

## Crossing the Bridge to Swaziland: Results of a Transformative Field Experience

Susan Jacques Pierson (sr722@cabrini.edu)

Cabrini College, U.S.A.

**Abstract:** Crossing the Bridge to Swaziland presents the story of five pre-service teachers and their faculty mentors who traveled to St. Philip's Mission, Swaziland in January 2014. There they worked collaboratively with Swazi teachers and staff running a week long camp with a business basics and motivational theme, for teenaged orphans and vulnerable children. The cultural immersion and teaching experience in Swaziland had a profound effect on students' confidence and competence working with English Language Learners, their faith in the power of cross-cultural relationships and their conviction that they can make a difference in the lives of their students.

I used to:

Be afraid of leaving the country and traveling to an unfamiliar place to work with people who speak a foreign language;

But now:

I have expanded my comfort zone across the ocean and I do not see unfamiliar faces'  
I see family and friends.

Cassie

The reflections shared by Cassie and other pre-service teachers who have ventured outside their comfort zones indicate that teaching overseas provides life-changing opportunities. Overseas field experiences enable teacher candidates to practice culturally responsive pedagogies while learning and growing as global citizens.

## Literature Review

In the recent past, students in teacher education programs, both elementary and secondary, were under-represented in study abroad programs (Quezada, 2004). Inspired by calls to action by Merryfield (1995, 2002) and others (Flournoy, 1994; Rodriguez, 2011) teacher educators have begun to provide student teaching and field experiences abroad and to document the effects these experiences have on participants.

More than a decade ago, Merryfield (2000) faulted colleges for failing to prepare teachers committed to educational equity, cultural diversity and global interconnectedness (as cited in Doppen & An, 2014, p.60). She warned that inadequate teacher preparation in global education and international studies created a major obstacle to the ability of the United States to meet the economic, political and social challenges of today's world and recommended international experiences as a means of moving forward (Merryfield, 1995). Her work suggests that teachers must develop skills in cross-cultural interaction if they are to become effective citizens in a pluralistic and interdependent world. Participation in overseas field experiences which provide in-depth study and collaborative work with others have been shown to sharpen the awareness, enhance the sensitivity and hone the pedagogical skills urgently needed by 21st century teachers (Phillion et al, 2009).

International field experiences for pre-service teachers not only facilitate the development of global citizens, but they also address a major challenge currently facing the teaching profession, how best to prepare predominantly white, middle-class, female students enrolled in teacher education programs to work with the culturally and linguistically diverse students they will face in their future classrooms (Sleeter, 2001 as cited in Phillion et al, 2009). More than ever, there is a need for teacher candidates to have significant, cross-cultural experiences that enable them to teach with, work with and continue to learn from people different than themselves (Cushner, 2007). While it is important for teacher education programs to provide ample opportunities for pre-service teachers to work in multi-cultural, multi-lingual and inclusive classrooms here in the United States, extant research indicates that overseas experiences are a catalyst for professional and personal growth. Involvement in such experiences broadens student horizons in ways that could never be achieved on campus. Students return from immersion trips with increased skill and confidence and with heightened awareness of social justice as an international issue (Phillion et al, 2009).

It is not enough, however, for teacher candidates to venture outside the United States as "educational tourists" (Quezada, 2004). Teacher education programs must provide significant intercultural encounters and structure opportunities for forging relationships based on deep and meaningful understandings of people's similarities as well as differences and address the interpersonal and intercultural dimensions of communication, interaction and learning (Cushner, 2009). Those who have such encounters return transformed. Bryan and Sprague, (1997) who interviewed in-service teachers several years after their experiences abroad, discovered lasting effects included increased sensitivity to and empathy for students from other cultures and language backgrounds, flexibility of teaching practices and commitment to developing new, multi-cultural curricula.

DeVillar & Jiang (2012) surveyed those who had student taught in China, Belize, Costa Rica and Mexico. Self-reports of participants indicated that overseas experiences taught them how to work collaboratively, improved their pedagogical skills, inspired creativity and encouraged flexibility. As a result of their teaching experiences abroad, they felt more competent, more culturally responsive and better able to provide differentiated instruction for their students.

In order to explore the impact of overseas student teaching on global awareness, Doppen & An (2013) surveyed 40 people who had participated in COST (Consortium for Overseas Student Teaching) between

---

Corresponding author email: [sr722@cabrini.edu](mailto:sr722@cabrini.edu)

©2012/2018 International Assembly Journal of International Social Studies

Website: <http://www.ijjss.org> ISSN 2327-3585

Page 175

1995 and 2012. Their findings indicate that the overseas experience had a significant impact upon the professional and personal lives of the participants, enhancing their global awareness and increasing their ability to consider multiple perspectives. "Most respondents indicated that COST made them more independent, confident, adventuresome, accomplished and courageous. They believed COST challenged them to get out of their comfort zone and persist in uncomfortable situations...." (p. 68).

Flourney (1995) facilitated collaboration between pre-service teachers at Ohio University and students at Ngwene Teachers College in Nhlengano, Swaziland. Participants worked as teams, teaching elementary and secondary students within the Kingdom of Swaziland. Those involved in the program gained global competence while discerning linkages between places, peoples and disciplines (Flourney, 1995, p. 14).

It seems even short-term overseas teaching experiences provide teacher candidates with a new appreciation of diverse cultures, acquisition of new teaching tools and strategies, and increased knowledge of themselves and others (Lanedeholm & Chacko, 2013; Walters et al, 2011; Willard-Holt, 2001).

Phillion et al. (2009) surveyed 54 pre-service teachers who participated in a three -week summer immersion trip to Honduras. They found that the experience resulted in a clearer understanding of educational, social and political realities. In another study, Rodriguez (2012) investigated the effects of a 10 day immersion trip to Bolivia upon participants' understanding of the role of education in society and their own responsibilities as educators. Her findings, based on the responses of 6 former students, indicated that the trip helped participants develop a clearer of understanding of education as a community based enterprise, helped them refine teaching tools and strategies and provided a greater sense of agency (Rodriguez, 2012, p. 1).

While these results are provocative there is a need for more research in this area. It is the intent of this essay to contribute to ongoing conversations concerning the benefits of cultural immersion and field experiences abroad for pre-service teachers.

## **Background**

This is the account of a two -week immersion trip to St. Philips Mission Swaziland for 5 undergraduate students and two faculty mentors. While in Swaziland, the teacher candidates and their instructors directed a camp and taught business basics and English language to orphaned and vulnerable teenagers and young adults, in partnership with Swazi teachers and staff.

The story of the trip begins in June 2010 when the Education Department of our small, faith based college, Cabrini College, in Radnor, Pennsylvania, was asked to partner with Cabrini Ministries, Swaziland in order to improve educational opportunities for the orphans and vulnerable children living there. Swaziland was severely affected by the AIDS/HIV pandemic. Currently, Swaziland has the highest HIV infection rate in the world with over ¼ of the people infected. One third of the population of 1.25 million people is orphans and vulnerable children, 40% are unemployed, and life expectancy is only 50 years. Although education holds the key to a better future, few students are able to progress to secondary school, due in large part to their failure attaining English language proficiency.

One important manifestation of the Mission of Cabrini College is the establishment of global partnerships that promote social justice and advance the common good. Faculty, administration, and students alike embraced the opportunity to help restore life and hope to the people in Swaziland by working in solidarity with Cabrini Ministries to improve English Language teaching and learning for the children in St. Philips Mission. The collaborative work began with staff development for two Swazi teachers, Sharon Singleton and Simo Mamba, who traveled to the United States in January 2011. The

---

Corresponding author email: [sr722@cabrini.edu](mailto:sr722@cabrini.edu)

©2012/2018 International Assembly Journal of International Social Studies

Website: <http://www.iajiss.org> ISSN 2327-3585

Page 176

author developed workshops for the teachers from Swaziland and her colleagues at Cabrini that provided practice using culturally responsive methods for both teaching and reaching English Language Learners. During Simo and Sharon's three week visit, they were introduced to the Language Experience Method, using repeated readings, including Book in Hand Theatre, the use of movement and song, and the integration of instructional technology. As part of their experience, they traveled with the author to a nearby kindergarten class that served culturally and linguistically diverse students. Simo and Sharon returned home with four laptop computers, a projector personalized "digital tools" including excerpts from culturally relevant children's literature and accompanying vocabulary and comprehension activities. In June 2011, the author and a colleague from the Cabrini Education Department traveled to Swaziland to continue the staff development initiative. Building upon the friendship and partnership established through previous visits, the Cabrini team demonstrated strategies for 10 Swazi teachers and staff members. They also worked directly with Swazi students using a myriad of strategies, including language experience, writing and reading poetry, games, songs and movement exercises designed to help teach English and computer technology, including songs, videos and personalized learning activities. After returning to the United States, the author integrated the educational partnership into an existing social studies methods class and created a new course, "Bridges to Swaziland," which became part of the College's Engagements with the Common Good, Justice Matters Curriculum. As a part of both classes, students learned of the history, culture and current challenges facing the people of Swaziland. They dedicated themselves to the task of creating personalized, digital tools for use by the students at Cabrini Ministries, Swaziland. Resources were mailed to Swaziland on flash drives and communication was maintained with partners overseas through the use of social media and cell phones. Throughout the course, participants reflected on the meaning of social justice and the challenges facing those working around the world to effect change.

In January 2012, three Swazi teachers spent two weeks at Cabrini College. During that time they learned more ideas for teaching ESL but they also shared details of their lives and culture that enriched the lives of those who met them. In January 2013, one of these teachers, Nonhlanhla, traveled back to Cabrini with three young adults who were graduates of Cabrini Ministries For two weeks, she and her students attended undergraduate and graduate classes, participated in community service projects, expressed themselves through poetry writing and art, went on field trips to museums and historical sites, shared their stories, and further strengthened the ongoing partnership.

It is clear from observations of their behavior and examination of their reflective writing that Cabrini students who meet our partners from Swaziland and actively participate in creating learning materials for the children grow in global competence and responsibility. They share what they learned with their peers, advocate for change, and express confidence that their efforts are making a difference in efforts to bring about social justice through education. Kelly's reflection at is typical:

I will try my utmost to express what I have learned through my words and speech, but the conveyance of growth as a person is not so easy a task. Learning about Swaziland was an experience, not a lesson. The well-known adage "If you give a man a fish, he will eat for a day. If you teach a man to fish, he will eat for a life time," describes the

struggle between charity and social justice. Social Justice is ensuring that all peoples of the world, with no discrimination, have the ability to lead a safe, happy life. Cabrini College strives to educate its students on the importance of Social Justice, because throwing money at a problem will only delay the disaster, not cure it. By implementing Social Justice programs around the world, and even in our backyard, we are helping people to become self-reliant and self-sufficient. All people should have the right to a safe and happy life, but beyond that I believe that every person deserves a good education. Education is the universal key to all locked doors in life. Food may

---

Corresponding author email: [sr722@cabrini.edu](mailto:sr722@cabrini.edu)

©2012/2018 International Assembly Journal of International Social Studies

Website: <http://www.ijiss.org> ISSN 2327-3585

Page 177

keep us physically healthy, but learning feeds the mind and the soul, which is essential to a full life.

In January 2014, a new chapter in the partnership opened. Using funds obtained through a Fulbright Foundation grant awarded by the United States Department of Education, five undergraduate, teacher education students (four had completed the Bridges to Swaziland class) and their faculty mentors, traveled to Cabrini Ministries, Swaziland. Over winter break, the students, in partnership with 8 Swazi teachers and their teachers from Cabrini, helped to plan and direct a camp for Swazi teenagers and young adults developed around the theme, "My Heart, My Mind, My Hands, My Community." The workshops and activities were designed to improve both English language skills and increase knowledge of business basics, including personal finance, marketing, and sales.

While in Swaziland, the students also had the opportunity to participate in cultural events, including presentation of songs and dances by their hosts, a trip to a nearby market and overnight trips to homesteads. While visiting the homesteads, the students prepared and shared traditional meals and participated fully in the life of their host family.

### **Method**

In order to gauge the effects of the student cultural immersion and field experience, data was collected before, during, and after the trip. Sources of information included journal writing, reflective poetry, interviews, field observations and informal conversations with participants.

One data collection strategy, writing and sharing of "I Used To..." poems, requires some explanation. As Cowen (2012) has discovered, poetry is an effective tool for inspiring and sustaining the reflective spirits of pre-service teachers. She has used reading and writing poetry successfully in student teaching seminars, both to stimulate reflection upon learning and as a means of sharing personal and profession growth.

As Intrator and Scribner (2003) editors of *Teaching with Fire* state, poetry has the capacity to empower pre-service and in-service teachers alike. It can engender self-understanding and inspire teachers to act as change agents. "Far from being a mere grace note in a sometimes heartless world" (p. xviii), poetry contributes in at least 3 ways to personal and social transformation:

- By helping us remember what it means to be human
- By giving us the courage to walk a path with a heart
- By inspiring us to take collective action toward meaningful social change

While in Swaziland, we had multiple opportunities to hear and respond to poems written by our young partners and friends, including "Haunted", composed by Njobo Mamba and read with deep conviction during one of our camp meetings:

**Haunted**

Haunted,  
my shadow,  
my friend in light,  
my conscience, my life map,  
my life, my letdown,  
my broken bridge,  
my past, my motivation and experience-  
My life haunts me.  
I am haunted by the sad and bad  
I have experienced and done  
in this joyous life.  
Oh my past is catching up with me. I am haunted to do Good,  
for my teacher, the past.,  
has taught me a lot about life-  
“Exam before lecture experience” they call it.  
It’s all coming back to me now,  
I am a shadow of my past,  
A reflection of my future,  
I am haunted to be a better self than  
yester time.

My conscience,  
my motivation and encouragement  
the engine hub of my desire.  
The reminder to be a fighter all times.  
My past haunts me to do good,  
Let sadness give birth to joy for am haunted to be a good creature.  
I love and enjoy being haunted for goodness,  
for it produces the drive to be good.  
Haunted and conscience,  
my life’s GPS to joy  
For my future is baked from the past, not with the past.  
Haunted I will always be,  
and that is my future secret ingredient.  
Living within self  
And proud.

While we were in Swaziland, Njobo and other Swazi young people spent time teaching the students SiSwati, shared details of their life experiences, and spoke of their dreams for the future. Each American student kept a personal journal that included poetry and prose. They also participated in daily discussions and reflective meetings with our Swazi hosts and partners. Upon our return to the United States, each participant in the immersion trip composed a poem using the “I Used to, But Now I...” framework as a tool for reflection upon how the Swaziland immersion had impacted our lives.

---

Corresponding author email: [sr722@cabrini.edu](mailto:sr722@cabrini.edu)

©2012/2018 International Assembly Journal of International Social Studies

Website: <http://www.ijjss.org> ISSN 2327-3585

## Results

Analysis of qualitative data including pre-immersion interviews, essays and discussions, onsite observations and post-trip reflective poetry reveal five major themes:

1. Concern about personal needs and personal safety
2. Encountering and overcoming challenges working with English Language Learners
3. Relationships with Swazi students and staff
4. Growing in confidence and competence
5. Personal transformation and making a difference

### Concerns about Personal Needs and Safety

Our results mirror those of Mosley, Reeder & Armstrong (2008) who found that during the weeks preceding an immersion trip to Costa Rica, students were most concerned about “basic needs,” including how they would get money and what they should pack. During our pre-trip meetings with students they raised each of these concerns multiple times:

How would they find off mosquitoes?

Would they encounter poisonous snakes?

Would there be toilets and running water?

Would they ever be able to wear shorts or would long skirts be worn at all times?

How would they communicate with family and friends?

Did they really HAVE to sleep over on the homesteads?

### Encountering and Overcoming Challenges Working with English Language Learners

Participants in the immersion experience remarked often about the challenges faced teaching students who lacked English Language proficiency. Their comments indicated initial frustration. Dayna remarked: “They hate Biz World. They don’t understand at all.” Zoe added: “I’m not getting through to them.”

After an appeal to our Swazi teaching partners for help with translation and lesson delivery, things improved. Caly said: “I don’t know what we’d do without Mrs. Mamba (community leader and first grade teacher).” Dayna said: “Menzi (a fifth grade teacher who also helps out at the high school) really knows how to reach each one of the students.” Cassie remarked: “Bravo (A teacher and caseworker) is the best.” Collaborative lesson planning led to the inclusion of many hands-on activities, the use of language supports, including word walls and cooperative learning strategies that provided a means for more proficient Swazi students to help those just learning English. The Cabrini students learned to speak slowly and to use modeling and visuals to support their teaching. They also learned that bonds created out of class through playing games, sharing stories, songs, and dances, taking photos and videos together, and just talking, seemed to help transcend the language barrier during instructional time.

On the morning the campers left to return to their homesteads, there was no mistaking how close everyone had become, despite the language barrier. Tears were shed and hugs exchanged as everyone said good-bye.

Later in the week, Caly, Cassie and the author participated in a community goat and cattle drive that took us miles away from the mission. Along the dusty, animal clogged roads, we were delighted to encounter and be recognized by our camper friends. The Hellos and How are You’s? were exchanged in

---

Corresponding author email: [sr722@cabrini.edu](mailto:sr722@cabrini.edu)

©2012/2018 International Assembly Journal of International Social Studies

Website: <http://www.ijjss.org> ISSN 2327-3585



both English and SiSwati and accompanied by huge smiles. Excerpts from students' essays and reflective poetry are telling:

Zoe: It was difficult to teach young adults and teens whose first language was SiSwati. Now I feel better prepared because I realize there are many strategies to aid instruction. We were constantly adjusting our teaching strategies to accommodate our students...It is important to use pictures and actions to explain the message you are trying to convey. Also, as you spend time and build a connection with your students, teachers are able to communicate and understand each of their students in a way beyond words.

Cassie: I was taught teaching techniques from a different culture that allowed me to open myself to unfamiliar ideas and new strategies that improved me as their teacher.

Zoe: I used to be afraid that the language difference would be so stressful and we would not be able to accomplish everything we wanted. But now I know that even though there were some challenges with the language, we moved past them and did more in our two weeks than I ever could have imagined.

### **Relationships with Swazi students and staff**

The theme of developing relationships was strong.

Zoe: One reward of traveling to Swaziland was the lifelong relationships and connections I made. I found comfort in embracing new cultures and people and I have made relationships that will last a lifetime.

Caly: I used to be worried that the students would not want to open up to us about their lives and that we would have the same struggle. But now I think everyday about our last day there when we held our students and cried because our lives had become so interconnected we thought it would be impossible to leave.

Zoe: I used to fear unknown culture. But now I know people are openhearted and will do anything it takes to make you feel comfortable and welcomed into their country, home and lifestyle.

Emma: I know God brought me to Swaziland. The people I met along this journey gave and taught me more than I could ever give in return...I was able to grow in love for things that I do not know or understand.

### **Growing in Confidence and Competence**

Analysis of student essays and reflective poetry reflected growth in confidence concerning teaching.

Emma: I used to be doubtful of my own skills, but now I have confidence in myself.

Zoe: My confidence definitely soared as a result of my teaching experience in Swaziland.

Cassie: I used to think I wasn't going to be good at working with children who have such a different cultural background than myself. But now I have gained the confidence that I can work with all types of children. I used to question how this experience was going to help me, and worry it would scare me away from wanting to teach. But now I am confident I want to teach more than I did before I left because of this experience I had in Swaziland.

Dayna: Emerging into a different culture and teaching a new population was quite challenging. However, this experience indicated I am more than capable to teach in any situation. The people of Swaziland taught me many unbelievable skills that I never would have learned just by teaching in the States.



### Personal Transformation and Making a Difference

A final theme began to emerge from analysis of student writing was that of being transformed and of making a difference through teaching.

Cassie: That feeling of peace from my first step on Swazi soil just reassured me that I was in the right place at that time in my life. I have relived that moment of peace millions of times in my head since I returned from Swaziland.

Dayna: It's one thing to learn and read books but to actually see for yourself sickness, poverty and hunger, is something that has forever changed my heart.

Zoe: I used to believe that I could not make a difference. But now I know that I did make a difference and that I can continue to make a difference.

Caly: I used to be full of self-doubt that I would not be able to make a difference in these children's lives because I am just one person. But now I know the time we had with these children made the biggest difference to both them and me.

Cassie: I used to think I could not make an impact on the world or make a change in the world as much as I dreamed I could with my major in education. But now I have opened a new world of exploration and service to the world and know I can change the world if I just open myself up to it first.

### Conclusion

Our findings, while tentative, indicate that a short term cultural immersion and field experience has clear benefits for pre-service teachers. In addition to unforgettable memories of a night spent on a homestead, participation in a cattle drive and the smiles of new friends, our teacher candidates carried home new confidence in their abilities to meet the needs of culturally and linguistically diverse students, a deep understanding of the power of relationships, and an unshakable belief that those who work for social justice through education have the power to make a difference in their own lives and the lives of their students.

### References

- Bryan, S. & Sprague, M. (1997). The effect of overseas internships on early teaching experiences. *The Clearing House*, 70(4), 199-201. Retrieved from <http://www.jstor.org/stable/30189284>
- Chan, J. & Parr, G. (2012). Intercultural teacher education: Challenges and ethical dilemmas on an international practicum. Paper delivered at the Joint AARE APERA International Conference, Sydney 2012. 1-19. Retrieved from <http://files.eric.ed.gov/fulltext/ED542511.pdf>
- Cowen, K. (2012) Enhancing student teacher reflective practice through poetry. *The New Educator*, 8(4), 308-320.
- Cushner, K. (2007). The role of experience in the making of internationally-minded teachers. *Teacher Education Quarterly*, 34(1). 27-40.
- DeVillar, R. & Jiang, B. (2012). From student teaching abroad to teaching in the U.S. classroom: Effects of global experiences on local instructional practice. *Teacher Education Quarterly*, 7-24. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001435.pdf>

---

Corresponding author email: [sr722@cabrini.edu](mailto:sr722@cabrini.edu)

©2012/2018 International Assembly Journal of International Social Studies

Website: <http://www.ijiss.org> ISSN 2327-3585

Page 182

- Doppen, F. & Jing, A. (2014). Student teaching abroad: enhancing global awareness. *International Education*, 43(2), 59-75.
- Flournoy, M. (1994). Educating globally competent teachers. Paper presented at the Annual Meeting of the Council on International Educational Exchange (Washington, D.C. November 4, 1993). 2-17. Retrieved from <http://files.eric.ed.gov/fulltext/ED373032.pdf>
- Intrator, S. & Scribner, M. (2003). Teaching with fire: Poetry that sustains the courage to teach. New York: John Wiley & Sons.
- Landerholm, E. & Chacko, J. Student Teaching Abroad: An Experience for 21st Century Teachers. Online Submission (March 15, 2013) Retrieved from <http://files.eric.ed.gov/fulltext/ED540609.pdf>
- Merryfield, M. (1995). Teacher education in global and international education. *ERIC Digest*. 1-6.
- Merryfield, M. (2002). The difference a global educator can make. *Educational Leadership*, 16(4), 429-443.
- Merryfield, M. M. (2000). Using electronic technologies to promote equity and cultural diversity in social studies and global education. *Theory and Research in Social Education*, 28(4), 502-526.
- Mosley, C., Reeder, S. & Armstrong, N. (2008). I don't eat white: The transformational nature of student teaching abroad. *Curriculum and Teaching Dialogue*, 10(1-2), 55-71.
- Oh, K. & Nussli, N. (2014). Challenging, eye-opening, and changing U.S. teacher training in Korea: Creating experiences that will enhance global perspectives *Journal of the Scholarship of Teaching and Learning*, 14(4), 67-87. doi:10.14434/josotl.v14i4.12764
- Phillion, J., Malewski, E., Sharma, S., & Wang, Y. (2009). Reimagining the curriculum: Future teachers and study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 323-339
- Quezada, R. (2004). Beyond educational tourism: Lessons learned while student teaching abroad. *International Education Journal*, 5(4), 58-465. Retrieved from <http://eric.ed.gov/?q=Beyond+Educational+Tourism&ft=on&idEJ903870>
- Rodriguez, E. (2011). What pre-service teachers bring home when they travel abroad: Rethinking teaching through a short international immersion experience. *Scholar-Practitioner Quarterly*, 5(3), 289-305.
- Santoro, N., & Major, J. (2012). Learning to be a culturally responsive teacher through international study trips: Transformation or tourism? *Reaching Education*, 23(3), 309-322.
- Sleeter, C. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52 (94). Retrieved from: <http://jte.sagepub.com/cgi/content/abstract/52/2/94>

Tang, S. & Choi, P. (2004). The development of personal, intercultural and professional competence in international field experience in initial teacher education. *Asia Pacific Education Review*. 5(1), 50-63. retrieved from <http://www.eric.ed.gov/PDFS/EJ720527.pdf>

Walters, L. M., Green, M. R., Wang. L., & Walters, T. (2011). From heads to hearts: Digital stories as reflection artifacts of teachers' international experience. *Issues in Teacher Education*, 37-52.

Willard-Holt. (2001). The impact of a short-term international experience for preservice teachers. *Teaching and Teacher Education*, 17(4), 505-517.