

Benefits of International Teacher and Student Exchanges

for Participant Outcomes, School Communities
and K–12 Education Systems

A REVIEW OF THE LITERATURE



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A REVIEW OF THE LITERATURE

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Abstract

Purpose: This literature review provides an overview of the benefits of international teacher and student exchanges for participant outcomes, school communities and K–12 education systems.

Methods: Researchers from the University of Calgary conducted a search of scholarly literature on international exchanges published between 2010 and 2021, including journal articles, book chapters, dissertations and reports.

Results: The researchers found 12 documents on teacher exchanges and 32 on student exchanges. Most were peer-reviewed articles on empirical studies conducted in English. The findings revealed the benefits of international teacher and student exchanges for the development of intercultural competencies, personal development, classroom pedagogy and the design of future exchanges.

Implications: This literature review revealed the importance of designing exchanges toward the benefits outlined in the literature. The results of empirical studies on exchanges underscored the importance of purposeful design and reflective practice to draw out the desired outcomes.

Keywords: teacher exchange, student exchange, intercultural competence, personal development, exchange design

Contents

Abstract	i
Preface.....	v
A Message from the Researchers	vii
Key Findings	viii
Introduction.....	1
Intended Audience.....	1
Definitions	1
Methodology.....	3
Searching the Literature.....	3
Reading for Key Information.....	4
Writing Annotations	4
Limitations.....	5
Teacher Exchanges	6
Literature Review	7
Student Exchanges.....	15
Literature Review	16
Conclusion	35
Calls to Action	35
References.....	36

Preface

exchange (noun)

[iks'CHanj]

The act of giving or taking one thing in return for another

Exchange is an invitation to step through our doors into the world. It is an opportunity to gain new insights, much like an aerial view of pastures and harvested fields from an airplane. Patterns emerge, and you start to see how things fit together. This big picture thinking also applies to the experience of exchange programs.

Participating in an exchange is not merely a transaction in which you acquire language skills or gain access to newly shared teaching resources. At its core, exchange is about connection. It gets at the societal underpinnings, the *how* and the *why* of a system. Exchanges are a cooperation that fosters cultural understanding, a widening of perspectives, a deepening of learning and an appreciation of diversity.

The Educator Exchange Programs is a Government of Alberta initiative administered by the Alberta Teachers' Association under the existing exchange agreements between Alberta Education and its partners in Canada and abroad. The Association is pleased to offer this unique professional development opportunity for teachers and school leaders. It is also of note that the Government of Alberta offers exchange opportunities for students in Grades 9–12.

The Educator Exchange Programs and the Government of Alberta undertook this research project together, creating an annotated bibliography that scans the landscape for existing research on teacher and student exchanges. This research endeavour is an example of a highly successful partnership between the Association and the Government of Alberta. The University of Calgary research team was led by Roswita Dressler, associate professor at the Werklund School of Education. Dedicating the time and the funding to undertake this research is an important step to a better understanding of international exchange programs. Future research might include understanding specific student benefits, investigating how exchange leverages teacher and school leader excellence, and seeking improvement of the wider education system.

This study brings two learnings front and centre. First, this opportunity that enables Alberta teachers and students to have experiences that cross borders is of great benefit to their futures, their careers and, indeed, the education system as a whole. Second, Alberta plays an important role on the world stage in the prioritization of global citizenship and perspectives that is integral to our education system and society.

On behalf of the Association, we would like to thank Roswita Dressler and her research team. This research can be used and built upon to underscore the value of exchanges and to create new spaces to evaluate promising practices of exchange programming. We are grateful as well to all Government of Alberta staff who provided input—specifically, Erin Foster-O’Riordan, executive director, Strategic and Collaborative Services; Waldemar Reimer, director, International Education Services Branch; Rania El Saadi, manager, International Education; and Leslie Twilley, director, Research Branch. Thanks are extended as well to Association associate secretary Joni Turville for her guidance.

Yours in exchange,

Phil McRae
Associate Coordinator, Government
Alberta Teachers’ Association

Carolyn Freed
Exchange Liaison
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A Message from the Researchers

As a team of researchers from the University of Calgary, we are grateful to the Alberta Teachers' Association for this opportunity to review the literature available on international exchanges for teachers and students in the K–12 education system. Sincere thanks are extended as well to the Government of Alberta. This short-term research partnership to contract a literature review on the benefits of teacher and student international exchanges is an example of successful research collaboration and partnership between the Association and the Government of Alberta.

This work represents an intensive literature search and review conducted in May and June 2021. It is presented here as an annotated bibliography.

Although teacher and student exchanges are plentiful the world over, research specifically looking at outcomes from these exchanges is not. We have endeavoured to be thorough through implementing a team approach, but we recognize that this review may not be exhaustive.

We anticipate that this information will be useful for policy-makers, exchange designers and scholars in a variety of contexts and fields.

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Key Findings

- Teacher and student exchanges contribute to the development of personal intercultural competencies, including language learning, understanding of diversity and skills in navigating new environments.
- Through international exchange, teachers and students experience personal development, including identity development, increased confidence and motivation, and expanded open-mindedness.
- Teacher and student exchanges have an impact on pedagogy and learning in classrooms upon return through expanded perspectives and the inclusion of social justice goals.
- The design of future exchanges is informed by reflection upon outcomes from teacher and student exchanges.

Introduction

This literature review provides an overview of the benefits of international teacher and student exchanges for participant outcomes, school communities and K–12 education systems.

While most research on exchanges has focused on the benefits of postsecondary student exchanges, as Stone and Petrick (2013) note, this review targets exchanges for K–12 teachers and students. As with any endeavour that requires time, money and prioritization, knowing the benefits of teacher and student exchanges can provide a rationale for offering them in the K–12 education system.

The literature review comprises 12 documents on teacher exchanges and 32 on student exchanges, noting whether each document provided the results from empirical research, program descriptions or the reflections of professionals in the field. Most of the documents were peer-reviewed articles on empirical studies conducted in English. The review revealed the importance of designing exchanges toward the development of intercultural competencies, personal development, classroom pedagogy and the design of future exchanges. The results of empirical studies underscored the importance of purposeful design and reflective practice to draw out the desired outcomes.

INTENDED AUDIENCE

This literature review is intended for use by stakeholders interested in funding, designing, implementing or participating in international exchanges for teachers or students. It is of particular relevance to K–12 staff (teachers, administrators, counsellors and school leaders), students and school divisions, as well as organizations, institutions and government agencies that provide funding for educational experiences.

DEFINITIONS

exchange

An activity in which K–12 teachers or students from different countries trade or share ideas and experiences to benefit all parties. An exchange may be physical (involving travel) or virtual (using online platforms to communicate), and may or may not involve language learning.

experiential learning

“Learning-by-doing” (Kaipainen, Braun and Arseneault 2020, 3) that allows learners to experience first-hand a given educational activity.

high school

A school in the K–12 education system that covers the last years of basic schooling (usually Grade 9 or 10 to Grade 12 or 13, depending on the specific context).

intercultural competency

Exchange participants' ability to challenge and change their beliefs, behaviours and meanings (Byram 1997).

internationalization

“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of . . . education” (Knight 2003).

professional learning (or professional development)

Activities to “improve [one’s] professional knowledge, competence, skill, and effectiveness” (Great Schools Partnership 2013).

service learning

Volunteering, interning or providing community service for reciprocal benefit.

student

A child or youth attending school in a K–12 education system.

teacher

An educator teaching in the K–12 education system. (Some educators may be enrolled in a graduate program, but in this literature review, we included literature focused on graduate students only if they were also inservice teachers.)

transformational learning

The process of change through education (Mezirow 1994).

transnationalism

The “economic, social and political linkages between people, places and institutions crossing nation-state borders and spanning the world” (Vertovec 2009, 1).

Methodology

This literature review provides an overview of the scholarly literature on teacher and student exchanges in the K–12 education system.

The primary language of the literature reviewed here is English. Additionally, we have included some articles written in German and Mandarin, with English summaries.

In this section, we outline the methodology for our review.

SEARCHING THE LITERATURE

To review the literature on international teacher and student exchanges, we conducted a systematic search using the advanced search function of the University of Calgary library system (<https://library.ucalgary.ca>). With keywords and terms identified by the funders and the research team, we created the search categories in tables 1 and 2. We limited our search to journal articles, reports, book chapters and dissertations with publication dates from 2010 to 2021. To conduct the advanced search, we combined a term from the first list with a term from the second list (for example, “student exchange” AND “leadership” was one search).

TABLE 1. Search Categories for Teacher Exchanges

First search term	Second search term
1. teacher exchange	1. citizenship
2. teacher mobility	2. engagement
3. teacher study tours	3. intercultural competence; worldviews
4. teacher sojourn	4. high school completion
5. teacher study abroad	5. leadership
6. teacher work abroad	6. lifelong learning
7. teacher work exchange	7. safe and caring schools
	8. school involvement
	9. world of work

TABLE 2. Search Categories for Student Exchanges

First search term	Second search term
1. student exchange	1. citizenship
2. student mobility	2. engagement
3. student study tours	3. intercultural competence; worldviews
4. student sojourn	4. high school completion
5. study abroad	5. leadership
6. international exchange	6. lifelong learning
7. international student	7. safe and caring schools
	8. school involvement
	9. world of work

Using various combinations of the search terms in tables 1 and 2, we performed 126 searches.

We excluded documents solely focused on exchanges at the postsecondary level, including preservice teacher exchanges. However, if a study focused on inservice teachers who were also graduate students taking part in exchanges through their university, we deemed it to be relevant.

READING FOR KEY INFORMATION

At least two members of the research team read each document in English and Mandarin. The documents in German were read by only one research team member, as only one had the necessary language proficiency.

In reading, the team members were asked to focus on the following aspects of each study:

- Purpose
- Methodology
- Context (level of the students, countries involved, exchange program, funders)
- Data source
- Results
- Implications

WRITING ANNOTATIONS

The annotations were written by the lead writers and the principal investigator and then verified by the initial reader. With the German and Mandarin documents, the multilingual researchers wrote the initial drafts, which were then revised by the lead writers.

The principal investigator then read all the entries and edited them for uniformity of style and accuracy of content.

Thus, each entry was read by a minimum of three readers before inclusion in this literature review.

LIMITATIONS

This literature review was conducted over a short time span of six weeks. We recognize the limitations our team encountered in undertaking such a large task in this compressed period of time. More time to ensure uniformity in our search process might have resulted in a more expansive review.

We also encountered difficulties in establishing keyword searches in French and Spanish and, therefore, were not able to include any documents in those languages.

Finally, as this review occurred during the COVID-19 global pandemic, we recognize that many teacher and student exchanges were cancelled or had to pivot to virtual platforms. It remains to be seen how the pandemic will affect current and future studies on exchanges.

Teacher Exchanges

The studies on teacher exchanges reviewed here used qualitative and mixed methods research methodologies, with an emphasis on reflexive data collection strategies and an examination of pre- and post-exchange perceptions. They include a small number of year-long teacher exchanges, but most experiences ranged from two weeks to five months. The focus of the exchanges included studying or teaching abroad, as well as short immersion to acquire language teaching skills, develop cultural awareness and participate in service learning

Participant Outcomes

- When teachers participate in exchange, they meet teachers of the partner schools, which positively influences their teaching and learning and subsequently benefits student learning outcomes.
- Teacher professional learning during exchange provides transformative learning opportunities through exposure to diverse students, classrooms, schools and cultures in the host country. This learning process results in more-interactive teaching upon return.
- Through exchange, teachers develop their abilities to probe deeply into social inequality, to challenge the traditional pattern of privilege and to implement equity-oriented teaching.
- Teacher exchanges enhance intercultural competencies, which allow teachers to better translate cross-cultural knowledge into pedagogical practice, cultivating a flexible and innovative teaching environment for all students.

School Communities

- Teacher exchanges enable teachers and students to join the local society as part of a global community of practice, nurturing their awareness of social responsibility and commitment to the larger community.
- Community-based learning fosters understanding of the importance of social justice in community building, resulting in an integrated learning community for all global citizens.
- Teacher exchanges provide spaces for teachers to reflect on their own cultural views and leadership philosophy, and this multidimensional reflection can support teachers in building a more engaging school community.

K–12 Education Systems

- Teacher exchanges support education systems in becoming more responsive to different student learning expectations and needs, constituting a more student-centred school environment that enhances student academic performance.
- Teacher exchanges support internationalization of K–12 education systems through understanding of diversity in social studies curricula and design for inclusion of diverse perspectives that support students from various ethnicities and cultural backgrounds.
- Curriculum and pedagogy in cross-cultural contexts is a deliberate approach to emphasize teaching innovation and improve student attainment.

LITERATURE REVIEW

Baecher, L, and S Chung. 2020. "Transformative Professional Development for In-service Teachers Through International Service Learning." *Teacher Development* 24, no 1: 33–51. <https://doi.org/10.1080/13664530.2019.1682033>.

In this research project, 10 inservice primary and secondary teachers of English as a second language (ESL) from New York City travelled to Costa Rica. During a one-month course, the participants volunteered as English teaching assistants and took a course for Spanish-language learning. The goal of this service learning experience was to develop participants' intercultural competence, help them gain more globally informed and critical perspectives on education, and improve their foreign language and teaching skills. This qualitative study used phenomenology as a methodology and collected data from participants through the following methods: student application essays, student inquiry projects, student narratives of their post-program questionnaire, student blog entries and student narratives of their program questionnaire one year later. The results showed five shifts in participant awareness and thinking as a result of the service learning and study abroad experience: questioning curriculum design, surfacing assumptions about native and non-native teachers, working around constraints, recognizing connections between policy and teaching practice, and valorizing relationships. The authors concluded that the study abroad program was a professional development approach with inherent potential for providing the conditions for adult transformative learning: experience, dissonance, community, criticality and, as a product of these, continuous identity construction and reconstruction. Additionally, the participants reported that this study went beyond teaching abroad or study abroad by positioning the teacher participants as equals to the local host teachers and serving needs presented in the host classrooms.

Baiutti, M. 2021. "Developing and Assessing Intercultural Competence During a Mobility Programme for Pupils in Upper Secondary School: The Intercultura Assessment Protocol." *Frontiers: The Interdisciplinary Journal of Study Abroad* 33, no 1: 11–42. <https://doi.org/10.36366/frontiers.v33i1.502>.

This investigation of pupil mobility through a one-year action research project focused on 113 high school teachers in Italy. The researcher explored the pedagogical value of deploying research-based tools to assess intercultural learning outcomes of students returning from a study abroad experience. Data collection included focus groups, questionnaire surveys, observations, individual SWOT (strengths, weaknesses, opportunities, threats) analysis, and the researcher's diary. The project yielded a framework for assessing participant competencies: the Intercultura Assessment Protocol (IAP). This framework guided secondary school teachers in a formal multimethod, multiperspective and longitudinal approach for assessing the intercultural competence levels of the pupils who participated in the individual year-long international program. The pedagogical value of using the

IAP included using reflective tools that may have helped pupils see themselves from decentralized and critical perspectives and challenge their cultural assumptions while abroad. These tools (logbooks, presentations and reality tests) provided a guided in-depth reflection on the self and the experience abroad, both at the time of the experience and in retrospect. The study also revealed the importance of teachers providing timely feedback to pupils to garner formative learning and to reinforce student motivation, achieve intercultural outcomes and increase engagement. Summative assessment may have fostered intercultural development by further helping students understand the more advanced levels of intercultural competency, during and after the experience. The IAP helped make intercultural learning outcomes relevant and understandable to students, parents, teachers and other educators and assisted in managing the assessment process. The IAP tool was crucial in supporting educators in conducting demand-driven and evidence-based education to ensure that pupils achieved the targeted intercultural outcomes. Use of the tool also increased the capacity of institutions and study abroad providers to support their staff in leveraging intercultural development.

Boylan, M, B Maxwell, C Wolstenholme, T Jay and S Demack. 2018. “The Mathematics Teacher Exchange and ‘Mastery’ in England: The Evidence for the Efficacy of Component Practices.” *Education Sciences* 8, no 4: 1–31. <https://doi.org/10.3390/educsci8040202>.

Influenced by East Asian success in transnational assessment, the notion of mastery is now central to mathematics education policy in England. The purpose of this research was to examine mastery in mathematics education through a mathematics teacher exchange between England and Shanghai. Drawing on a longitudinal mixed methods research design, which determined the potential of learning from Shanghai mathematics education to have an impact on teaching in England, the findings of this research pointed to core components implemented by mathematics education in Shanghai, including varied and interactive teaching, meaningful and coherent mathematical activity, and full curriculum access for all. These components were supported optimally by collaborative, embedded and mathematically focused professional development, and they competently engendered potential effects on teacher practice. This research also identified how mathematics education in Shanghai was incompatible with current English primary mathematics pedagogies. First, teaching in Shanghai emphasized developing conceptual understanding and fluency through mathematically meaningful and coherent activities. Second, in East Asia, whole-class teaching and “mathematical talk” were emphasized, and in-class practice was deemed an initial focus for change and development in teaching and learning. Third, Shanghai mathematics education emphasized the whole class learning curriculum content together, and English schools mirrored this teaching practice and supported students in accessing content. This research suggests that the identification of mastery components and the analysis of evidence demonstrate the need for a more thorough and deliberate approach to innovation informed by East Asian mathematics education. It also suggests that many of the specific practices, if considered individually, could improve student attainment.

Fasching-Varner, K J, M P Stone, R M Mella, F O Henríquez and M Y Palma. 2019. “. . . 4542 Miles from Home . . .”: Repositioning English Language Learners as Power Brokers and Teachers as Learners in the Study Abroad Context.” *Education Sciences* 9, no 2 (June): 1–13. <https://doi.org/10.3390/educsci9020146>.

In this study the researchers examined the role of bilingual and multilingual children and their families in facilitating preservice and inservice teachers' engagement with cultural and linguistic differences. In a literacy- and language-situated study abroad program in Chile, students and parents navigated their roles as teachers, and teachers navigated their roles as learners in interacting with language and cultural minorities. The program involved a three-week, 120-hour internship at a pre-K–12 school. A 15-year longitudinal study of the program employed various data collection tools during the experience (including material and video artifacts, lesson observations, journals, and blogs), as well as surveys and interviews after the experience. This exchange program fostered a learning relationship that empowered the English-language learners, and the teachers came to value the multilingual skills of their students. The teachers also acquired crucial insights into the parents' motivations through intimate engagement with daily family life. The researchers found a role reversal (student-as-teacher and teacher-as-learner) and a theme of teachers reconceptualizing the role of families through participating as members of their host families. Thus, this program enabled teachers to focus on not merely addressing methods or pedagogy in class but also renegotiating the notion of student learning engagement, in a living landscape. The results of this study suggest a need to push past equality and toward equity, forming a reciprocal learning environment to develop relationships with students and parents, as partners in teaching and learning practices.

Fine, J B, and K W McNamara. 2011. “Community Redefined: School Leaders Moving from Autonomy to Global Interdependence Through Short-Term Study Abroad.” *Frontiers: The Interdisciplinary Journal of Study Abroad* 21, no 1 (Fall): 254–74. <https://doi.org/10.36366/frontiers.v21i1.312>.

This mixed methods case study looked at the experiential learning of 44 graduate students from Loyola University Chicago (who were also primary and secondary school teachers) during a two-week study abroad experience in Rome. It examined the teachers' personal development using the Global Perspective Inventory (GPI) and a reflective survey. The authors provide a framework for developing intercultural competencies in teachers through global learning, aiming “to revitalize educational leadership preparation programs and increase student engagement by showing the relevance of global knowledge to education's most urgent social, ethical, and civic challenges” (p 255). They maintain the importance of educational leaders assuming the role of activists in ensuring that students' needs are met and developing a caring community. In the study, several specific personal and professional development markers measured participants' intrapersonal and interpersonal awareness, deeper awareness of self-identity, awareness of

respect for people with different identities, social responsibility, and commitment to the larger community. The findings revealed that the experience helped participants better understand cultural differences and become more aware of how their unique characteristics made up their own identities, gain a new level of respect and acceptance for cultural perspectives different from their own, and approach new situations with confidence. These findings suggest that through this global educational experience, participants developed the ability to probe deeply into social justice issues and to challenge the traditional pattern of privilege, and were encouraged to become leaders of equity-oriented practice.

Gleeson, M, and C Tait. 2012. “Teachers as Sojourners: Transitory Communities in Short Study-Abroad Programmes.” *Teaching and Teacher Education* 28, no 8 (November): 1144–51. <https://doi.org/10.1016/j.tate.2012.07.005>.

In this article, the authors share the experiences of experienced teachers of English as a foreign language (EFL) from Hong Kong who participated in a homestay sojourn in New Zealand. The purpose of the sojourn was to provide professional development to the teachers through developing academic and social learning through a community of practice framework. More specifically, the three areas of focus were teachers sojourning in foreign countries, teachers’ professional learning through membership in a community of practice and the Chinese EFL teacher as a learner. The sojourns ranged from two weeks to one year long. This research used a qualitative case study methodological approach. Data collection methods included focus groups and goal-setting templates, and qualitative coding was used to analyze data and capture recurring themes. The nine participants were ethnically Chinese, spoke Cantonese as their home language, were practising teachers with 8–20 years of experience and were 29–47 years old. Before the sojourn, they had been studying together part-time at their home institution in an academic program. The results indicate that this cohort of teachers developed deep relationships during the sojourn; developed a strong sense of common purpose; participated equally in the community of practice; and developed competence by sharing cultural understandings, beliefs and norms as practising Chinese EFL teachers. The community of practice supported them in managing the unfamiliar roles of university students, non-expert English speakers and cultural novices. However, the participants reported that once they returned to their home country, they did not have the time or a clear objective for maintaining those relationships.

Hermond, D, M R Vairez and T Tanner. 2018. “Enhancing the Cultural Competency of Prospective Leaders via a Study Abroad Experience.” *Administrative Issues Journal: Connecting Education, Practice, and Research* 8, no 1 (Summer): 18–27. <https://doi.org/10.5929/2018.8.1.4>.

This study examined the experiences of 21 prospective educational leaders during their participation in a one-week study tour in Belize. The goal of the tour was to acclimatize

the teachers to a Central American culture in order to improve their cultural intelligence and challenge them to expand their cultural understanding and behaviour. The study's methodological design foundation was based on Ang et al's (2007, 338) work on cultural intelligence, specifically on increasing the "span of control" and increasing participants' knowledge about the "norms, practices and conventions of different cultures," as well as the "capacity to plan, monitor and revise mental models of cultural norms for diverse cultural groups." The mixed methods study included Van Dyne et al's (2012) cultural intelligence survey (E-CQ), which measures the four domains of cultural intelligence (metacognition, cognition, motivation and behaviour), and three reflective long-answer questions. The quantitative data from the E-CQ survey suggest that the prospective educational leaders were somewhat cognizant of their own cultural views and behaviours but were less confident about the views, practices and expectations of other cultural groups. The qualitative results from the reflective questions indicate that the participants began to question their own views of the values and expectations of other cultures and were adjusting their own behaviours to account for those values and behaviours. Additionally, they were able to reflect on their leadership philosophy and determine whether it needed to be adjusted to meet the needs of students and other members of the community they served. This adjustment included a new focus on leadership as service, including the desire to hear and understand others and to motivate them. The participants acquired substantial cultural intelligence through the exchange, although their cognitive cultural intelligence lagged somewhat behind the other domains. The authors recommend this type of experiential learning for enhancing the cultural intelligence of prospective leaders.

Moorhouse, B L, and G J Harfitt. 2021. "Pre-service and In-service Teachers' Professional Learning Through the Pedagogical Exchange of Ideas During a Teaching Abroad Experience." *Asia-Pacific Journal of Teacher Education* 49, no 2: 230–44. <https://doi.org/10.1080/1359866X.2019.1694634>.

This study examined the professional learning of 10 preservice teachers from Hong Kong and 10 host teachers at a primary school in Ningbo, China, who participated in a two-week teaching abroad project. The study drew on two open-ended questionnaires and teachers' reflective journal entries, and participants' professional learning was organized by Goodwin's (2010) five knowledge domains of quality teaching: personal knowledge (autobiographical and philosophy of teaching); contextual knowledge (understanding children, schools and society); pedagogical knowledge (content, theories, methods of teaching and curriculum development); sociological knowledge (diversity, cultural relevance and social justice); and social knowledge (cooperative, democratic group process and conflict resolution). The participants reported improvements to the implementation of lessons on the second or third teaching attempt, as well as improved pedagogical skills and knowledge in crucial teaching areas (such as lesson planning, materials development, classroom management and student instruction). They also challenged their misconceptions

and prejudices during the exchange. Last, both the preservice teachers and the host teachers mentioned the critical role of collaboration in this project. The reflection process helped the preservice teachers re-examine their learning and abilities through their adjustment to unfamiliar contexts. As a result, they became more responsive to learners' needs, developed pedagogical skills beyond their domestic practicum, and built rapport and mutual respect with the host teachers and the students through collaboration.

Ospina, N S, and S L Medina. 2020. "Living and Teaching Internationally: Teachers Talk About Personal Experiences, Benefits, and Challenges." *Journal of Research in International Education* 19, no 1 (April): 38–53. <https://doi.org/10.1177/1475240920915013>.

This study looked at the personal experiences of 22 visiting faculty members teaching in public schools in the United States. Primarily, it explored how the benefits of this teaching experience were rooted in teachers' intercultural competencies and the challenges they encountered in transitioning their own cultures to the host learning community. Adopting a case study qualitative method with an interpretive approach, the researchers collected data from questionnaires, written narratives and semi-structured interviews with all participants. The findings were grounded in three areas: intercultural matters, professional matters and personal matters. First, the teachers gained intercultural awareness and became more flexible in cultural diversity. Second, this exchange program offered professional development opportunities and spaces for teachers to reflect on their methodologies and make adjustments. Third, participants indicated that their English-language proficiency was enhanced throughout the learning process and that they became more independent and mature, acquired a deeper understanding of themselves, and became more tolerant and respectful toward cultural differences. However, many teachers faced challenges, including difficulties in settling down in the new community and integrating into the school system. Some experienced a feeling of abandonment by or lack of trust from the school community, and others had to develop strategies to manage disruptive students in class. The implications of this study underscore that training for teachers going on exchanges should deal with topics such as managing classrooms, conducting parent conferences and understanding assessment guidelines. Moreover, customized workshops could provide foreign teachers with instruments to tackle intercultural differences in the new setting.

Paik, S J, D E Ganley, T F Luschei, S M Kula, M A Witenstein, Y Shimogori and K K Truong. 2015. "Intercultural Exchange Among Global Teachers: The Case of the Teaching Excellence and Achievement Study Abroad Program." *International Journal of Intercultural Relations* 49 (November): 100–13. <https://doi.org/10.1016/j.ijintrel.2015.06.011>.

This study explored the impact of a six-week study abroad program in the United States on the intercultural competence of 22 secondary teachers from Colombia, El Salvador, Ghana, India, Kazakhstan, Morocco, Poland, Romania, Russia, Rwanda, Thailand and

Ukraine. It was guided by the following research questions: (1) How does the Teaching Excellence and Achievement Program cultivate an intercultural perspective among its participating international teachers? and (2) How do intercultural experiences offer professional development opportunities for these international teachers? Results from surveys highlighted that this exchange program increased teachers' intercultural knowledge, knowledge of the host country and teaching skills. Findings from interviews emphasized that the learning experience enhanced teachers' intercultural sensitivity and awareness, knowledge of other countries and cultures, and teaching skills and professional development in a structured cross-cultural setting. In addition, it provided opportunities for teachers' professional development through exposure to diverse students, classrooms, schools and cultures. The researchers conclude that educators who are capable of making culturally competent cognitive and behavioural choices can encourage their students to become globally aware, culturally sensitive and better citizens. These skills will also amplify the pluralistic ideals of equity, diversity and social justice in the education system.

Rapoport, A. 2013. "Teacher Exchange as a Means of Social Studies Curriculum

Internationalization." *Journal of International Social Studies* 3, no 1: 69–76. www.iajiss.org/index.php/iajiss/article/download/102/85.

After a review of the literature, the author reports that social studies and history teachers who have had international exchange experiences have a better understanding of the importance of developing global competencies in students and are able to address important themes in citizenship education and tackle controversial topics. The research shows that these teachers are able to make connections between cultures, civilizations and global issues, rather than teaching those topics separately. Additionally, they teach more accurately, creatively and enthusiastically and are more committed to passing on knowledge of history to students and the community. Participating in international exchange and training programs gives teachers the type of international experience that develops a deepened awareness of topics in history and social studies. Since the mid-20th century, political decisions and governmental priorities between the United States and other countries, through international agreements, have included cultural and educational dimensions that support exchange and learning between the partners. This exchange of ideas and methods, participation in professional development, sharing and development of curricula, sustained partnerships, and publications have had an overall positive effect. The positive outcomes include new perspectives on human differences and growing global interdependence and cooperation, rectification of misconceptions and reverse stereotypes, and significant contributions to the internationalization of social studies curricula.

Yeo, S S, and S-S Yoo. 2019. “Cultural Disequilibrium: Struggles and Strategies in Intercultural Settings in the Case of Exchange Teachers Invited to Korea.” *Multicultural Education Review* 11, no 2: 96–113. <https://doi.org/10.1080/2005615X.2019.1615244>.

The researchers investigated an exchange program for teachers from Vietnam, Thailand and the Philippines travelling to Korea. The exchange was organized and implemented by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Asia–Pacific Centre of Education as a form of foreign aid to the education sector, especially for developing teacher quality in Asia–Pacific countries by the Korean Ministry of Education. The study explored how the inservice teachers invited to Korea experienced struggles and adopted strategies in their host school environments. Data from the participants included in-depth semi-structured interviews, observations during official meetings, midterm and final presentations at which teachers gathered to share their practices, and field documents (including lesson plans and biweekly reports submitted formally for the exchange program). The participants were six exchange teachers (two from each country) and four additional teachers. They represented various age groups, teaching grades and major subject areas and were located at different host schools in Korea. The findings revealed that the teachers confronted challenges at the beginning of the exchange. While trying to adjust to the new culture, they experienced unexpected struggles related to social acceptance, relationships with students, classroom management, the notion of time, a language barrier in communication, and the use of teaching materials and equipment. Toward the end of the program, they continued to be challenged by their own notions of the roles and responsibilities of students, teachers and schools. The authors connect the participants’ experiences to cultural disequilibrium, a dissonance between the host culture and their primary culture, and feeling out of control and struggling to regain a balance in their life. They provide five strategies for managing or decreasing these challenges. Reflection followed by thoughtful action helped the participants develop cultural competency and decrease cultural disequilibrium, generating opportunities for perspective transformation and allowing them to anticipate and manage cultural dilemmas. Overall, the article provides practical ways to support teachers in exchange programs and assist in a successful transition to an intercultural setting and the development of intercultural competencies.

Student Exchanges

Most of the studies on student exchanges reviewed here drew from qualitative methodologies, such as participant reflections and participant perceptions of their exchange experiences. These experiences were either full-year academic sojourns or shorter-term study abroad sojourns and focused on cultural acquisition, language acquisition, service learning and experiential learning. Most participants were in high school, although a few studies explored the exchange experiences of students in elementary and middle school.

Participant Outcomes

- Exchange programs develop students' intercultural competencies through in-class learning activities and social interactions with the host families.
- Student exchanges play essential roles in enriching students' second language learning and enhancing their communication skills in the local learning environment.
- Cross-cultural learning opportunities help students' personality development in terms of curiosity, openness and respect, which further constructs their self-confidence, sense of responsibility and self-esteem.
- Interacting with people from divergent cultural backgrounds during the exchanges cultivates students' knowledge of cultural diversity and social differences, reducing intercultural bias and misunderstanding and fostering a positive relationship with the local society.
- Student attendance and engagement in class during the exchanges can effectively promote better academic results and performance, primarily in language learning and intercultural competence.
- Student exchanges offer multifaceted learning perspectives for students with regard to their future career exploration and preparation.

School Communities

- Community-based practices in student exchanges focus on preparing students to engage in the international community through academic interaction, moral perspectives and social participation.
 - Students become aware of multiple ways of learning, thinking and living. Student exchanges enable their comprehension and capacity to better understand the globalized world.
 - The development of linguistic, social and cultural identities enhances students' intercultural and international world views and promotes global citizenship.
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K–12 Education Systems

- Through cross-cultural interactions and on-site immersion learning, student exchanges provided a space for development and assessment of student learning outcomes.
- K–12 education systems are enriched through interaction with the host schools through immersive contact, building a positive collaborative relationship between different education systems.
- There is a need to implement the concept of intersectionality in K–12 school systems as part of seeking an inclusive, hoped-for education system for all.
- Through interaction with different study abroad curricula and designs, ideas for improvements to local student exchange program design emerge.
- Teachers and educators need to be provided with sufficient training and workshops before the student exchanges so that they can guide all aspects of student learning during the sojourn.
- Through teacher professional learning about exchanges, the importance of student involvement in exchange design emerges.
- International student exchange fosters transnationalism, or global citizenship, which may lead to future student mobility, which in turn has an impact on student preparation for their educational trajectory.
- Considerations for access to student exchange involve finding solutions to the financial challenge of study abroad.

LITERATURE REVIEW

Alami, S. 2014. “Teenagers Abroad: A Study of High School Exchange Students’ Language Learning Experiences.” Master’s thesis, Gonzaga University. www.proquest.com/openview/271bb816c3854173f246f7099299be6e/1?pq-origsite=gscholar&cbl=18750.

This master’s thesis focuses on international high school students’ perceptions of their language learning experiences during an exchange in the United States. In this qualitative case study involving five students, all participants expressed their satisfaction with their academic achievement, host family environment, and social interactions outside of class and family. This immersion learning improved their language skills, with four of the participants explaining that they progressively shifted their focus to improving communication through fluency, rather than accuracy. All participants indicated their interest in maintaining their language skills upon returning home. Moreover, all participants highlighted the importance of host families, as they built strong relationships through daily language communication and social interactions. The implications of this study can inform four groups: language instructors, exchange agencies, host schools and host families. First, socialization should be an integral part of classroom instruction. Second, it is beneficial for exchange agencies to stress the importance of incorporating elements of community of practice for sojourners. Third, it is equally critical for hosting schools to intentionally legitimize and accentuate the exchange students’ particular academic domains of expertise. Last, host families should foster a safe space for students to practise language socialization.

An, S. 2011. "Global Citizenship and Global Solidarity Through Study Abroad: An Exploratory Case Study of South Korean Students." *Journal of International Social Studies* 1, no 2 (Spring/Summer): 21–34. www.iajiss.org/index.php/iajiss/article/view/42/34.

This study of 27 Korean high school students studying in the United States explored citizenship (including the kind of citizens young international students sought to become) and the perceived necessity of English skills or a diploma from an American university for socioeconomic success. This research project explored the challenges faced by international students in examining their previous ideas, comparing the state of things in their home and host countries, and further developing a sense of responsibility to be informed and tolerant. The case study in the academic year of 2006/07 drew from in-depth interviews. The researcher used a systemic content analysis of the interview data with inductive coding and constant comparison. Analysis revealed that participants formed civic awareness, took on civic responsibilities and displayed behaviours indicating that they were developing into globally oriented citizens. However, because of their lack of English skills, cultural differences or local students' indifference, most Korean students in the study kept to themselves and socialized little with non-Koreans. Thus, their opportunities for intercultural learning were lessened. A concerted effort by schools and teachers is critical for helping international students experience meaningful intercultural learning.

Andorful, T L. 2013. "International Education Exposure in Secondary Schooling: Impacting Academic Outcomes Among Urban Girls of Color." PhD dissertation, Loyola University Chicago. https://ecommons.luc.edu/luc_diss/498/.

This research identified the impact of international education on eight female students of colour who were enrolled in various schools in Washington, DC, and participated in the Global Kids program. The hypothesis was that students' academic engagement, educational aspirations, motivation, perception of the world and self-efficacy would later generate school persistence and predicted high school completion, despite the increasing rates of minority female dropouts and the potential effects of race, class and gender. The exchange involved a five-week summer institute at Howard University's Ralph J Bunche International Affairs Center, followed by a two-week service learning and international education travel experience in Jacmel, Haiti. Through a phenomenological approach, the researcher collected qualitative case study data through interviews, a reflective card exercise and journal analysis. The study was designed to develop an understanding of global education learning and international study experiences from students' perspectives. The results revealed three main themes. First, global education and international education travel may shape engagement, and this engagement may be a key factor in ensuring positive academic outcomes for urban girls of colour. Second, global education and international education travel may help to positively shape students' attitudes toward education and their future. Third, after the exchange, the participants experienced

cognitive changes, applied what they learned and influenced others. Additional findings include an increased interest in exploration, the importance of support and the potential impact of an immigrant background.

Baiutti, M. 2018. “Fostering Assessment of Student Mobility in Secondary Schools: Indicators of Intercultural Competence.” *Intercultural Education* 29, nos 5–6: 549–70. <https://doi.org/10.1080/14675986.2018.1495318>.

The author sought to determine what indicators should be used to assess the intercultural competency of high school students once they return from a study abroad program. This qualitative research included interviews with 23 participants, including Italian high school students, parents and teachers. The results revealed the attitudes, knowledge and skills of participants, as well as internal and external outcomes (such as adaptability and the ability to form relationships). This study demonstrates the importance of designing for assessment in student exchanges and defining assessment indicators specific to the context in which they will be used.

Besnoy, K D, E Maddin, E Steele and S Eisenhardt. 2015. “The Friendship Journey: Developing Global Understanding in the Middle Grades.” *Journal of Catholic Education* 18, no 2 (March): 44–73. <https://files.eric.ed.gov/fulltext/EJ1058062.pdf>.

This research explored a Catholic school’s attempts to prepare its students to meet the challenges of citizenry and the impacts of those efforts on students participating in an international community. Adopting a mixed methods approach, the research questions explored participants’ perspectives and experiences in an international program called the Friendship Journey and how this experience influenced their awareness of global connections and their cultural understandings. The quantitative survey data revealed that the Friendship Journey exchange experience had a positive impact in four areas. First, it helped students overcome their language barriers through multidimensional immersion and opportunities to interact with visiting students. Second, students acquired an understanding of the differences and the similarities between cultures. Third, this exchange learning cultivated students’ ability to be open-minded and to embrace cultural diversity. Last, this learning opportunity provided spaces for students to reflect on their understanding of others through forming friendships with students from other countries. The implications reveal the importance of preparing students to engage in the global community from academic, moral and social perspectives.

Camargo Reyes, A M. 2017. “Interviews with Former High School Exchange Students in Colombia: Exploring Context Dependent and Subjective Aspects of Intercultural Competence.” *Annual Review of Education, Communication, and Language Sciences* 14: 35–68. <https://research.ncl.ac.uk/media/sites/researchwebsites/arecls/Camargo-Reyes-Ana-Maria.pdf>.

This study explored the experiences of five high school exchange students through understanding their learning experiences during a 6- to 11-month student exchange program in Colombia. This study adopted the intercultural competence model as its theoretical framework and qualitative analysis as its methodology. The data were gathered through semi-structured interviews and analyzed using thematic content analysis. The findings of this study underline five categories that provide a multifaceted understanding of intercultural competence in light of external, contextual and subjective components. First, students' relationships with their host families, their school peers and others involved in the program were crucial. Second, students encountered difficulty in building trust with their host families, their school peers and others because of differing cultural behaviours and beliefs. Third, communication was an important skill in solving conflicts and maintaining positive relationships. Fourth, students identified specific intercultural understandings and attitudes that were necessary for constructing meaningful relationships and learning moments. Last, students reported that they had acquired cultural knowledge about Colombians, which eliminated their intercultural bias and misunderstandings about the host country.

Cheng, B, and P Yang. 2019. “Chinese Students Studying in American High Schools: International Sojourning as a Pathway to Global Citizenship.” *Cambridge Journal of Education* 49, no 5: 553–73. <https://doi.org/10.1080/0305764X.2019.1571560>.

The researchers explored the experience of 15 Chinese high school students participating in a one- to-four-year sojourn in the United States. The purpose of the study was to explore international learning experiences as a pathway to global citizenship. The data were collected through 22 interviews (with students, teachers, staff and administrators) from December 2014 to June 2016. Most interviews lasted around an hour and were conducted in participants' native language (Chinese or English). The Chinese students experienced growth in their knowledge and understanding of the local people and local culture by living in the culture. Their exposure to the culture included classroom and homestay settings and volunteer work in the community. Additionally, most students felt that they had learned to be more independent and could better take care of themselves. They developed increased global consciousness and experienced acculturation as a mechanism for growth. Findings also revealed the development of self-authorship, including the ability to re-examine their initial thoughts and observe phenomena from multiple perspectives. The students who were able to go overseas to study tended to be those with financial means and thus belonged to a privileged group in China.

Dressler, R, and A Dressler. 2016. "Linguistic Identity Positioning in Facebook Posts During Second Language Study Abroad: One Teen's Language Use, Experience, and Awareness." *Canadian Journal of Applied Linguistics* 19, no 2: 22–43. <https://journals.lib.unb.ca/index.php/CJAL/article/view/23139/29270>.

This study explored a female anglophone Canadian's experiences with two second language study abroad sojourns (one in high school and one in university) in Germany. Through analyzing her Facebook posts and subsequent written reflections, the study examined how she documented her learning and experiences in the host country. The Facebook posts facilitated her positioning of herself and her expression of her perceptions of language and culture. The findings of this study focused on her language use, language acquisition and language awareness. During her first student exchange experience, her language use on Facebook became actively more bilingual. Her language acquisition emphasized how Facebook had become a crucial virtual stage for chronicling and celebrating her achievements in language improvement. Her language awareness underlined how she observed similarities and differences between the two languages, positioning herself as a progressively skilled second language learner. During her second sojourn, she reflected on herself as both an insider and an outsider in learning German, which was affiliated with her linguistic and cultural identity. Last, she built on her cultural familiarity with Germany and began to consider herself as someone who belonged to two cultures. This study underscores the importance of employing linguistic and multimodal perspectives when investigating how students negotiate their identity on social media during study abroad sojourns.

Engel, L C, J Fundalinski, K Gatalica, H Gibson and K Ireland. 2017. "Global Citizenship Education for Every Student: The Washington, DC Public Schools' Study Abroad Program." *Childhood Education* 93, no 6: 516–24. <https://doi.org/10.1080/00094056.2017.1398568>.

The authors explored the outcomes of study abroad excursions of high school students (Grades 8–11), specifically to measure their acquisition of attitudes or behaviours related to being inquisitive, informed and active world citizens who were prepared for success in college, career and life. Through a study abroad program based in the United States, 380 students visited 17 countries (Guatemala, Costa Rica, Nicaragua, the Dominican Republic, Ecuador, Peru, Argentina, Uruguay, Senegal, Morocco, Belgium, the Netherlands, Spain, France, Italy, China and the United States). The publicly funded short-term tours ran for 8–12 days, with itineraries that focused on language immersion (Spanish, French, Mandarin or Italian exposure), service learning, or global leadership. The program ensured that schools with the highest population of students in need received the greatest number of travel slots. The research was conducted using mixed methods, and data were collected through pre-departure and post-travel surveys of participating students; interviews with a sample of students, travel ambassadors and global education staff; and analysis of participating students' final projects. These data collection methods targeted indicators including students' engagement, social and emotional development,

and global competence. After returning from study abroad, participants spoke of their increased gratitude for their educational opportunities, sought ways to connect their overseas experiences with their home contexts, developed relationships with peers, used their takeaways as a springboard to take positive action for change, recognized personal character development and felt more confident. All participants wanted to study abroad again in the future, and many were considering work abroad opportunities. The exchange stood out as a way to enhance students' multicultural understanding, deepen global and local knowledge, and develop strong social-emotional skills.

Greischel, H, P Noack and F J Neyer. 2016. "Sailing Uncharted Waters: Adolescent Personality Development and Social Relationship Experiences During a Year Abroad." *Journal of Youth and Adolescence* 45, no 11 (November): 2307–20. <https://doi.org/10.1007/s10964-016-0479-1>.

Considering international mobility as an important context for students' personal and social growth, this research explored adolescents' personality and relationship development during student exchanges. The experimental group participants were 457 high school exchange students, and the control group participants were 284 German adolescents. All participants were assessed three times across one academic year. The researchers employed a framework of PIRATES (personality, identity and relationship experiences in adolescent trajectories) and found, first, that the sojourners presented high stability in their personality through the social network and that the attained mean-level changes in personality and social network size became smaller after the transition. Second, differences between the sojourners and the control students were identified pre-departure in terms of agreeableness, extroversion and neuroticism. Third, studying abroad resulted in an increase in openness, conscientiousness and agreeableness, which softened the increase in neuroticism. In terms of students' personal and social growth, participants differed in their personality traits before studying abroad and continued to demonstrate differentiation toward a socially desired trait level afterward. The authors concluded that student exchanges foster students' maturity.

Griffen, A J, and N M Greene. 2019. "An Urban-Defined School Implements a Grassroots Oral History Course and Study Abroad Program for Social Justice Equity, Social Consciousness, and Student Advocacy." *Journal of Educational Leadership and Policy Studies* 3, no 2 (Summer). <https://files.eric.ed.gov/fulltext/EJ1233791.pdf>.

Using Critical Race Theory, the authors conceptualize initiatives promoting social consciousness and student advocacy among a school's students, faculty, staff and community. Three projects—one for teachers and two focusing on students—were studied. The teacher initiative included a professional development series on cultural competency in which, as a team, they committed to one monthly takeaway to implement. The takeaways were related to inclusive curriculum, inclusive interview protocol, inclusive instructional design and student discussions. Through

discussions, teachers introduced two student-led projects: first, a qualitative research project focused on grassroots oral history, in which students developed interview skills, research skills and writing skills through engaging with the stories of their participants, and second, a student-designed qualitative and quantitative research project during a study abroad program, which consisted of a 10-day stay in a South American rain forest. The trip outcomes included studying biodiversity, rebuilding and painting a school, and trading artifacts in a local market. Students developed an elective course for the next cohort, earned a Spanish credit and a science credit, and presented the research at various venues. Through participating in the research project, they developed intellectual property and experienced inclusive participation as diverse learners. Outcomes of the initiative included increased connection to the community. Student immersion in school projects lessened their engagement in activities leading to suspension and expulsion and increased their attendance and engagement in class. Better academic results led to increased overall grades, and students earned more scholarships, providing increased pathways to college.

Groux, D. 2020. “Education and Development: School and Its Role in Lifelong Learning.” In *Handbook on Promoting Social Justice in Education*, ed R Papa, 247–65. Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-030-14625-2_144.

This book chapter examines the role of student exchanges in light of foreign language learning. Drawing from Bourdieu’s (1982) notion of linguistic and cultural capital, the author argues for the importance of competence in a foreign language as necessary capital. Learning a foreign language can contribute to students’ understanding of the Other and develop the essential virtue of respect. Education without borders amplifies interaction between historical and cultural standpoints at a local site. Through student exchanges, students “struggle against ethnocentrism” (p 257) and explore new ways of thinking. They uncover their biases and grow in understanding themselves and others. The author points to the importance of teachers in designing and implementing robust student exchanges in which students learn about language, culture, themselves and others.

Guse, A. 2020. “Deutsch als Fremdsprache seit 1995: Kanada: Neue Lernerfahrungen und Kontexte durch Partnerschaften im Austausch und vor Ort: Zugänge zur Relevanz von Deutsch als Fremdsprache in Kanada” [New learning experiences and contexts through exchange and local partnerships: Access to German as a foreign language in Canada]. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 25, no 1 (April): 901–5. <https://ojs.tu-journals.ulb.tu-darmstadt.de/index.php/zif/article/view/1049/1046>.

In this article, the author describes the current state of the study of German as a foreign language in Canada. She documents factors that are contributing to reduced numbers of students learning German but focuses on several successful initiatives promoting the learning of German to demonstrate the creativity and commitment of teachers and postsecondary instructors. Among

those initiatives are two student exchanges: a Hamburg–Manitoba three-month reciprocal exchange and a one-week study trip partnering two high schools (one in Ontario and one in Germany). Observed outcomes from the Manitoba exchange, which attracts 14–20 students a year, include an improvement in German-language competence from a beginner to an intermediate level (using the Common European Framework of Reference for Languages, A2/B1 to B2). The Ontario study trip, which has been around for only three years, focuses on city living as a theme. Students learn about sustainable housing, environmental planning and the integration of newcomers. The article provides an overview; however, empirical studies are not reported. This article adds to understanding of how exchanges organized by teachers' organizations can contribute to second language and experiential learning among high school students.

Heinzmann, S, R Künzle, N Schallhart and M Müller. 2015. "The Effect of Study Abroad on Intercultural Competence: Results from a Longitudinal Quasi-Experimental Study." *Frontiers: The Interdisciplinary Journal of Study Abroad* 26, no 1: 187–208. <https://doi.org/10.36366/frontiers.v26i1.366>.

The authors examined intercultural competence in 540 13- to 20-year-old students from German- and French-speaking Switzerland who were participating in one- to four-week foreign-language-integrated homestays. A minority of the participants stayed for a whole semester, and a few upper-secondary schools sent whole classes on an international one-week culture week. The study looked at the effects of exchange activities on the development of intercultural competence and identified criteria for success. The quasi-experimental longitudinal research design involved an intervention group of students who took part in an exchange program and a control group of students who did not take part in an exchange program. The intervention group of 405 upper-secondary students and the control group of 135 upper-secondary students were surveyed three times through an online survey. The results revealed that students' willingness to engage with people from another cultural and linguistic background was largely dependent on the extent to which they were willing to do so before the exchange. The emphasis on communication in foreign language lessons affected the amount of students' engagement in the new culture, especially for monolingual students. If students' attitudes toward representatives of the host culture were more positive at the time of the pre-test, they were also more positive at the time of the post-test. Students in the intervention group were significantly more skilled interculturally than those in the control group. Students whose local teachers attached importance to communication and grammar had higher intercultural skills, and exchange students were more willing to engage with people from another cultural and linguistic background than those in the control group. Students' willingness to interact with people from another cultural background also depended on the number of times they had been abroad: students who had never been abroad, or who had been abroad only once or twice, were significantly less willing to engage interculturally. The longer students stayed in the target culture, the more they seemed to grow interculturally. The analyses across the intervention and control groups consistently indicated that a stay in an

area culturally and linguistically different from students' own had a positive influence on the development of their intercultural competence. Thus, students in the intervention group were more intercultural competent than those in the control group. In conclusion, a focused and reflective interaction with the host culture resulted from experiential learning in which students truly experienced the culture in which they resided.

Hutteman, R, S Nestler, J Wagner, B Egloff and M D Back. 2015. "Wherever I May Roam: Processes of Self-Esteem Development from Adolescence to Emerging Adulthood in the Context of International Student Exchange." *Journal of Personality and Social Psychology* 108, no 5: 767–83. <https://doi.org/10.1037/pspp0000015>.

Using a quantitative research methodology, this study examined the macro- and micro-processes of self-esteem development in the context of a year-long international high school student exchange. All 876 German high school student participants (with a mean age of 16.0 years) completed a set of paper-and-pencil personality trait measures shortly before departure, immediately after return and one year later. Researchers collected nine monthly state measures of self-esteem and social inclusion during the exchange. A control group of 714 high school students who stayed in Germany provided second waves of trait self-esteem data. At the macro-level, the research findings indicated mean-level increases in trait self-esteem across a one-year interval and relatively high levels of rank-order stability. However, as the result of interindividual differences in dealing with new social roles and situations in the host country, exchange students demonstrated a steeper mean-level increase and lower rank-order stability compared with the control group. At the micro-analytical level, instability in trait self-esteem was mediated by monthly state fluctuations in self-esteem when on exchange. These fluctuations in self-esteem development were captured through the feeling of social inclusion and predicting changes in the new social environment of the host country (sociometer) and vice versa (self-broadcasting). The implications include insights into the processes of how environmental influences can trigger changes in a relatively stable personality trait. Future studies could incorporate even more fine-grained measures to tap into the affective, perceptual and behavioural processes underscoring exchange students' self-esteem development.

Lee, J W Y, B Kim, T L Lee and M S Kim. 2012. "Uncovering the Use of Facebook During an Exchange Program." *China Media Research* 8, no 4 (October): 62–76. www.chinamediaresearch.net/index.php/back-issues?id=56.

The authors studied the impact of social media during a six-month student exchange program in which Malaysian students travelled to the United States. The purpose of the study was to investigate the implications of using social networking sites (specifically Facebook) for exchange students' adjustment processes, including how Facebook affords affective, behavioural and cognitive adaptation in the intercultural learning process and how the use of a social networking

site affects the intercultural learning process. Using cultural learning theory, the methodology involved a qualitative analysis with 15 participants, and data were gathered through focused interviews prior to their departure and immediately upon their return home, as well as through questionnaires. Participants demonstrated coping strategies while using Facebook. For example, they expressed their feelings, which led to obtaining social support. They also used Facebook for social comparison. For example, during their intercultural adjustment process, they used friends on Facebook as a source to provide stability and resources for coping. Facebook, therefore, became an avenue for participants to maintain their own cultural identity by keeping contact with friends back home. It helped them maintain their social identities as Malaysian exchange students while allowing them to explore their new identities in the American culture. The use of social media is ubiquitous, and prudent practitioners and researchers of intercultural communication understand the impact of these media on the intercultural learning process.

Lee, J-Y, and S Park. 2017. "Analysis of Critical Success Factors of Online International Learning Exchange of Korean School Pupils with English-Speaking Counterparts." *British Journal of Educational Technology* 48, no 6 (November): 1228–38. <https://doi.org/10.1111/bjet.12516>.

The goal of this study was to explore the impact of an online international learning exchange among Korean elementary and high school students partnered with elementary and high school students in the United States and Australia. Particularly, it investigated how self-efficacy, exchange infrastructure and the quality of exchange activities affected students' learning satisfaction, foreign language capability and intercultural competence. This study drew on survey data analysis, and its participants were 236 Korean students from eight elementary and secondary schools across South Korea. The participants were 10–15 years old and had completed a one-semester online international learning exchange. The findings emphasized, first, the importance of high-quality video-conferencing platforms and systems for online learning and of virtual collaborative activities in improving students' intercultural competence. Second, instruction was essential in mediating the relationships between students' learning differences and their educational performance. Last, digital infrastructure played a crucial role in online learning effectiveness and outcomes. The recommendations focus on how to support teachers in facilitating student learning in a digital space, including having teachers select suitable topics for the online learning environment and create interactions to motivate students to continually engage in the virtual learning community.

Milosevic, O. 2020. "The Host Country Culture in Second-Language Acquisition: A Case Study in an International School." *Global Education Review* 7, no 4: 46–58. <https://ger.mercy.edu/index.php/ger/article/view/551/414>.

This article details a virtual cultural exchange in which 10 Grade 12 students at an international school participated in a four-week course in which they studied language acquisition,

intercultural awareness, and linguistic and social skills (for example, working in a team and negotiating). The research recorded and investigated how various aspects of cultural heritage can assist learners in developing academic vocabulary and critical thinking. Data were collected from several sources: teacher observations during class activities, recorded discussions, presentations, journals, peer-feedback sessions, a report written by students as a summative assessment task and a semi-structured interview with students at the end of the unit. The findings revealed that students' intercultural learning was both above and below the surface. Students acknowledged that visible behaviours were connected with hidden characteristics and that human actions could be understood only by scratching the surface level. Students renegotiated their own cultures by questioning cultural practices and looking for similarities and differences between cultures to challenge their stereotypes. This research highlights the importance of student reflections on learning new concepts, improving language skills and communicating for authentic purposes. Exploring the local community helped students understand the cultural characteristics of their peers, and the host country students were challenged to revisit their cultural beliefs. The host country's culture proved to be a vital resource to further amplify students' intercultural awareness in the context of international education.

Newstreet, C, and J Rackard. 2018. "High School Study Abroad: What Do World History Students Really Learn?" *Journal of International Social Studies* 8, no 2: 55–77. www.iajiss.org/index.php/iajiss/article/view/359/288.

The authors report on a week-long experiential study abroad excursion to Amsterdam and Paris, focusing on multiple museum visits for experiencing history and art. The student participants included 10 high school sophomores and juniors who were enrolled in both the art appreciation and Advanced Placement (AP) world history classes at a large urban public high school in Florida. The purpose of this qualitative research study was to detail how the school implemented the study abroad program to enrich its AP world history course. Additionally, the study provided insight for school leaders, study abroad coordinators and teachers; directions for future research; and study abroad implications for the field of global citizenship. Through a case study methodology, the researchers employed multiple data sources: student photos, student journal entries and semi-structured participant interviews. The study abroad program, as a global education enrichment, extended students' comprehension, enriched classroom learning and could be integrated into many disciplines. The program met the needs of 21st-century learners and their self-perceptions as members of the global society. The findings reveal that the program gave students a greater comprehension of the history and art curricula and an enriched academic experience. It allowed students to appreciate the world's art, architecture and historical sites, giving them access to a different way of knowing and experiencing humanity.

Paterson, J. 2017. "Windows to the World." *Principal Leadership* 18, no 4 (December).

www.nassp.org/publication/principal-leadership/volume-18-2017-2018/principal-leadership-december-2017/windows-to-the-world/.

This report provides insight into the multiple benefits of student exchanges and considerations for effectively planning these programs. Student exchanges can promote students' communication and collaboration skills, increase their cultural awareness and intercultural competence, enhance their problem-solving capabilities and self-confidence, and bolster their critical thinking and school performance. Though student exchange programs offer multifaceted support to student learning outcomes, temporarily moving away from home can be complicated and involves a process of adjustment. Students can experience challenges with the language, physical unfamiliarity and cultural barriers. Designing an exchange program with holistic reflections requires teacher training to provide them with knowledge about the host society and culture. Additionally, school officials need to establish a clear goal for the program and determine assignments and activities associated with student learning before, during and after the exchange. Selecting an appropriate travel destination is equally vital. There is increasing interest in international student exchange and in learning to cultivate students' cultural perceptions and improve their understanding of their communities and the globalized world. Therefore, several vital components should be considered when planning exchange programs, including the reasons for organizing an international exchange, school credit related to this learning, understanding of the host school and families, visa policies, student participation, and students' physical and emotional health during the exchange.

Rahikainen, K, and K Hakkarainen. 2013. "Nordic Experiences: Participants' Expectations and Experiences of Short-Term Study Abroad Programs." *Scandinavian Journal of Educational Research* 57, no 5: 467–87. <https://doi.org/10.1080/00313831.2012.668706>.

This study explored Finnish high school students' and teachers' perceptions of the impact of short-term Nordic study abroad programs in terms of studies or career, Nordic awareness, personal skills and future plans. To develop the Study Abroad Assessment (SAA) instrument, this study adopted a mixed methods strategy, which consisted of quantitative questionnaire responses from 158 students and 92 teachers, complemented by qualitative interviews with six participants. Four significant findings from the quantitative questionnaire highlighted the multidimensional support this program offered students and teachers. First, this short-term learning involved experiences connected to personal skills and personal development, which facilitated participants' ability to adapt to new situations, bolstered their confidence during the trip, increased their courage in international situations and improved their language skills. Second, participants reported social connectedness, including establishing strong connections to another Nordic country and developing friendships. The third finding highlighted participants' development of Nordic awareness, including knowledge about Nordic countries, belongingness

to Nordic countries, motivation to work in Nordic organizations and interest in international cooperation. Last, respondents mentioned that the study trip explored and enhanced their career or study opportunities in other Nordic countries. Challenges reported were related to legal or administrative barriers, practical barriers, mental barriers, and language barriers. The qualitative data echoed the findings from the quantitative questionnaire.

Ruest, C. 2020. “The Autobiography of Intercultural Encounters: Mixed Results Amongst Canadian Adolescents.” *Language and Intercultural Communication* 20, no 1: 7–21. <https://doi.org/10.1080/14708477.2019.1681438>.

This research examined how adolescents developed intercultural competence and became more interculturally aware when participating in a Canadian linguistic student exchange program. The study adopted the Autobiography of Intercultural Encounters, which is a tool designed by the Council of Europe that allows individuals to reflect critically on their intercultural encounters. Through a content analysis of the autobiographies of 20 exchange students from Quebec and British Columbia, the study found that intercultural competence remained superficial. Specifically, three significant findings emerged. First, the components of *skills of discovery* and *interaction and communicative awareness* were essential to bolstering students’ intercultural competence. Second, interpreting skills, critical cultural awareness and action, and attitudes were closer to students’ notions of “active” understanding, which necessitated a more in-depth and individual involvement. Last, students’ feelings were crucial in writing—they expressed emotional relief as they developed interpersonal connections by engaging with other students. The study’s recommendations invite educators to prepare their students sufficiently before exchange and to develop thoughtful reflection by redesigning questions to expand students’ thinking during the exchange, avoid overgeneralizations and simplistic judgments, and acknowledge the importance of multiple identities within a group.

Sauer, L, and R Ellis. 2019. “The Social Lives of Adolescent Study Abroad Learners and Their L2 Development.” *Modern Language Journal* 103, no 4 (Winter): 739–62. <https://doi.org/10.1111/modl.12589>.

This study was a longitudinal case study of two German high school exchange students studying in New Zealand for five and a half months and investigated their social lives and second language proficiency development. Adopting a complexity, accuracy, lexis and fluency (CALF) model, this research focused on students’ social lives at school, their experiences with homestay families and their hobbies during their free time. Using quantitative analysis and case studies, this study incorporated six informal interviews, weekly online diaries and monthly reflective reports to portray students’ overseas experiences and reflections on their learning process. The findings highlighted, first, that participating in social network groups facilitated an increase in the students’ interactions with the local society through a community of practice. Second, dinner

conversations and meetings with the extended family helped students understand New Zealand culture. Third, students' language fluency and lexis improved through daily conversation and local engagement. In sum, students' adaptation, capacity and willingness played essential roles in second language learning during their study abroad in terms of perceiving affordances in the local environment and acting on them.

Shin, H. 2015. "Everyday Racism in Canadian Schools: Ideologies of Language and Culture Among Korean Transnational Students in Toronto." *Journal of Multilingual and Multicultural Development* 36, no 1: 67–79. <https://doi.org/10.1080/01434632.2014.892502>.

This study examined the intersections among race, class, language, culture and citizenship (including immigrant status) in the identity construction and language learning of Korean Early Study Abroad (ESA) students in Toronto high schools. The study conceptualized race as a social construct rather than a biological trait, and racism as systemic and institutionalized rather than merely individual prejudice. Drawing on an ethnography more than two years long with students and their families, this research employed sociolinguistic analysis of students' stories through linking an inquiry of the intersection between race and class. The findings of this research pinpointed the complex series of interactions between race, class, language and culture, as this interplay manifested itself in the experience of racialized migrant students of Korean origin in Canada. Despite parental affiliation to Asian cultural and economic capital, upper-middle-class Korean students did not perceive themselves as having an advantage in the Canadian racial hierarchy. As a result, they had limited interactions with their Canadian peers, resulting in fewer authentic language learning experiences. The author asserts that teachers need to understand how race affects their daily teaching practices and how those practices affect international students. Race matters in education, and an awareness of racialized students' everyday struggles can enhance the learning community for all.

Spenader, A J. 2011. "Language Learning and Acculturation: Lessons from High School and Gap-Year Exchange Students." *Foreign Language Annals* 44, no 2 (Summer): 381–98. <https://doi.org/10.1111/j.1944-9720.2011.01134.x>.

This research project investigated the relationship between acculturation and language learning during a student exchange in which four American students spent one year in Sweden. The participants were either high school students or on a gap year. The researcher gathered both qualitative and quantitative data and applied ethnographic methods of observation, interviews and field notations. The four students were placed in two-parent host families with children living at home. They had no prior knowledge of the target language and attended mainstream classrooms for the school year. Qualitative data collection included observations of students; interviews with students, teachers and host parents; and monthly e-mail questionnaires. Quantitative data collection included oral proficiency interviews (OPIs) and the Acculturation

Index (AI). The researcher conducted unofficial OPIs with each participant as a measure of their proficiency level in January and again in May. The results indicated that higher levels of acculturation were associated with higher levels of proficiency, while a rejection of the host culture was associated with lower levels of proficiency. More specifically, the data revealed that language learning was influenced by acculturation and relationships with host nationals. Additionally, as participants embraced the Swedish culture and identity, their language proficiency and enculturation increased. Participants who did not embrace the culture shifts reported more separation from their experiences and experienced distress and a rejection of the Swedish language and culture. Moreover, participants who displayed assertiveness reported successful cross-cultural adaptation and language learning.

Sustarsic, M. 2020. “The Impact of Intercultural Exchange on Secondary School Exchange Students and Their Host Families.” *Journal of International Students* 10, no 4: 912–33. <https://doi.org/10.32674/jis.v10i4.1042>.

This study examined the impacts, challenges and rewards of a one-academic-year intercultural exchange in Hawaii for secondary school international exchange students and their host families. The six students (four female and two male) had an average age of 16.7 and came from Bangladesh, Georgia, Kazakhstan, Lithuania, Palestine and Tanzania. The funding for this program came from Kennedy–Lugar Youth Exchange and Future Leaders Exchange merit-based scholarships. Based on cultural learning theory, the methodology used was a qualitative case study, and the data was collected through semi-structured interviews to get an in-depth understanding of the participants’ intercultural experiences. The data revealed that the participants experienced improved English-language skills, increased intercultural competence, increased independence, personal development, and increased maturity. The impacts of the exchange included increased cultural awareness, open-mindedness, awareness of global issues and support for each other’s country, as well as reduced prejudice. Intercultural exchange occurred as a two-way process with active interaction and culture sharing enhanced by a positive student–host relationship. Students and their hosts reaped several common benefits through the exchange.

Wakeford, S, and M B Orams. 2019. “Holiday in Cambodia: Perceived Effects of a New Zealand High School International Field Trip on Students.” *New Zealand Geographer* 75, no 1 (April): 34–41. <https://doi.org/10.1111/nzg.12213>.

In this study, the researchers investigated an international field trip in which 17 high school students from New Zealand travelled to Cambodia for 14 days. The purpose of the study was to examine an extracurricular activity, associated with the senior school geography curriculum, that explored the culture and history of Cambodia and provided insight into contributing factors to the widespread poverty in the area. Field trip exchange activities included constructing houses in rural communities and working with disadvantaged children in two orphanages. This

qualitative exploratory case study included pre-trip interviews with student participants, post-trip interviews with student participants, auto-driven photo-elicitation (which involved student participants being asked to select their own photos and use them as a prompt to answer questions or create a narrative), and a focus group with teacher participants. The data was analyzed using a manual thematic approach. Findings from the data included the intentional behaviour by the student participants to sign up for the trip motivated by altruistic intentions and a desire for a unique, important and life-changing experience. Data collected post-trip indicated that the student participants perceived their experiences as positive and that their experiences of seeing poverty were challenging, which increased their personal development and their sense of social responsibility. Overall, the volunteer-focused field experience, specifically designed to expose student participants to opportunities to reduce poverty and improve the lives of others, made a meaningful contribution to these young people's education, potentially developing socially responsible global citizens and engaging them in meaningful experiential development education. Additionally, the findings suggest that prosocial behaviours and values could emerge in teenagers as a result of this type of field trip, at least in the short term. The student participants' reflection and evaluation processes enhanced the educational benefits of this exchange.

Walton, J, Y Paradies, N Priest, E H Wertheim and E Freeman. 2015. "Fostering Intercultural Understanding Through Secondary School Experiences of Cultural Immersion." *International Journal of Qualitative Studies in Education* 28, no 2: 216–37. <https://doi.org/10.1080/09518398.2014.891772>.

The purpose of this research project was to compare different approaches of various study abroad experiences of schools in Victoria, Australia. The authors examined the theoretical and empirical literature on intergroup contact and intercultural understanding. Working with primary and secondary schools participating in cultural immersion trips in Indonesia and East Timor, they conducted focus groups and interviews with 26 students and 6 teachers or principals after participation in a cultural immersion trip. The data informed policy and practice related to effective approaches for developing intercultural understanding. The results revealed that interpersonal interactions not only created more-intimate forms of contact but also developed an understanding of intragroup diversity to counter group stereotypes. Additionally, administrative preparedness and student readiness were key factors in determining whether added information resulted in positive attitudinal change. The experience promoted global citizenship, increased Australian students' knowledge of Indonesia and basic Bahasa Indonesian language, and increased student engagement and motivation not only with the school activities focused on the trip but also with other subjects.

Weichbrodt, M. 2014. “Learning Mobility: High-School Exchange Programs as a Part of Transnational Mobility.” *Children’s Geographies* 12, no 1: 9–24. <https://doi.org/10.1080/14733285.2013.850852>.

A long-term (6–12 months) high school exchange is a popular approach to study abroad for German youth. The purpose of this research was to examine the long-term impact of high school exchange programs on further student mobility, as well as shed light on the role of high school exchange in Germany. Drawing from a quantitative investigation of an online survey among 3,000 former exchange students and a qualitative approach of 30 student interviews, this study found that mobility reproduced itself, and school programs played an essential role in this reproduction. Findings highlighted two perspectives: patterns of further mobility and transnational social practices. Patterns of further mobility underscored that assumptions made in an early exchange experience enhanced further international mobility. Many students assigned high importance to the meaning of their high school exchange. *Transnational social practices* refers to the intensity of communication with the host country as students maintained transnational connections every two or three months (or even more frequently). Students also expressed transnational mobility after the exchange by visiting the host country to intensify personal relationships with the local families and friends. Participants’ stories demonstrated that their international experience and learning led to a highly differentiated concept of cosmopolitanism. Further research to observe the impacts of the changes on the German school system and international education system would be beneficial. Additionally, the author calls for an examination of the predominance of female participation in student exchanges and the nuances of the growing mobility of today’s youth in intercultural understanding.

Wu, X, and P Tarc. 2019. “Chinese International Students in a Canadian Private Secondary School: Becoming Flexible Citizens?” *Compare: A Journal of Comparative and International Education*. <https://doi.org/10.1080/03057925.2019.1684242>.

Examining flexible citizenship, a multidimensional model of citizenship, and connections between identities and (trans)local cultural logics, this research investigated how national and transnational forces and discursive logics fostered Chinese international secondary school students’ mobility, academic learning and social lives. From an ethnographic methodology that investigated 11 Chinese students in a Canadian international secondary school in Ontario across a period of 14 months, three major findings emerged. First, flexible beginnings existed in students’ experiences prior to their arrival in Canada, as some of them may have failed or were concerned about failure in the state-mandated entrance examinations (GaoKao or Zhongkao). Second, students’ “practices of flexibility and repositioning through international sojourn” included negotiating Chinese educational identity in the Canadian education system, participating in community activities and making social contacts with local Canadians. Finally, in light of the students’ transnational trajectory and aspirations for the future, this research

underlined the capital accumulations, life circumstances and potential for future capital exchanges of these Chinese international students, constructing their individualized ways of connecting with the uncertain and uneven world. The research implications call upon educators, parents and policy-makers to revisit the purpose of student exchange, acknowledge students' educational trajectory and transnational experiences, and address students' engagement between the existential and humanist dimensions to cultivate their hoped-for futures.

Wulf, C, G Brougère, L Colin, C Delory-Momberger, I Kellerman and K Lichau. 2018. *Begegnung mit dem Anderen: Orte, Körper, und Sinne im Schüleraustausch* [Encounters with the Other: Place, body and mind in student exchange]. Münster, Germany: Waxmann.

In this book, the authors describe research on a student exchange partially sponsored by the German–French Youth Foundation (Deutsch–Französischen Jugendwerk). They describe the exchange as a traditional exchange between two classes or groups with the same level of language competence. The exchange involved a stay with a host family, cultural activities and outings, and learning about the local school system. The exchanges described were between Berlin and Paris (Grades 8 and 9 students) and Berlin and Lyon (Grades 11 and 12 students). The research involved interviews with students, parents and teachers, as well as researcher observations. Using ethnographic methodological tools, the research focused on students' learning, emerging independence and intercultural competence. Participants indicated that an element of tourism was involved in the exchange, which teachers considered to be negative but students saw as compatible with other goals. The authors indicate that school exchanges can add unique elements to students' overall travel experiences with family and thus can be considered valuable, additive activities. The exchange added to efforts of German–French understanding, which in turn contributed to inter–European Union understanding.

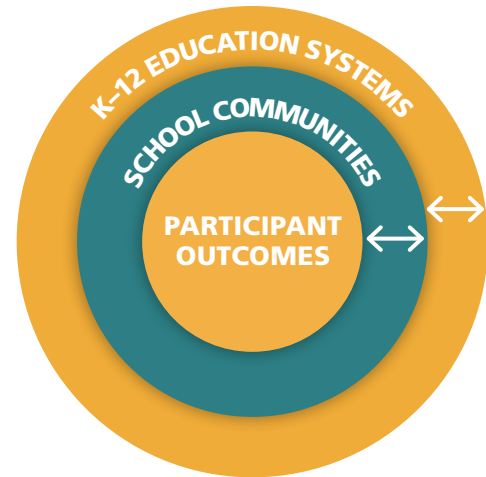
Zhang, M, Z Hao and X J Kong. 2018. 高中留学预科生的预科教育现状及跨文化适应对策 [The current situation and countermeasures of cross-cultural adaptation on Chinese preppie education]. 当代青年研究 [Contemporary Youth Research] 325, no 1: 72–78. <http://ddqnyj.soripan.net>.

This research looked at a foundational program (a program that sets the academic foundation for students who aim to study abroad) in China. It examined senior high school students' intentions for overseas studies, adaptation to academic transition courses, acculturation strategies and adaptation to new countries, as well as influencing factors. By using questionnaire surveys one month after the program, six months after the program and six months after studying abroad, this study investigated 330 high school students in the foundational program in the Ministry of Education training centre for the target countries of Britain, the United States, Australia, Japan, Germany and Spain. The findings were threefold. At the beginning of the foundation program, the students lacked motivation to study abroad. During the foundation program, they had

difficulty in adapting to the academic requirements, and the male students had more difficulty in solving problems than their female peers. After the overseas study, a vast majority of them used integration as their acculturation strategy, while those who valued both the local and the Chinese culture adapted better to life and to their studies. In addition, most participants held positive attitudes toward the foundation program, believing that it helped prepare them for social and academic life in foreign countries. The authors offer three suggestions for the foundation program. First, the program should revise its curriculum to improve students' English skills in a variety of aspects. Second, the program should also include courses to improve students' intercultural skills in order to prepare them for challenges in international study. Third, the culture of the first language should be promoted in the curriculum of the foundation program, so that Chinese students can be more confident in international studies.

Conclusion

This literature review has revealed the benefits of teacher and student exchanges. Teacher and student exchanges contribute to the development of personal intercultural competencies, including language learning, understanding of diversity and the development of skills for navigating new environments. Through international exchange, teachers and students also experience personal development, including identity development, increased confidence and motivation, and expanded open-mindedness. As well, teacher and student exchanges have an impact on pedagogy and learning in classrooms upon return through expanded perspectives and the inclusion of social justice goals. The design of future exchanges can be informed by reflecting upon outcomes from teacher and student exchanges.



The benefits of exchanges can be envisioned as concentric circles, with outcomes for the participant (student or teacher) at the centre, surrounded by outcomes for school communities, and all encircled by outcomes for K–12 education systems. Thus, when the individual benefits, the school benefits and the system benefits. Notably, this relationship is reciprocal (as represented by the two-headed arrows).

CALLS TO ACTION

We conclude with these calls to action for those involved in teacher and student exchange programs:

- **Researchers.** Studies exploring teacher and student exchanges in countries outside of North America, Europe and China would provide a more comprehensive picture of the benefits of teacher and student exchanges.
- **Exchange designers.** Designing for preparation, reflection and critical thinking is key to teachers and students benefiting from exchanges in ways that also benefit school communities and K–12 education systems.
- **Institutional library databases.** Including research conducted or written in other languages is important for informing scholarship and the design of exchange programs.

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