006), based on the principle that learning is a cyclical process whereby current learning experiences are built on prior experiences through the process of reflection. Jones and Bjelland (2004) added to experiential learning theory when they proposed the term *preflection* to describe a pre-reflection process where learners think about an experience before it happens. This *preflection* allows learners to explore their own prior experiences and biases that will likely impact the future experience. In the context of this study, members of the Costa Rica Faculty Learning Community (FLC) were the learners and a planned professional development trip to Costa Rica was the concrete experience. *Preflection* took place several weeks prior to the experience.

## Previous Research

The previous research related to international experiences of faculty was examined to provide some perspective on what other researchers had learned in different contexts. Andreasen (2003) explored internal and external barriers to faculty involvement in international activities. External barriers included personal and professional conflicts, time limitations, financial limitations, and language issues. Internal barriers included cultural biases, ethnic prejudices, fears about

other cultures and politics, being introverted, and a sense of American superiority.

Dooley, Dooley, and Carranza (2008) examined barriers for faculty participation in a short-term study tour to Mexico, specifically looking at reflection. When looking at attitudes and beliefs, Dooley et al. identified seven themes: (a) political structure of Mexico, (b) difficulties in collaborating with peers in Mexico, (c) concerns about language, (d) concerns about security and social problems, (e) Mexican people have a rich and diverse cultural heritage, (f) education is not valued in Mexico, and (g) Mexican culture is influenced by its geographic proximity to the United States. Dooley et al. also examined expected gains from the experience, identifying five themes: (a) building collaborative relationships with Mexican peers, (b) enhancing their own academic activities, (c) learning about Mexico and their university systems, (d) recruiting Mexican students to U.S. universities, and (e) building strong relationships with the other U.S. faculty on the trip.

In a related study, Dooley and Rouse (2009) examined the long-term impacts on faculty who participated in the short-term study tours to Mexico. Participants indicated the trips impacted their teaching more than their research. Faculty acknowledged the trips had impacted them personally and professionally, although several people indicated family responsibilities made it difficult to be away.

Hand, Ricketts, and Bruening (2007) studied the benefits and barriers to faculty involvement in international activities. Benefits included professional growth, improved teaching, and increased global awareness. Hand et al. (2007) reported that many faculty viewed their experience as “life-changing” (p. 151). Barriers to participation included costs, resources, and time. Faculty specifically mentioned that professional and family commitments made it difficult to participate.

Viers (2003) investigated U.S. faculty involvement in international scholarship. Viers identified five themes that contribute to faculty involvement. These included: (a) working at an institution that encouraged internationalization, (b) involvement with international students and faculty at one’s home campus, (c) colleagues

who valued international activities, (d) having strong study-abroad and international programs at one’s home campus, and (e) having a supportive spouse. Viers also identified three factors that constrained faculty involvement in international scholarship: (a) one’s current roles as a faculty member, (b) personal and family obligations, and (c) institutional hurdles.

Schuerholz-Lehr (2007) studied the degree to which faculty international and professional experiences translate into global and cultural competence, and classroom practice. While international experiences (personal or professional) often shape and enhance faculty global competence, “such knowledge and high levels of personal capacity and experiences rarely seem to translate automatically into more globally inclusive teaching practices” (Schuerholz-Lehr, 2007, p. 200). To bridge the gap between faculty global competence and classroom application, Navarro (2004) proposed workshops be offered where faculty can learn about the teaching and learning process as it relates to internationalization. Navarro also proposed using teaching consultants to assist faculty in identifying course content, learning outcomes, teaching strategies, and the development of learning experiences within an international context. As an example of a model workshop for faculty, Schuerholz-Lehr detailed the University of Victoria (Canada) CRIW. The “course (re)design for internationalization workshop (CRIW) examines the process of designing new courses and redesigning existing ones from a methodological viewpoint, while at the same time applying the lens of internationalization to the course (re)design process” (p. 181).

### **Purpose and Objectives**

The purpose of the study was to develop an understanding of the perspectives held by faculty members in a college of agricultural and life sciences prior to participating in a 12-day professional development experience in Costa Rica. Ultimately, this would contribute to helping faculty in food, agriculture, natural resources and related sciences create meaningful engaged learning, which aligns with the priority of the same name identified by the AAEE

National Research Agenda (Doerfert, 2011). Specifically, the objectives were to describe faculty's initial attitudes and beliefs about Latin American culture, as well as what they expected they were going to gain from the international experience. It should be noted that the use of the term "initial" was used in reference to participants' attitudes and beliefs "marking the commencement" (Merriam-Webster, 1981, p. 1163) of the professional development experience rather than the *first* attitudes and beliefs they ever had about Latin American culture.

### Methods and Data Sources

A basic qualitative design was used for this study. Merriam (1998) defined the basic qualitative design as one that seeks "to discover and understand a phenomena, a process, or the perspective and worldviews of the people involved" (p. 11). Faculty in a college of food, agriculture, natural resources, and related sciences at the University of Georgia were included in the population.

The ten faculty came from six departments within the college: plant pathology (3); horticulture (2); food science and technology (2); poultry science (1); animal and dairy science (1); and agricultural leadership, education, and communication (1). Collectively, the group was referred to as the Costa Rica Faculty Learning Community (FLC). There were five assistant professors, two associate professors, and three professors in the FLC. There were three females and seven males.

There was a wide range of knowledge and experience among FLC members regarding international experience and Spanish language knowledge. Three of the FLC members had previously traveled to Costa Rica several times for professional reasons; one of them had also traveled to Honduras. Two of the FLC members had international experience but not in Central America. Three FLC members specifically mentioned having very little international experience. Only three of FLC members had at least some command of the Spanish language while the rest did not speak/understand Spanish.

A survey instrument with four open-ended questions was used for data collection. Data

collection was conducted in the month preceding the trip as a preflective experience (Dooley et al., 2008; Wingenbach, Chmielewski, Smith, Piña, & Hamilton, 2006). Jones and Bjelland (2004) defined preflection as "the process of being consciously aware of the expectations associated with a learning experience" (p. 963). The responses to two of these questions formed the basis for the findings and discussion that follow. The two questions were:

- What are your initial attitudes/beliefs about Latin American culture? Please describe your thoughts in terms of your top five attitudes/beliefs about Latin American cultural (language, customs, etc.), social, economic, or political issues.
- What do you expect to gain from the international experience?

The research team consisted of six members, five of whom are university faculty. The sixth member was a doctoral candidate at the time of the study and is now faculty. All team members have expertise in agricultural or extension education and are housed in or affiliated with related departments. The research team members have traveled internationally and been involved in international faculty development activities beyond the trip examined in this study. At the time that the study began, three of the researchers were employed by the same university as the study participants, recruited the participants, organized the trip, and collected the data. One of those researchers took another faculty position at a different university prior to the completion of the project, but continued to participate on the research team. The others researchers were from a different university, had limited contact with the participants, and lead the analysis of data. All of the researchers were partners on a USDA Higher Education Challenge grant that funded this activity and all actively contributed to the development of this article.

Content analysis (Lincoln & Guba, 1985) was used to analyze the data. Two coders from the research team were used for the content analysis to lower the amount of observer bias (Lincoln & Guba, 1985). One of the coders did not have any contact with the trip planners or the

participants themselves. This coder was not familiar with the content of the international trip, did not have knowledge of any of the participants, and was not informed of the participants' previous international experiences. The second coder was a part of the grant project team, had knowledge of the participants' programmatic area of expertise, and was familiar with the participants' previous international experiences.

The two coders separated responses into independent units, coded, and individually categorized them into emergent themes prior to reaching consensus. Patterns, themes, and relationships within the data were then identified. At the conclusion of reviewing responses to each open-ended question, the coders discussed the participants' responses. The two coders performed peer reviews by discussing their personal perceptions and generalizations. Together they came to consensus on consistent patterns, themes, and relationships. After reviewing each set of responses, the coders used the commonalities

and disparities in the patterns, themes, and relationships to create a visual representation of the phenomenon. Trustworthiness was addressed by maintaining an audit trail that included raw data, data reduction and analysis products, data reconstruction and synthesis products, and instrument development information; conducting triangulation through the use of multiple investigators; acknowledging researcher bias; and conducting member checks (Lincoln & Guba, 1985).

**Results**

*Initial Attitudes/Beliefs about Latin American Issues*

Respondents were asked to describe their top five attitudes and beliefs about Latin American culture. Their responses generally fit into one of three major themes: *U.S. comparisons*, *beliefs about the country/region*, and *Latin American values*. Emergent themes and sub-themes have been italicized for emphasis, and are summarized in Figure 1.

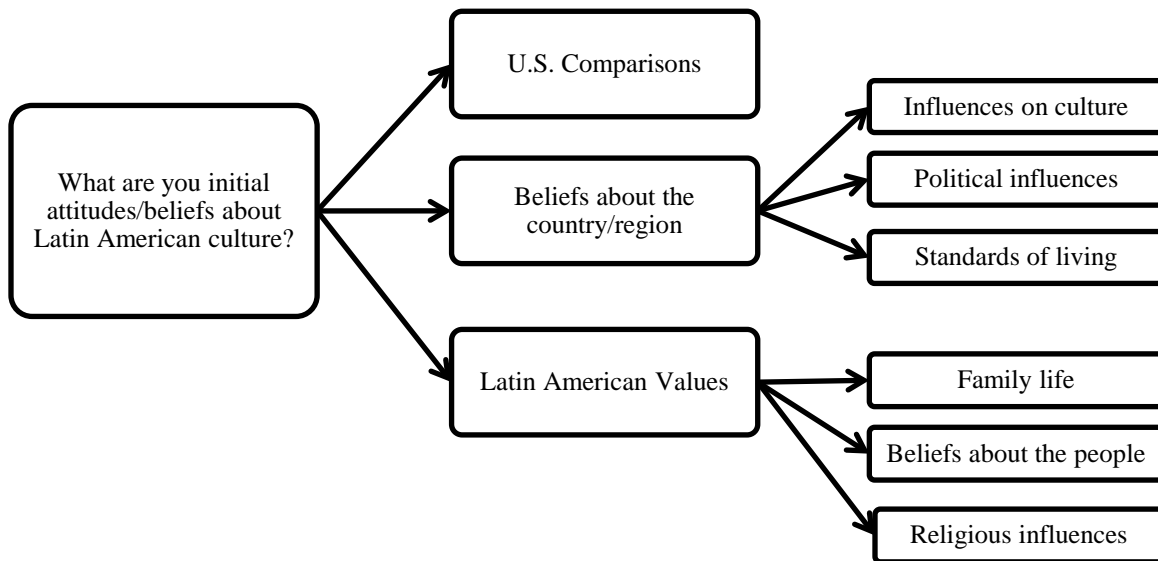


Figure 1. Themes and subthemes emerging from participant responses to question about attitudes and beliefs about Latin American culture.

Respondents framed some of their initial attitudes and beliefs about Latin American culture with comparisons to the United States. One respondent (R5) qualified his/her statement with the phrase “by U.S. standards.” Others (R6, R9, R8) compared topics such as politics, media, how youth spend their free time, and food to what exists “in the United States.” In all cases, respondents indicated they believed the cultural issues were different in Costa Rica and the United States.

Within the *beliefs about the country/region* theme, a sub-theme of *influences on culture* emerged. The impact of explorers and invaders on culture was noted in comments such as “Latin American has been exploited since Columbian era by European and North American interests with little regard of the indigenous peoples” (R4) and “because of the influence of so many countries infringing on Central American throughout the last 500 years, I believe that several cultures will be evident in this country” (R6). In addition to European and North American influences, respondents identified “Indian” (R5), African (R4, R5), and South American (R4) influences. The result of many influences on culture was described as “a tremendous level of diversity in Latin America in regards to customs, socio-economic issues and politics” (R3). Respondents believed a single culture did not exist in the region (R2, R3, R5, R6). This sub-theme could be summed up with a statement from one faculty member, “countries in Latin America have rich and diverse cultures” (R5).

A second sub-theme of *political influences* emerged within the *beliefs about the country/region* theme. The respondents were not in agreement in how they viewed political influences. One respondent believed Latin America was “less democratic and more ‘top-down’” (R7) while another wrote of “a similar democratic system” to the United States and a “less intrusive” (R6) government. Even respondents who discussed the same aspects of politics looked at them from different perspectives. On the issue of political stability, Respondent 4 said “Some countries have more stable political systems than others in the region” while Respondent 5 said “Some Latin

American countries have been destabilized by socio-political unrest.” It was also noted that Nicaraguan immigration is causing “growing difficulties” (R10) in Costa Rica.

*Standards of living* was the third and final sub-theme that emerged in connection to *beliefs about the country/region*. Respondents generally believed a class system exists in Latin America (R2, R4, R6, R8) and poverty is common (R4, R5, R6, R8). These beliefs are reflected in the comment that “Latin America has a largely stratified society, with top 1–5% living affluently by Western standards, middle working class with some degree of social and economic comfort, and the largest part of the people living in near subsistence conditions” (R4). The influence of tourism on standards of living (R2) and literacy rates (R10) were noted. Overall, the beliefs of the six respondents who discussed standards of living can be summed up by the respondent who said “the countries in general are poorer than the United States with only a few people holding large amounts of wealth” (R6).

*Latin American values* was the second major theme that emerged from the data analysis. Within this theme, a focus on *family life* was evident. The perception of Latin America as a “highly family oriented society” (R10) was noted by two respondents (R8, R10). A perception of dominant males existed, with fewer opportunities for women to take roles outside the home (R1, R9). Instead, the women were expected to be “in charge of the children and maintenance/care of the household (e.g., meal preparation)” (R1). A “focus on what is good for the family, vs. individual members” (R8) was perceived.

*Beliefs about the people* was identified as the second subtheme within overall *Latin American values* theme. Latin Americans in general and Costa Ricans specifically were perceived to be “extremely respectful” (R7), “very conscious” (R1) and to “exhibit concern” (R9) for natural resources and the environment. The people were described as “friendly and not in a big hurry” (R10). Additionally, it was thought that “they are less focused on whatever one else [*sic*] is doing, and more on the issues or activities at hand” (R8). One respondent was

certain that Costa Ricans had “a very different set of values” regarding quality of life, but was interested “to see what they think of the [values] I have, and those that are common in the U.S., such as owning a car, a house, etc.” (R9).

Three respondents (R4, R6, R10) believed *religious influences* were closely related to *Latin American values*. Christianity was thought to influence Latin Americans’ “views regarding science and their interaction with people from other countries” (R6). However, another respondent noted that “Latin America has strong Catholic culture today but in Pre-Columbian times, polytheistic beliefs were the norm” (R4). Overall, the three respondents were in agreement that religion was important in the lives of Latin

Americans.

*Expected Gains from the International Experience*

Respondents were asked to describe what they expected they were going to gain from the international experience. A *personal learning/development* theme and an *application to teaching* theme emerged from their responses. The *personal learning/development* theme was further broken out into three sub-themes: *orientation to the trip*, *technical competencies*, and *intercultural competency*. The emergent themes and subthemes from the answers to this question have been summarized in Figure 2.

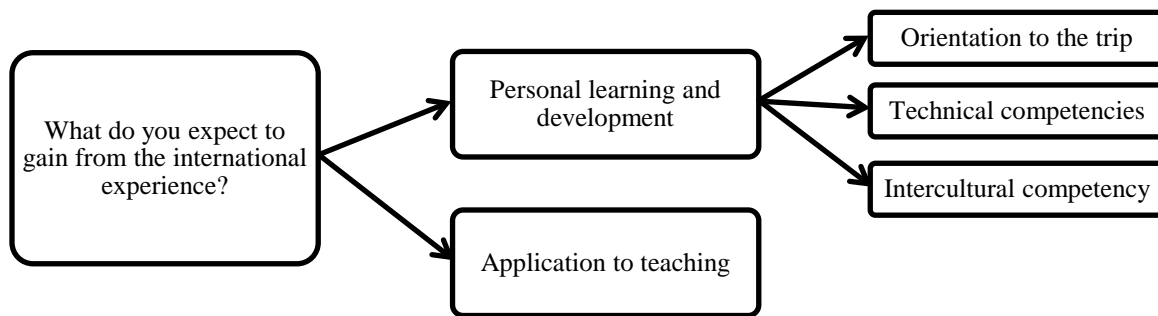


Figure 2. Themes and subthemes emerging from participant responses to question on expected gains from the international experience.

A learning orientation was evident within the theme of *personal learning/development*. Respondents expected “to learn” (R1, R4), “learn much more” (R9), and to “gain experience” (R7). They anticipated having “better understanding” (R2, R3, R5) and an increased appreciation (R1, R3, R7, R8) for Latin America as a result of their trip. Two respondents wrote that they expected to “gain better insight” (R5) and “gain more insights” (R6), which indicates they perceived themselves to have some level of insight prior to their international experience.

The respondents’ expectation to learn on their international experience is consistent with the statements they made about increasing their *technical competencies*. All but one of participants thought they would gain knowledge about specific agricultural practices, such as

“organic farming and sustainable practices” (R9), “organic coffee farming practices” (R1), and “how Latin Americans manage the myriad of plant diseases that threaten their crops under highly conducive environmental conditions” (R5). One respondent had an expectation of being able to apply learned practices back in the United States, stating that he/she expected to “learn new techniques and management skills that I can apply to horse farms here” (R8). A more passive sentiment was expressed by the participant who said “I expect to observe agricultural production in the tropics, as well as production of tropical crops such as coffee and tea” (R4).

The majority of respondents described expectations to increase their *intercultural competence* in addition their *technical competencies*. There were expectations

expressed about learning about the overall culture, such as the respondent who optimistically wrote “I am hopeful that I will learn how to interact smoothly and comprehend the Costa Rican culture” (R9). Another respondent broadly stated “I expect to learn about the local cultures” (R4). Other cultural expectations were linked to agriculture, as described by the participant who said “I anticipate that I will not only better understand agricultural issues but also appreciate the history of the different cultures and how this is directly associated with the diversity in agricultural practices” (R3). Finally, some respondents (R1, R8, and R9) discussed the social aspects of culture, indicating that they expected to gain “a greater appreciation of the Costa Rican people” (R8), “experience interacting with people whom have different cultural and philosophic views than I” (R9), and “an understanding and appreciation of cultural and philosophic views of Costa Ricans particularly from those in the agriculture sector” (R1).

To a lesser extent, respondents moved beyond their consideration of personal learning and development and thought about *application to teaching*. Two respondents (R7, R8) discussed hopes for their experience to benefit their students. One of the two respondents was motivated by a desire “to bring these experiences and insights back to the classroom, because I feel a lot of my students are even more blind to international practices than I am” (R8). A third respondent not only intended to “develop teaching materials for use in my classes” but expected to “develop plans for teaching in [Costa Rica]” (R10) as a result of his/her experience.

### **Conclusions, Recommendations, and Implications**

The results of this study demonstrated that a prelective activity can be used to build substantive theory and increase understanding of pre-trip beliefs of faculty. Before the trip, participants were asked to describe their attitudes and beliefs about Latin American culture and indicate what they expected to gain from the international experience. This prelection process served two purposes. The

first purpose was intended to serve as part of one of the necessary reflection steps needed for learning (Jones & Bjelland, 2004; see also Dewey, 1938; Kolb, 1984; Roberts, 2006). The second purpose was to serve as a planning tool to help trip organizers develop the trip and the professional development activities planned for the Faculty Learning Community before, during, and after the trip. Results of this inquiry revealed specific beliefs of this group of faculty.

Responses to the question addressing pre-existing beliefs and attitudes about Latin American culture revealed a tendency to compare other countries with the U.S. This propensity to compare was consistent with the barriers identified by Andreasen (2003). The comparisons made by this group of faculty sometimes had no *best* or *worse* situations, but when they had *value* assigned to it, sometimes the winner was the U.S., and sometimes Latin America or Costa Rica. As part of the reflection step for faculty, it is important that they become aware of the tendency to compare so they can use it to challenge themselves to analyze whether or not they can support the comparison with facts. On the occasions that faculty assign a value to the different sides of the comparisons, they should be pushed to determine whether or not assigning a value affects their attitude, ability to further their learning or exploration of the issue, and behavior. Trip organizers need to be especially cognizant of these comparisons, examine them, and address any attitudes that may hinder or help the development of global competencies by providing meaningful faculty development experiences that challenge negative attitudes and build on positive attitudes.

Most respondents made comments that addressed the diversity and richness of cultures in Latin America. This belief was consistent with what Dooley et al. (2008) found in regards to the faculty they examined. Recognizing this is an example of a belief shared by many of the participants could be used by professional development designers as a positive prior knowledge to build upon to further learning. For example, trip organizers could ask participants to analyze and discuss how they could use the diversity and richness of cultures in Latin America to determine curriculum content or instructional strategies. For other topics, such as



with the sub-theme of *political influences*, respondents were not in agreement in how they viewed political issues. This difference of opinions could be used by trip organizers to challenge participants to read about the topics and discuss later with the group whether or not further reading and analysis caused them to solidify or change their opinion, and how the new knowledge could help them infuse new concepts into their curriculum. In addition, the topic could be revisited after the trip in discussions surrounding how document exploration and personal experience in the country impacted their new beliefs and attitudes. Further, professional development designers can use topics where there is a difference of opinions to help faculty reflect on the origins and causes of their beliefs, and analyze how similar issues can affect their students in different ways.

Most respondents had positive attitudes toward *Latin American values*, and most specifically its peoples. On the surface, this may seem inconsistent with previous research that reported negative attitudes about a nation's people and values were impediments to participation in an international experience (Andreasen, 2003; Dooley et al., 2008). However, it is important to recognize that participants in this study had already committed to an international experience and thus likely had favorable attitudes *a priori*. It is plausible that faculty who elected to not participate in this activity viewed Latin American values and people as a barrier to participation. Trip organizers should consider the beliefs of potential faculty participants when recruiting for similar activities.

Faculty participants also had high expectations for learning and increasing their *intercultural competency*. This theme is a common thread through much of the existing literature and is widely viewed as a benefit or incentive for participating in such an experience (Dooley et al., 2008; Dooley & Rouse, 2009; Hand et al., 2007). Trip organizers can build upon this positive attitude and include a good number of opportunities for faculty to interact with people from Costa Rica (before, during, and after the trip). The interaction will help add personal development and meaning to a professional endeavor, and help with learning at

the affective domain in addition to the cognitive domain (Dirkx, Anger, Brender, Gwekwerere, & Smith, 2006).

The questions related to participants' expected gain from the international experience were most valuable in assisting both faculty and professional development organizers to acknowledge and build on faculty expectations, realize and address pedagogical needs of faculty, and help faculty translate their pedagogical and international knowledge and experience into classroom practice (Navarro, 2004; Schuerholz-Lehr, 2007). The analysis of participant responses regarding their gain expectations from the international experience revealed two major response themes: a *personal learning/development* expectation, and an *application to teaching* theme. These two findings are consistent with the previous research in this area (Dooley et al., 2008; Dooley & Rouse, 2009; Hand et al., 2007). A learning orientation was evident in most of the responses, both from affective and cognitive perspectives (Dirkx et al., 2006). Regarding the cognitive domain, most of the learning expectations focused on technical, agricultural disciplines, and very little at any of the levels of pedagogical cognition (understanding, application, analysis, and evaluation). The emphasis placed on technical orientation of faculty needs to be acknowledged by faculty and professional development organizers, and should be addressed before, during, and after the trip. It is important that faculty internalize the need to learn about the teaching and learning process, and act upon it. Professional development designers should work with faculty to examine the need for professional development on pedagogy, raise faculty expectations about gains from the trip regarding the teaching ability and curriculum development to enhance student global competency, and, most importantly, prepare opportunities for faculty to learn, apply, and evaluate how to bridge the gap between faculty global competence and their ability to translate this competence into their curriculum and teaching practices (Navarro, 2004; Schuerholz-Lehr, 2007). Thus, continuing to work together after the trip to incorporate international experiences into teaching, develop curriculum, design learning opportunities for

students, and refine teaching strategies, is of foremost importance to translate faculty global competence into teaching practice and student learning.

In sum, it is recommended that the prelection process and results be integrated into international faculty experiences and used to help participants and trip organizers (a) recognize pre-existing beliefs and attitudes that may help or hinder the development of global competencies, and provide meaningful experiences that challenge these pre-conceptions; (b) acknowledge and build on faculty expectations; (c) realize and address pedagogical needs of faculty; and (d) help faculty convert into classroom practice their pedagogical and international knowledge and experience. With appropriate analysis of, and responses to, prelection results, trip organizers can maximize faculty learning before, during,

and after the trip, and enhance application of experiences into teaching and teaching ability of faculty, and, ultimately, student learning.

The current study adds to the literature on developing global competence of faculty in food, agriculture, natural resources, and related sciences. However, this topic has yet to be examined in sufficient detail to provide a complete understanding of this phenomenon. Additional research is warranted with other groups of faculty before, during, and after international professional development activities. A few pressing questions include the following. How do pre-trip beliefs influence the quality of experiences had on the trip? How do beliefs change after a trip? How does a trip impact faculty? Are there observable changes in faculty beliefs and behaviors over the course of a trip?

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- AMY HARDER is an Associate Professor of Extension Education in the Department of Agricultural Education & Communication at the University of Florida, PO Box 112060, Gainesville, FL 32611–2060, [amharder@ufl.edu](mailto:amharder@ufl.edu)
- ALEXA J. LAMM is an Assistant Professor of Public Issues Education in the Department of Agricultural Education & Communication at the University of Florida, PO Box 112060, Gainesville, FL 32611–2060, [alamm@ufl.edu](mailto:alamm@ufl.edu)
- T. GRADY ROBERTS is an Associate Professor of Agricultural Education in the Department of Agricultural Education and Communication at the University of Florida, PO Box 112060, Gainesville, FL 32611-2060, [groberts@ufl.edu](mailto:groberts@ufl.edu)
- MARIA NAVARRO is an Associate Professor of Agricultural and Interdisciplinary Education in the Department of Agricultural Leadership, Education, and Communication at the University of Georgia, 131 Four Towers Building, Athens, GA 30602–4355, [mnavarro@uga.edu](mailto:mnavarro@uga.edu)
- JOHN C. RICKETTS is an Extension Associate Professor of Agricultural and Extension Education in the Department of Agricultural Sciences at Tennessee State University, 3500 John A. Merritt Blvd., Nashville, TN 37209, [jrocket1@tnstate.edu](mailto:jrocket1@tnstate.edu)