

5. Limitations

As participant observers, the researchers spent a great deal of time with the participants over the course of 10 days and established personal relationships. Thus, there is the possibility that some participants may have exhibited social desirability bias. Furthermore, the study would be strengthened by the addition of a quantitative measure of cultural competency.

6. Conclusions

Teacher education programs strive to address the need to prepare culturally competent educators. The results of the current investigation suggest that, when well-structured and supported, a 10-day program can lead to increased cultural competency and global interconnectedness. Given this, the power of short-term international programs to address this need should not be overlooked. In order to further increase our understanding of how to prepare culturally competent educators, more research is needed on how to effectively design short-term study abroad experiences that maximize benefits before, during, and after the international travel.

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