

Experiential Learning of Students on a Study Abroad Trip to Australia: A Qualitative Study

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DEDICATION

I dedicate my thesis to a multitude of people. First and foremost, to my husband for always supporting me listening to my research. Secondly, my parents who have been in the stands cheering me on since freshman year. The love and support is unconditional. Last, but not least is my sister. Thank you for being the role model I always wanted to follow. You dedicated so much time to my college education and pushed me to be where I am today. Thank you all so much.

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ABSTRACT

The purpose of this study was to describe student's perceptions of a study abroad trip to Australia designed to include Kolb's (2014) principles of experiential learning. Activities conducted were in effort to increase students' international perspectives in the areas of leadership, education, communications, and extension. In an effort to remain true to the experiential learning process, students selected organizations from a generated list in which students learned about leadership, education, communications or extension. Six students, one male and five females, were involved in the study abroad trip to Australia for 21 days. Throughout the 21 days, interviews were conducted with the students about their experiences. Thematic analysis was used to code the transcriptions from each interview and to pinpoint nine codes that later developed into five themes. Those five themes are: (a) Experiential learning and leadership development did occur on this study abroad experience, (b) Students had personal growth while involved in the study abroad experience, (c) Cultural and global diversity impacted the student's experiences, (d) Student's perceptions of agriculture were enhanced through this study abroad experience, and (e) Students faced emotional challenges during the study abroad trip. Some recommendations are to have a well-designed plan for experiential learning courses, plan for varied experiences, and prepare more for emotional challenges.

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CHAPTER I GENERAL INTRODUCTION

General Introduction

Ruther (2002d) stated global realities shape the current drive to internationalize higher education, prompting US institutions to understand their relationship with the rest of the world and to integrate this activity into core activities and values. There is an increasing opportunity in academics for students to become global travelers, makers of a difference, and facilitators of global progress (Ninnes & Hellstein,, 2005). Furthermore, Wagner (2016d) stated, “There is also a need for students to be able to empathize with others, value diverse perspectives and cultures, understand how events around the world are interconnected, and solve problems that transcend borders has never been greater (p. 1).” With that in mind, experiential learning is a process through which students can cultivate knowledge, skills, and values from experiences outside of traditional classrooms and laboratory settings in an effort to cultivate relationships with other students and enhance the learning process (Wurdinger & Carlson, 2010).

Morgan and King (2013) described the process of learning as a way in which knowledge is formed from the transformation of experiences (Strange & Gibson, 2017). Learning also occurs by converting experiences into some form of reflection of one’s experiences (Cherry, 2018). Moreover, Kolb (2014) stated that learning should not be measured as development, but instead, through the involvement of experiences at hand and is a progression of creating one’s own knowledge through those experiences. Therefore, students who are planning to participate in a study abroad trip, especially a more hands-on experience need multiple opportunities to be involved with the experiential learning process (Strange & Gibson, 2017).

Study abroad trips enlarge a student’s viewpoint, inspire curiosity, reveal cultural differences, endorse critical examination, and support observational and social skills (Christian & Johnson, 2017). Roberts, Conner, and Jones (2013) claimed that in order for one to learn, learners must first be engaged in the

experience. This is inclusive to any environment, especially study abroad trips due to the experiential impact and an overabundance of new and different learning endeavors for students (Roberts, Conner, & Jones, 2013). Also, study abroad purposes often align with experiential learning purposes (Lutterman-Agulia & Gingerich, 2015). Interacting with different cultures on study abroad trips have been deemed as a positive impact for students (Salisbury, 2011), and study abroad trips have been acknowledged as opportunities for the creation of knowledge for a global perspective (Calhoon, Wildcat, Annett, Pierotti, & Griswold, 2003). Study abroad involvement could be regarded as "direct, purposeful experience for increasing knowledge of global issues" (Morgan & King, 2013, p.3). As in experiential education, study abroad trip objectives commonly strive for educational shift through a social transformation (Lutterman-Aguliar & Gingerich, 2015), and the sharing of experiential learning objectives to provide students with ways to accomplish a shift of social transformation (Lutterman-Aguliar & Gingerich, 2015). Strange and Gibson (2017) described the most significant learning realization of learner's experiences are in the form of self-reflection. Students have shown that when given the ability to reflect on their involvement in study abroad experiences their self-awareness increases as well as their cultural awareness (Braskamp & Enberg, 2011). In addition, Roberts, Conner, and Jones (2013) stated encountering a different culture can be life-changing, which leads to learning about another culture. Cultural engagement is one opportunity for learners to gain global and cultural understanding. Thus, study abroad trips can produce a number of new and different learning chances for students to grasp a different way of life (Roberts, Conner, & Jones, 2013).

Study abroad trips and experiential learning are indeed mutual partners as both work to enable and encourage students to invest in their education in hope of achieving social transformation (Strange & Gibson, 2017). The Australian study abroad trip, *Developing Global Leaders Down Under*, had never been conducted before. The program was designed as an experiential learning course and the instructor wanted to explore how effective an experiential course would function in a study abroad environment.

Purpose and Objectives

The purpose of this study was to describe students' perceptions of a study abroad trip to Australia designed to include Kolb's (2014) principles of experiential learning. The central research question was, "What are students' perceptions of being engaged in a study abroad trip to Australia that is designed around Kolb's model of experiential learning?" The participants who were chosen for this study made their own decision to study abroad. The participants all had varying agricultural related backgrounds, as well as varying travel backgrounds.

Definition of Terms

Experiential Learning- “as a process by which knowledge is created through the transformation of experience.” (Kolb, 2014, p. xviii).

Constructivism- “People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences” (Olusegun, 2015, p. 67)

Sociology- “Sociology is the scientific study of society, including patterns of social relationships, social interaction, and culture” (*Dictionary of the Social Sciences*, Article: Sociology. Edited by Craig Calhoun. 2002. New York: Oxford University Press.).

Study Abroad Trip- “Education abroad that results in progress toward an academic degree at a student’s home institution” (Peterson et al., 2007, p. 176).

Thematic Analysis- “A method for identifying, analyzing and reporting patterns within data.” (Braun & Clark, 2006, p. 79)

CHAPTER II REVIEW OF LITERATURE

Sociology

Sociology is known as the scientific study of society, patterns in social relationships, social interactions, and the culture of everyday life (Bicchieri, Muldoon, & Sontuoso, 2018). “A group of people who live in a defined geographic area, who interact with one another, and who share a common culture is what sociologists call a society” (OpenStax, 2019, p.6). Society creates a starting point for sociology to provide precise and informative answers to one’s own phenomenon (Little, 2016). The focus of sociology is to be able to better understand why a person engages in an action, how the person engages, and their thought process during the action (OpenStax, 2019).

Sociologists often focus on the personal decisions an individual makes and those patterns (OpenStax, 2019). “Cultural patterns and social forces put pressure on people to select one choice over another.” (Little, 2014, p. 5). Sociologists try to categorize these patterns by studying the behavior of large clusters of people existing in the same geographic area and that are facing the same societal pressures as the rest of the group (Little, 2014). Sociologists then develop theories to describe social events, interactions, and patterns and proposed explanations of those social interactions between people and surroundings (Calhoun, Gerteis, Moody, Pfaff, &Virk, 2011).

Sociological theories have different scales. Macro-level theories, such as structural functionalism and conflict theory, attempt to explain how societies operate as a whole (Allan, 2006).). Structural functionalism is the attempt to explain why society functions the way it does by focusing on relationships between various social institutes that make up society (Crossman, 2018). There are two components that make up structural functionalism, which are social structures and social functions (Mooney, Knox, & Schacht, 2007). One example of a social structure is social class that society define as upper, middle, and lower classes. The education system is part of a social function that teaches students socialization, knowledge, and social placement (Zeichner & Gore, 1990).

Micro-level theories, such as symbolic interactionism, focus on interactions between individuals (Allan, 2006). These interactions could be communicating through hand gestures, motioning for someone to come, and speaking to one another verbally (Crossman, 2018). Symbolic interactionism is based on the idea that social reality is constructed through the uses of symbols (Crossman, 2018). Symbols are communicating through language, words, and gestures; social interaction is key to understanding human behavior (Crossman, 2018). These interpretations help construct the social world, the identities of people, and ultimately how society behaves (Little, 2014).

Constructivism

Constructivism contends that individuals construct their own knowledge based on their interactions and the environment around them (Olusegun, 2015), and “one can develop your own thinking out of your own activities.” (Kickman, Neubert, & Reich, 2009, p.63). In order for constructivism to take place, hands-on and physical activities are necessary, as well as intermingling with peers, and observations (Olusegun, 2015). These activities should engage individuals both physically and mentally in order to support the reasoning that one should be exposed to various learning factors, such as reliable sources, statistics and data, and their peers (Millar, 2004). This will allow the individuals to develop and gain confidence and skills to analyze the world around them (Palmer, 2005). The three main assumptions that follow constructivism are: 1. “Learners actively construct their own knowledge; 2. The knowledge they construct is subjective and may or not be factually correct; and 3. Knowledge is influenced by the beliefs of the individuals as well as situated in an individual’s interactions with his or her environment and with others” (Olusegun, 2015, pp. 66-67).

According to Doolittle and Camp (1999), constructivism can then be divided into three categories: cognitive, social, and radical. Cognitive constructivism focuses on two themes that knowledge is an adaptive process and that knowledge is a result of the accurate internalization of a reconstruction of an

experience (Doolittle & Camp, 1999). Internalization is known as the process of building off experiences that reflect the real world (Doolittle & Camp, 2019).

Constructivism often aligns with Piaget's Developmental Theory (Blake & Pope, 2008). Piaget's Developmental Theory was inspired by him wanting to develop creative and innovative minds who are capable of learning from early childhood through adult years (Mai, 2014). Piaget described the development as stages that are closely related in a way so that each stage builds off the previous one. The four stages of Piaget's Developmental Theory are sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage (Piaget, 1976). Sensorimotor stage starts at birth and continues until a child is two years old (Wood, Smith, & Grossniklaus, 2001). During these two years, a child is developing motor activity without the use of symbols. "Knowledge is limited in this stage, because it is based on physical interactions and experiences" (Wood, Smith, & Grossniklaus, 2001. p.4). In this stage, a child is learning to roll over, crawling, sitting up, walk, and handle and play with objects (Houwen, Hartman, & Visscher, 2009). The preoperational stage is between the ages of two years to seven years of age, which is considered early childhood (Wood, Smith, & Grossniklaus, 2001). During this time, a child's imagination begins to develop, memory retention begins to occur, and language is being developed (Piaget, 1976). The third stage in Piaget's Theory is concrete operational. This stage typically develops between the ages of seven to 11. "Intellectual development in this stage is demonstrated through the use of logical and systematic manipulation of symbols, which are related to concrete objects" (Wood, Smith, & Grossniklaus, 2001. p.4). The final and fourth stage in Piaget's Developmental Theory is the formal operational stage (Piaget, 1976). Adolescents to adults use symbols associated to intellectual conceptions to think about numerous variables, articulate theories, and ponder abstract ideas and relationships (Wood, Smith, & Grossniklaus, 2001). "Intellectual development in adults involves developing more complex schema through the addition of knowledge (Wood, Smith, & Grossniklaus, 2001. p. 5). Moreover, the learner grows and their mind develops, so do the way individuals create and retain knowledge (Ginsburg & Oppen, 2016).

Social constructivism states that learning by an individual is influenced by the social interactions, communication with others, and interpersonal relationships (Olusegun, 2015). The need for social interactions is important for individuals to gain different skills and knowledge that can be useful to them in the world (Hurst, Wallace & Nixon, 2013). Social group interaction and collaboration between individuals are critical for social constructivism to take place (Amineh & Asl, 2015). Vygotsky's work and research fathered social constructivism (Grant & Templet, 2017). His work stressed the importance of the role of the individuals and their social environment (Glassman, 2001). Unlike Piaget's theory, Vygotsky placed the main focus to the individual's surrounding environment. Vygotsky also focused on how other individuals and social settings impact an individual's learning and development (Tudge & Scrimsher, 2003).

Radical constructivism suggests that knowledge is subjective and is constructed internally by the learner (Doolittle & Camp, 1999). Radical constructivism argues that these constructions are not experiences of an external objective reality that the learner came to know, but rather establish reality for the learner (Lerman, 1989). The theory of knowledge then is based on two principles: (1) knowledge is not passively received but actively built up by the cognizing subject; and (2) cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality (Glaserfeld, 1989, p. 162).

Kolb's Model of Experiential Learning

The experiential learning concept was originally established by Kolb in 1971 and is organized based on 20th-century researchers who stressed the importance of human experience and learning (Kolb & Kolb, 2017). Kolb (2014) defined experiential learning as a process by which knowledge is created through the transformation of experience. Kolb's model of experiential learning exhibits that individuals learn through experience, reflection, thought, and experimentation. Kolb's experiential learning cycle is represented with a four-stage learning cycle. In figure 1 below, there are four stages in Kolb's Model of experiential learning.

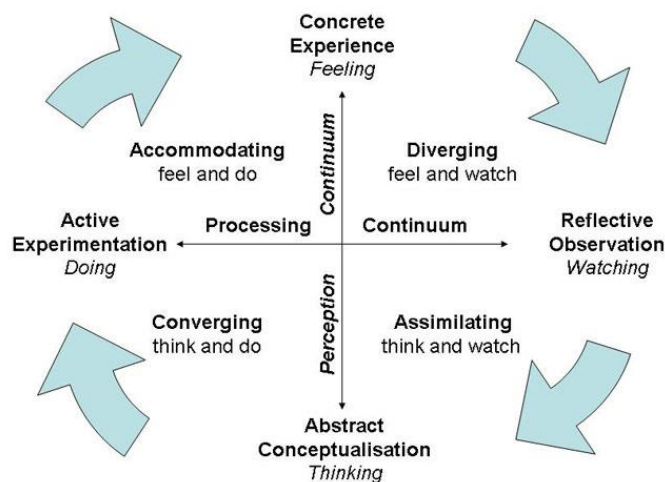


Figure 1. Display of Kolb's Model of Experiential Learning.

[Figure of Kolb's model of experiential learning] (2017). Retrieved from

<https://www.simplypsychology.org/learning-kolb.html>

In the figure above, there are four stages in Kolb's Model of experiential learning.

The first stage of the learning cycle is concrete experience. During this stage the learner encounters a new experience or a situation or a reinterpretation of existing experience (Kolb, 2014). The next stage in Kolb's model is the reflective observation stage. This stage provides the learner an opportunity to review and reflect on the experience (Kolb, 2014). The third stage in Kolb's experiential learning model is abstract conceptualization (Kolb, 2014). After the reflection process, the learner begins to form a new idea of what they have experienced or the learner builds off an existing experience (Kolb, 2014). The final stage in the model is active experimentation (Kolb, 2014). The learner in this stage tries out what they have learned and applies it to the world around them (Kolb, 2014). Overall, all four stages are designed for an individual to gain, retrain, and refine their knowledge through an applied experience.

Experience can be comprehended and transformed through intention which creates assimilative knowledge (Harrison & Leitch, 2008). When an individual intellectually develops through completing an experience, the individual displays the process of Kolb's Model of Experiential Learning (Kolb, 2014). Each individual also has a preference for transformation. Corbett (2005) stated that we all tend to have a preference for different learning mechanisms and that the complex interactions of our minds and the chaos of the environment in which we live help explain why there is great variability in the learning process. Overall, experiential learning describes the process of learning as a way that knowledge is formed through the transformation of experience (Kolb, 2014). Therefore, learning is viewed closely as a social transformation by developing social relations and advancing the knowledge of individual (Hickman & Spadafora, 2009).

CHAPTER III PROCEDURES AND METHODOLOGY

Qualitative Inquiry Paradigm

Qualitative research, broadly defined, means "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss & Corbin, 1990, p. 17).

Qualitative research uses a realistic approach to understand the phenomena at hand in a real-life setting (Patton, 2001). In qualitative research, the researcher does not try to influence or impact findings from the phenomena being studied; the phenomenon at hand tends to reveal on its own (Patton, 2001).

Research Tradition and Methodology

The research tradition and methodology that I used in this study was critical participatory action research. Kemmis, McTaggart, and Nixon (2014) described critical participatory action research as individual perceptions, engagements, and experiences which create an opportunity for learners to form their own knowledge. In order for me to conduct an action research study, I became familiar with constructivism, Kolb's model of experiential learning, and sociology. This knowledge helped me outline my plan of approach. In participatory research you, as the researcher, are participating in the study as well. Therefore, I was engaged as a participant in this study, and I experienced the same events and activities they experienced during the study abroad. As a result, I was able to relate to and establish credibility with the students. For instance, I was able to understand the context, events, and emotions, notice changes in body language, and read facial expressions. Additionally, I took field notes and reflected on my own observations and experiences the day before conducting interviews with the students (Kawulich, 2005). This allowed me to bring my own experiences into the study as well. Every day the students had a time for reflection. This was important so students could essentially reflect on their experiences of the day and describe their thoughts and feelings during the interview.

Selection of Participants and Description of the Study Abroad Trip

Six, self-selected, students, one male and five females, were involved in a study abroad trip to Australia for 21 days and all of the students agreed to participate in this study. The student's ages were 19 to 25 years old. Their majors included agricultural communications, agricultural education, animal science, and plant science. Students were engaged in experiential learning activities that developed students' skills in the areas of agricultural leadership, education, communications, and extension. The activities conducted in the cities of Sydney, Kangaroo Island, Melbourne, and Cairns were in an effort to increase students' international perspectives in the areas of agricultural leadership, education, communications, and extension. In an effort to remain true to the experiential learning process, students selected from a generated list in which students learned about leadership, education, communications or extension, which is shown in Table A below.

TABLE A Student's Gender, Age, and Major

Students	Gender	Age	Major
Student 1	Male	21	Plant Science
Student 2	Female	25	Agricultural Communications
Student 3	Female	19	Animal Science
Student 4	Female	20	Agricultural Education
Student 5	Female	20	Agricultural Education
Student 6	Female	19	Animal Science

Australian Locations and Descriptions

The cities the students visited during their 21 days abroad are shown below: 1. Sydney, 2. Kangaroo Island, 3. Melbourne, and 4. Cairns. The cities the students visited during their 21 days abroad are shown above: 1. Sydney, 2. Kangaroo Island, 3. Melbourne, and 4. Cairns. The map below displays those locations in figure 2.

Sydney is the state capital of New South Wales, and the most populous city in Australia. While in Sydney the students had the opportunity to visit places such as the Sydney Opera House, Darling Harbor, Bondi Beach, and the number one agricultural high school in Australia, James Ruse. Sydney was chosen for students for the agricultural education and leadership aspect of Australia. In Sydney, students chose three venues for the education portion and gathered information related to the educational materials that are available to the public from each venue and had reflection prompts. For the leadership aspect, students visited four venues and reported on the leadership within the organization. At the venues, students interviewed an employee or the manager. Some questions the students asked were: (a) What educational programs do you have for younger children? (Asked at Maritime Museum), (b) What leadership practices do you believe are important? (Asked at Luna Park), (c) What continuing learning opportunities do you have for your employees? (Asked at Sydney Fish Market), (d) Does the Aquarium offer lesson materials for classroom programs? (Asked at Aquarium), and (e) What do you find challenging about the current educational system? (Asked at James Ruse High School). A reflection topic was assigned after the venues had been explored related to leadership.



Figure2. Travel locations in Australia.

Kangaroo Island is Australia's third-largest island and is a sanctuary for wildlife. The students were introduced to a remote part of Australia and learned about the extension services offered in Australia and toured a eucalyptus farm. Students compared the Australian extension service to Tennessee's extension service due to all the extension opportunities. Some of the questions students asked while on Kangaroo Island were: (a) How has extension helped in studying and solving the rural problems?, (b) What problems do agriculture extensions face?, (c) How do you plan outreach programs?, (d) What topics do you find that the community is interested in?, and (e) What areas are important when assisting with the community? Students' were also given reflection prompts at the end of each day. A reflection topic was assigned after the venues had been explored related to extension/outreach.

The third place the students experienced was Melbourne. Melbourne is a combination of world-class dining, art galleries, and is the capital of the Australian state of Victoria. The students selected three venues to explore. Melbourne's purpose for this trip was to focus on forms of communications and how they differ from the United States. Students were to choose three venues and collect artifacts related to the communication efforts of those organizations as well as write their reflections. Some of the questions that students asked in Melbourne were: (a) How would you describe good/effective communication?, (b) How do you develop your marketing tools to reach constituents? ,(c) What are the barriers when working with the public?, (d) What is the most effective way you have found to communicate with your employees when a problem arises?, and (e) What are your PR strategies when trying to gain customers? A reflection topic was assigned after the venues had been explored related to communications.

The last location for the study abroad trip was Cairns. Cairns is a city in Queensland, Australia. This is where students experienced the Aboriginal culture, Australian wildlife, and global learning. The students toured the Daintree Rainforest and shared in a night of Aboriginal culture rituals. The night tour included meeting the Indigenous rainforest people, who painted our face to link us to their traditions, learn

traditional language songs, and ended with a story-telling ritual dance. A reflection topic was assigned after the Aboriginal Night Tour and experience related to culture and global issues.

Data Collection and Analysis Strategies

Throughout the study abroad trip, interviews were conducted with the students about their experiences. Each interview varied in time due to responses from the students. The interviews lasted between 15 to 45 minutes. During the interview process, the student and I went to a quiet space so that the student could clearly hear my question and their answer would not be swayed by someone else's presence. Field notes were also part of the data collection and were taken throughout each day. These field notes were taken on the notepad on my password protected iPhone. The field notes described student interactions with each other and the diverse experiences that were explored each day. Also, in the field notes, I noted a shift of body language and the events leading up to the change in body language. After each day, I wrote my own reflection to debrief after the day and to remain unbiased in the interviews and for when data analysis started. Before interviewing the students, I took time to write. I never had a topic in mind, I just wrote what happened and the experiences I had that day. All of my reflections were saved to a folder on my personal laptop, which was password protected. After the trip, I had a total of 36 interviews as shown below in Table B.

Each interview in Table B was recorded on a recording device. I transcribed each interview into a Microsoft Word document. After the interviews were transcribed, they were contained in a password protected folder on my personal laptop. Thematic analysis was utilized in order to pinpoint themes important to this research. A thematic analysis is one of the most common forms of analysis in qualitative research (Javadi & Zarea, 2016). Themes that stem from the research are important to describe the phenomenon to a specific research question (Javadi & Zarea, 2016). I reviewed the transcriptions for code words and color coded like phrases and put those into an excel spreadsheet with the same color-coded tabs.

TABLE B INTERVIEWS

Students	# of Interviews	Locations
Student 1	6	Sydney- May 12 th , 2018, Sydney- May 16 th , 2018, Kangaroo Island- May 21 st , 2018, Melbourne- May 24 th , 2018. Cairns- May 28 th , 2018, and Los Angeles Airport- May 31 st , 2018.
Student 2	6	Sydney- May 12 th , 2018, Sydney May 18 th , 2018, Kangaroo Island- May 21 st , 2018, Melbourne- May 23 rd , 2018. Cairns- May 29 th , 2018, and Los Angeles Airport- May 31 st , 2018.
Student 3	6	Sydney- May 11 th , 2018, Sydney- May 15 th , 2018, Kangaroo Island- May 21 st , 2018, Melbourne- May 24 th , 2018, Cairns- May 28 th , 2018. Los Angeles Airport- May 31 st , 2018.
Student 4	6	Sydney- May 11 th , 2018, Sydney- May 17 th , 2018, Kangaroo Island- May 20 th , Melbourne-May 25 th , 2018, Cairns- May 27 th , 2018, and Los Angeles Airport- May 31 st , 2018.
Student 5	6	Sydney- May 13 th , 2018, Sydney- May 19 th , 2018, Kangaroo Island- May 22 nd , 2018, Melbourne- May 25 th , 2018, Cairns- May 27 th , and Cairns- May-29 th , 2018.
Student 6	6	Sydney- May 13 th , 2018, Sydney- May 19 th , 2018, Kangaroo Island- May 21 st , 2018, Melbourne- May 23 rd , 2018, Cairns- May 27 th , and Los Angeles Airport- May 31 st , 2018.

Evaluation and Interpretation

Nine color coded themes surfaced from using thematic analysis: (a) cultural diversity, (b) perceptions of experience, (c) personal growth, (d) study abroad challenges, (e) experiential learning, (f) leadership, (g) global learning, (h) emotional impact of study abroad, and (i) team-based experiences.

After coding, my faculty advisor (experienced in qualitative research) and I were able to transition the aforementioned codes into themes. The five themes that developed from those codes were: a) Cultural and Global diversity impacted the student's experiences and invested in their overall learning. (b) Student's perceptions of agriculture were enhanced by witnessing Australian production sites. (c) Personal growth was evident while utilizing experiential learning methods and team-based experiences. (d) Student's emotional challenges were evident, but they persevered outside of their comfort zone. (e) Experiential learning and leadership development did occur with these students.

With any research there needs to be credibility. "Credibility refers to the truth of the data or the participant's views and the interpretation and representation of them by the researcher" (Cope, 2014. p. 89). The credibility of critical participatory action research can be improved when the researcher themselves describes their experience and then corroborates with the participants on their experiences as well (Cope, 2014). In order to establish credibility, I used two techniques known as triangulation and member checking (Patton, 2001).

Triangulation was used in order to have validity in the research. The research was conducted in private and public settings, at different points of time throughout the trip, and comparing the different viewpoints within the student interviews (Patton, 2001). Member checking was another technique used throughout this research. This happened after the interviews had been transcribed, but before they were coded. Each student received a copy of their interview answers along with the corresponding question. This gave the students the opportunity to correct any errors that could have been made, clarify their intentions if there was a vague description, or the opportunity to provide additional thoughts and comments (Birt, Scott,

Cavers, Campbell, & Walter, 2016); Member checking proved to be very helpful when it was time to start coding, due to the transferability, accuracy, validity, and credibility it provides.

Dependability addresses the trustworthiness of the data collected over comparable situations (Cope, 2014). In this particular study, the decisions made for this research were discussed with my faculty advisor (experienced in qualitative research) prior to any research being completed.

In this research, the results can be credible to other situations or groups. This is known as transferability. “A qualitative study has met this criterion if the results have meaning to individuals not involved in the study and readers can associate the results with their own experiences” (Cope, 2014. p. 89). As the researcher who is conducting a qualitative study, a subjectivity statement helps the readers see the research through a different lens.

Subjectivity Statement

As a child, my family provided me with a lot of experiences. I realize looking back now how fortunate I was as a child to have a family who loved to travel and make new experiences. I think that still holds true today. Flash forward to college I had the opportunity to attend The University of Tennessee, which would be a new experience for me. I have always loved to get up and go. From a very young age I can remember my parents and my sister always getting so excited about road trips. Even to this day, we still get excited over a trip to Gatlinburg.

I experienced my first study abroad trip after sophomore year of college. I had no intentions of studying abroad because I knew it would cost a lot of money, which my parents would probably have to provide for me. After my animal science class one Wednesday, a tall, Jamaican male with a thick accent, Dr. Smith, approached me and asked if I would be interested in being involved with a travel abroad program. Dr. Smith is one of the animal science Professors at the University of Tennessee. Dr. Smith knew my sister well when she was at The University of Tennessee, which opened the door for our friendship. Later

he told me there were scholarships available for study abroad programs. As a result, I traveled to Jamaica, a new place that I had never been to or experienced anything like before. One step off the plane and the heatwave hit me. We landed in Montego Bay and rode the coastline for miles. On one side, it was white sand and blue waters and the other side were mountains stacked on top of each other. Truly, Jamaica looked like a piece of paper wadded up. Mountains were everywhere and there were no valleys. So, you can imagine the bus ride through the tiny, mountain road. The twists, the turns, the look over the side as it drops 100ft or more. We were there to study exotic plants and animals. One major problem impacting Jamaica was their honey bees. One bee house was infected and somehow those bees were let loose. In Jamaica, if you have an infected honey bee house you have to burn it and recall the products produced from that hive. The problem was, those infected bees were infecting other hives around the country now. This made me wonder how devastating that can be and how could you solve that problem. How can they learn from this experience, so this does not happen again?

After graduation, I started graduate school working on my Masters of Science in the Agricultural Leadership, Education, and Communications department at The University of Tennessee. As my chair and I were having a meeting, she came to the conclusion that I should join her study abroad trip as a chaperon which then led to the idea of my thesis, designing and evaluating a study abroad trip designed using Kolb's (1984) experiential learning model. Looking back now, I realized I took a lot of experiences I had for granted and wish I would have slowed down and taken it all in. As my chair and I prepared for my research, we discussed interview questions, observation tips, and analyzing the data. Through this last experience in Australia, I watched and asked students about their experiences. I grew as I learned through observing them and analyzing their answers. I have to be open minded that people may not have had as many opportunities to have the same type of experiences as I have. I need to be aware that they also may experience things differently than I do and I should not be bias to any experience good or bad. I should not judge someone else's experiences based on what they choose to share or not share with me.

My participants and I were similar in many ways. We were all agriculture majors and each of us attended The University of Tennessee. As we grew to know one another, we all had similar backgrounds, with agriculture being the common denominator. We are all Caucasian and between the ages of 19-25 years old. Five of the participants were female and one participant was male. Two females were very strong Christians and mentioned God and church multiple times throughout the trip. Another team were alike in personalities, very humorous and adventurous. The other two females were very outgoing and intelligent. I did not have any existing relationships with these students, nor did I hold any power over them. I think they felt comfortable with me. I knew in order to start building a relationship I had to open up and make myself vulnerable to them and be as open and honest about what I was doing with my research. As for being considered an insider or outsider, it could have gone either way. I could have been considered an insider due to our closeness in age, our backgrounds, and because I was traveling with them every day. As for an outsider, I was not following the class rubric, making an end of the study abroad trip presentation, or the one being interviewed. Instead, I was the one conducting the interviews, recording, and taking observation notes throughout the trip.

CHAPTER IV FINDINGS

Results and Discussion

During this research, the participants were engaged in a study abroad trip to Australia designed to include Kolb's (2014) principles of experiential learning. Throughout this study abroad trip, data were collected through field notes and interviews. There were nine codes that evolved from this study. Those nine codes were: (a) Cultural Diversity, (b) Perceptions of Experience, (c) Personal Growth, (d) Study Abroad Challenges, (e) Experiential Learning, (f) Leadership, (g) Global Learning, (h) Emotional Impact of Study Abroad, (i) Team-based Experiences. The nine codes transitioned into five themes by adding like phrases together creating a theme. The five themes were: (a) Cultural and Global diversity impacted the student's experiences and invested in their overall learning. (b) Student's perceptions of agriculture were enhanced by witnessing Australian production sites. (c) Personal growth was evident while utilizing experiential learning methods and team-based experiences. (d) Student's emotional challenges were evident, but they persevered outside of their comfort zone. (e) Experiential learning and leadership development did occur with these students.

Cultural and global diversity impacted the student's experiences and invested in their overall learning. Learners were immersed in a new culture as well as introduced to global diversity. As stated by Calhoon, Wildcat, Annett, Pierotti, and Griswold (2003), study abroad trips have been considered an establishment of opportunities for the creation of knowledge. These students had countless opportunities they would not have experienced if they had not gone on this trip. Learners stated many times that Sydney, Melbourne, and Cairns were so diverse, much more than the learners were expecting. As for globally, some learners on this trip had never left Tennessee or the United States, so traveling to Australia was an eye-opening experience. Cultural and global diversity impacted the students' experiences and invested in their overall learning. The students were introduced to a variety of diversity both cultural and global. Students were also introduced to the ancient culture of Australia, known as the Aboriginal culture. Through a night tour,

students were able to participate in rituals, dances, and songs and learn about the Aboriginal's beliefs, values, and norms. The following quotes represent the cultural and global diversity theme.

1. Well Sydney I feel like that was so culturally diverse because it is a hotspot for tourists. Everyone wants to come see the Sydney Opera House so that brings a very diverse crowd there. Most of the businesses that were not like Asian food businesses were run by Australians...the smaller businesses anyway. Sydney was really diverse because there are a lot of people there working on visas from all around the world. I guess that still brings diversity in there. In Melbourne, you know in Sydney it seems like everybody was temporary, but in Melbourne everybody was pretty well rooted and permanent. So you had a lot of diversity moving in and out of Sydney whereas in Melbourne it was just an extremely diverse place to live and be and Cairns I have not been here too long to explore, but it seems the least culturally diverse of the three big places we have been too but there is also more aboriginal people here so that brings a different aspect of diversity that has not really been seen throughout the trip. I guess where maybe it is a smaller town [Cairns], but even then it is still decently diverse compared to the towns back home.
2. I think it was really cool getting to learn about the aboriginals to me. I feel like they are really comparative to the Native Americans Indians that we have and it was fun to see how both have been oppressed by the European settlers and kind of found ways to use what they were given to succeed even to today like today at the aboriginals here created tourist attractions and they use their arts to produce income for their communities and they educate on their culture while making money and hiring other aboriginals to just help the community thrive and back home for like the Native Americans still have like casinos on their land and now it is also just have places where they are selling their art in that kind of thing to me it was just interesting to see how they both have come up from that oppression to make ends meet.
3. We have learned a lot about the aboriginals in Cairns and global learning and I really like that so far the Aboriginal piece has probably been my favorite saying about the trip so far I really liked it and I like learning about it.

4. Obviously, it is another part of the world so that has really been eye-opening seeing how sustainable they are has been extremely eye-opening and how they are their goal is not necessarily production but to how can they be sustainable.

Student's perceptions of agriculture were enhanced by witnessing Australian production sites.

Students' perceptions of agriculture were enhanced by witnessing Australian sites. The students were able to see Australian agriculture first hand. While in Kangaroo Island, students learned about the extension system in Australia and toured a eucalyptus farm. The students were able to tour the eucalyptus farm and see the process of growth to harvest to distribution. The farmer built everything himself from the ground up.. Through visiting different agriculture sites, the eucalyptus farm, the agri-tourism light house, the Hunter Valley wine tour, and an agricultural high school, students were able to understand the importance and impact of agriculture and the farmers in Australia. Through these experiences the students were able to create their own perceptions in Australian agriculture, the eucalyptus farm, and the extension system all from the involvement on those opportunities (Roberts, Conner, & Jones, 2013). From the researcher's notes, students were very surprised to see the importance of the Australian farmer on Kangaroo Island, as well as Australia as a whole. The trip to the eucalyptus farm was a hands-on learning experience for the students. The quotes below represent the how the student's perceptions of agriculture were enhanced.

1. I liked it a lot. [Kangaroo, Island Extension Service] It was really neat to see how everything is involved in agriculture and it was so different at the same time I do not know I was just really interested in all the agriculture we got to experience and see how sustainable they were and how they all pretty much did the same thing but it was not a competition.
2. I think it was very small [Kangaroo, Island] and related to Agricultural and tourism focused place you could tell it was a tight-knit community but it seemed like they were very isolated from the rest of the world.
3. Eye opening for me just seeing how farmers impact the communities in a positive way because if

you take out the farmers from the communities you do not have communities so that was really eye-opening to me because in the states I have not really been around something like that. I mean I was a little bit but nothing like where if you take the farmers out then your community will not survive so I guess that was really eye-opening to me that the worst at the farmers and trades people have here in Australia.

4. I expected to see teachers being very hands on with the students. I had the perception in my head that it would be more hands on in Australia than in the US and not less. I thought the farm would be a small barn with a few animals, but they had a lot of animals on their farm. I expected the chickens to be free range but they kept them in pens and their pens were very clean and they have won lots of awards. I expected the students to be smart, but I was not expecting the students to be the top 1% of the state.

Personal growth was evident while utilizing experiential learning methods and team-based experiences.

A lot of the quotes gathered spoke about how students grew personally from their study abroad experiences. Students were exposed to a realm of differences. Students experienced a new place, a new culture, and a new way of life. I noticed the students' plans did not go as intended. For example, one group laid out two businesses they were going to interview that day while in Sydney, but both businesses said no. I was able to watch them recollect and develop a backup plan. Also, personal growth was evident while utilizing experiential learning methods. This conclusion really focuses in on the sociology in the literature review. Students were immersed in a new culture, built relationships everyday through their social interactions with people. The students experienced society at two levels the macro-level and the micro-level (Allan, 2006). At the macro-level, students spoke to local businesses and learned about management, conflict resolutions, and functionality of that business. At the micro-level students were introduced to a new culture where they focused on the interactions with those individuals. Personal

growth was evident while utilizing experiential learning methods and team-based experiences. A lot of the quotes gathered spoke about how students grew or developed from their experiences.

1. Through our leadership prompts and sight-seeing, you have to interview and that has pushed me to try something new and challenge me and people love to tell you about their job. I have also been challenged on my team working skills, being put into a team and spending all your time with those people and getting along with your group.
2. I have gained a lot of new skills throughout this experience being patient, team working and team building, time management like this morning with the taxi we had to be downstairs and ready by 3:30 a.m. You have to make sure you are always on time for things or you are going to get left. Definitely improved on my time management skills. I learned to share more and share my space with others.
3. Communication skills, I have always struggles with talking to random people. I have actual gone up and initiated the conversations.
4. It has been really different. I never thought that I would go out on my own or even with one other person and go half way across the city. Even just by myself, we went to Pandora all the way across town and navigated ourselves and it took us 30 extra minutes than it should have taken us. So I guess the fact of being on my own has never really been a huge thing, I have been independent but not completely on my own and using your phone that is about to die makes you feel scared so it makes you grow up and be an adult a little bit.
5. But I am really glad I did it because I learned so much about myself, leadership, and even if it is not exactly what I am going for I learned that by pushing through you learn a lot about yourself during the experience you are traveling learning who you are learning how you handle things in certain situations. Honestly, I would tell anyone to come. It makes you grow as a person just being somewhere different makes you think about who you are and what has changed.

Students' emotional challenges were evident, but they persevered outside their comfort zone.

Students' emotional challenges were evident at the beginning of the study abroad experience, but they persevered outside of their comfort zone. Some students on this experience had never left Tennessee, let alone the United States. One student had never flown and one student had never been away from home that long. A flight to Australia is a long and tiring process. The student who had never been away from home that long, buddied up with her team members and was able to persevere outside their comfort zone, learn, and eventually lead her group around Australia. This conclusion highlights the definition of individual constructivism. The students built their knowledge based off the experiences and opportunities. As the researcher, my field notes showed great growth from the students from the beginning to the end of the trip. As the participatory action researcher, I was able to experience the same opportunities as these students, read body language shifts, and listen to them tell their stories inside and outside of interview settings. The students travel experience background varied among the group. Students were able to persevere, learn, and eventually learn the ins and outs of Australia.

1. With interviewing these different people and places you really could not just like scrape the top with it was you really had to think into depth about what you wanted to ask them or with the communication pieces you really wanted to look deeper than just like what is at the surface level and kind of have that original thought instead of just like you know the simple things.
2. I think it was just really hard for all of us to get used to each other in the beginning but we really meshed well together.
3. I have been challenged to try new things and step out of my comfort zone. I have been challenged to try new foods, make new friends, to meet new people. Back home I would have a really hard time going up and talking to a stranger about their job and their work.
4. I have been challenged as a person to become a better leader, to be a better team member, and to be a better team player.
5. Because there is different cultures over here there not all Australian they are from other countries. The patience part and the manners part is super hard because I was not expecting some people to

be so rude at certain times definitely tested my patience and then the patience with being with the same people all the time in the same room too that test a lot of who you are and how patient you can be with other people's mannerisms and having to deal with that every single day.

Experiential learning and leadership development did occur with these students.

Leadership development occurred through the experiential learning on the Australia study abroad trip. From the researcher's field notes, the students often mentioned how different an experience was for them. Some students compared Australian experiences to a similar experience back in the United States. As for some students, they came to Australia with little agricultural background knowledge and were able to construct their agricultural knowledge through these experiences. Through the student's social situations and experiences communicating with Australians about Australian agriculture, students constructed their knowledge of agriculture. Some students grew through their experiences to be a better leader, while some are more comfortable traveling now, and some can walk up to new people and have a conversation. Through their experience, students learned more about themselves, each other, and developed their leadership skills.

1. There was a lot of learning that occurred. I really did not know too much about Australia before we came and so everywhere we went I felt like I learned something about their culture, about how they operate as a society, about their history. I mean really I could spend all day telling you what I learned here.
2. Well I did not really come in with a big agricultural background so I like taking this class not knowing what to expect knowing that is agricultural ALEC based so I learned overall that there is a lot more than just for me going into agriculture like within the four categories the leadership, communications, extension, and education that all of it has different aspects that all tie into agriculture and I learn that people and everything is based on agriculture whether it be tourism or whether it be the culture or whether it be just something like simply going out to eat like everything over in Australia involves agriculture in some way so I think I was pretty narrow-

minded when it came to agriculture I thought it was just crops in farming and I think that my overall learning outcome is that it is way more than that.

3. Someday whenever I am a teacher I am going to have to be the leader of the students I am going to have to be okay with taking stances not even in the classroom just in my everyday life like being okay with not being a follower or being a person that will instigate sayings and also, I noticed a lot of my family that just being a leader is one thing but being a good leader is something that I want to be.
4. The experience has been eye opening for me because I had never been on a plane and I had never been out of the southern us and I have gotten to see so many different cultures and I have gotten to interact with so many different people it is really eye opening for me and I have a new perspective for people who are in different cultures now and I really needed that and it is also eye opening to me just how big and vast and broad the world is I guess I did not realize *hey I can go see everything* and now my eyes have been opened and I am just going to want to keep traveling.
5. I learned a lot. I learned a lot about cultural diversity. I learned a lot about myself and who I am and where I stand with a lot of different things. I learned a lot about the cultures in Australia the history of different cities, a lot about the agriculture in particularly like In Kangaroo Island getting to see the eucalyptus farm the sheep farms and so much agriculture. We talked to a guy one night who owned sheep genetics and sold them and it is just so different than what we do in the US and I loved learning about that and I loved seeing the great barrier reef and learning about all the different fishes and hearing the talk on the way back home. Just so much has been learned and it is hard to wrap it up.

CHAPTER V CONCLUSIONS

Conclusions

Kolb (2014) stated experiential learning describes the process of learning as a way that knowledge is formed through the transformation of experience. I believe students completed the four stages Kolb's Model of Experiential Learning which are stage one concrete experience, stage two reflective observation, stage three abstract conceptualization, and stage four active experimentation. Just as Kolb (2014) discussed, experiential learning is a process of learning through the transformation of experience and all students on this study abroad trip claimed to have gained knowledge and grew as a person from this experience. Just by going on the trip students reached the first stage: concrete experience. Students were engaged in the experience of being in a study abroad environment. For the second stage (reflective observation), students used the reflection journals as well as the interviews. Some of those interview questions included: (a) How has this experience been eye-opening for you? (b) Recall your adventures today, what did you experience? (c) How has your perspective changed thus far?

Kolb (2014) then stated that, after the reflection stage, the students begin to form a new idea of what they have experienced, or they connect it to a prior experience and start building off that. A quote that supports that literature is, "I thought it was pretty cool. [Kangaroo Island Ocean Safari] I think the national park was really cool because I am kind of in to that stuff. The eucalyptus farm kind of reminded me of home because the guy acted just like my dad. He was like an old fashion farmer that kind of ran everything himself and pretty much built everything himself from the ground up and made everything himself and that is what it is like back home." This student is taking a prior experience and building off of it from the eucalyptus farm tour.

The third stage the students reached was abstract conceptualization. As part of their study abroad coursework, students prepared a presentation over their three weeks of work in Australia. This served as

the conclusion of their trip.

As for the fourth stage, active experimentation, the learner tries out what they have learned and applies it to the world around them (Kolb, 2014). On this trip, the learners were reflecting every night from their experiences through journals and interviews. Through the interviews I was able to see that students were learning from their experiences whether they went as planned or if they had to make a new plan of action. Students were able to recall things they had learned from the previous day and apply it to the next day. Students were able to reach stage four each time they reflected and learned from their experiences.

Implications

There is not a lot of research on experiential learning on study abroad trips. Future students can use this research as a guide to find new learning experiences in Australia. Students have been introduced to new leadership and educational experiences in Sydney, extension in Kangaroo Island, communication in Melbourne, and global and cultural diversity in Cairns. It is important for faculty to know if students are learning through their experiences, especially those on a study abroad trip. Faculty can use this research as an outline if they plan on creating a study abroad trip focused around experiential learning. As for international programs, this can be used as a stepping stone to create more opportunities for students to study abroad. With international programs using this research, more experiential learning programs for different countries can begin being developed. International programs offer many opportunities for students to travel and learn through experiential learning (Roberts, Conner, & Jones, 2013). This research shed some light on experiential learning through study abroad trips. This study can be used as a research tool and example of a successful experiential learning study abroad trip that occurred over the span of twenty-one days in Australia. A limitation that occurred was we only had one male on this trip, and we had a small number of participants. This can be seen as a negative due to the smallness in size and not a lot of different point of views.

Discussion/Recommendations

Every person grew to know each other and really created more of a family atmosphere than a classroom atmosphere. Due to this family atmosphere I was able to capture real emotions, real feelings, and the students felt comfortable enough with me to be open and honest during the interviews. Therefore, I recommend utilizing critical participatory action research and experiential learning programs when leading study abroad programs. I was also a participant action researcher. I was able to be involved in those experiences with the students every day and this provided insights into students' experiences daily. By doing this, I was able to provide rich details into each students' experiences. This made my reflections easier so that I could remain unbiased. I was able to capture students' thoughts immediately after they had reflected on their experiences that day. This way it would be easier for them to remember and talk about it in their interview with me. For this section, I have recommendations based on specific themes and recommendations for instructors and students.

(a) Cultural and Global diversity impacted the student's experiences and invested in their overall learning.

Take the tours that will immerse students deeper into the ancient or native cultures. Have a plan for the day you land. Immerse the students together into the new culture. One should examine the destination for an experiential learning trip. Think about the language barrier. Australia was English speaking, which made things easier for the students. A translator was not needed.

(b) Student's perceptions of agriculture were enhanced by witnessing Australian production sites.

Have educational guided tours available for students. This way students can ask question and grow through those experiences. Have multiple production sites that students can learn from various sites.

(c) Personal growth was evident while utilizing experiential learning methods and team-based experiences.

Make sure the students have a plan. Have the students research where they will be going and find some businesses or attractions on the front end and contact them about coming in to interview them while they are abroad. If not, they could be turned down multiple times leading to dead end roads.

(d) Student's emotional challenges were evident, but they persevered outside of their comfort zone.

Consider the jet leg. This is where your plan the day of landing will come in handy. Use this plan to keep the students active until the evening to try and better help their time adjustment. Sleep is an important factor in learning and in everyday life. Sleep plays a tremendous role in reflection and retention of knowledge. Make sure students are getting enough sleep and doing all they can to adjust to the jet lag and aftermath of a long flight.

(e) Experiential learning and leadership development did occur with these students.

Have students in groups so they can build off of one another. Let students create their own experiences through exploration. Have students objectives to complete. For instructors, on the front end, have regular meetings before the trip is set to leave. In these regular meetings, have discussions about where you are going, what is expected of the students, and the layout of the trip. Make sure students are looking up and contacting business that students want to interview while they are abroad. Be sure to keep in mind if there is a language barrier. If you travel to a none English speaking country will you need a translator? If so, plan that ahead of time.

Students

Consider the travel time. The flight to Australia is a lengthy flight, so make sure you are prepared for that flight. With that being said, jet leg is sure to follow. Plan to keep yourself awake and active after landing to help adjust to the time change. You will be on a team during the trip. Make sure you are prepared to use teamworking skills throughout the trip. If you are traveling through May-June pack for cooler and rainy weather.

Future Research Questions

Some future research questions might be:

1. How difficult would a true experiential learning experience be in a country with a language barrier?
2. What life experiences are altered by participating in a true experiential learning study abroad program?
3. How do lived experiences between female and male study abroad participants differ?
4. What are the impacts on the instructor leading a true experiential study abroad trip?

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APPENDIX

Interview Quotes

1. Cultural and Global diversity impacted the student's experiences and invested in their overall learning.

- It was interesting to learn about their school system and their style of learning and education. After high school and how they can drop out after grade ten and pursue a vocational path. I thought that was really neat. I enjoyed learning about that and the differences.
- It was really diverse, culturally diverse I think it was one of the most culturally diverse place that we have been to [Sydney, Australia] so you had a lot of different things going on.
- Well Sydney I feel like that was so culturally diverse because it is a hotspot for tourists. Everyone wants to come see the Sydney Opera House so that brings a very diverse crowd there. Most of the businesses that were not like Asian food businesses were run by Australians...the smaller businesses anyway. Sydney was really diverse because there are a lot of people there working on visas from all around the world. I guess that still brings diversity in there. In Melbourne, you know in Sydney it seems like everybody was temporary, but in Melbourne everybody was pretty well rooted and permanent. So you had a lot of diversity moving in and out of Sydney whereas in Melbourne it was just an extremely diverse place to live and be and Cairns I have not been here too long to explore, but it seems the least culturally diverse of the three big places we have been too but there is also more aboriginal people here so that brings a different aspect of diversity that has not really been seen throughout the trip. I guess where maybe it is a smaller town [Cairns], but even then it is still decently diverse compared to the towns back home.
- It is a new experience being around this many cultures. I have never left North America before this. I am getting a taste of different cultures.
- How culturally diverse it is here is surprising. The mind sets are different than back home, transportation wise with buses and trains. Everyone is pretty laid back and people who work in these areas are more laid back than I expected.
- I think it was definitely a culture shock to me because I am not used to being in cities that

crowded and especially in cities that are that diverse I guess and offered that much like every other restaurant or business was it was like an Asian restaurant or Thai or something like that.

- I think it was really cool getting to learn about the aboriginals to me. I feel like they are really comparative to the Native Americans Indians that we have and it was fun to see how both have been oppressed by the European settlers and kind of found ways to use what they were given to succeed even to today like today at the aboriginals here created tourist attractions and they use their arts to produce income for their communities and they educate on their culture while making money and hiring other aboriginals to just help the community thrive and back home for like the Native Americans still have like casinos on their land and now it is also just have places where they are selling their art in that kind of thing to me it was just interesting to see how they both have come up from that oppression to make ends meet.
- I was not expecting to be so culture shock in Melbourne.
- I think I got a taste of the general culture of Australia especially in the tourist areas.
- I do not know if it is a misperception but I definitely was not expecting it to be as culturally diverse.
- Definitely the cultural diversity but also to see how everybody else in the group learned and grew and reacted not reacted but how they took everything in stride I guess.
- It is a diverse population change. You walk down the street and you can find something based on Caucasian, Chinese, Thai, and something completely different.
- In Melbourne, I feel like we were with a lot of cultural people more than we have been in any other city so far, I thought it was a little bit harder to navigate just because everything was so spread out and because there were so many different cultures.
- I did not really know what to expect coming in maybe more Caucasian like Australian thick

accents and not as culturally diverse as it is I did not expect that at all I did not expect that or the tour guys were going to know as much as they did I knew that they would kind of knew we were going but I did not know that they are just talking the entire time and giving us information on every side that we were going to so that was good.

- I think we are all going to come back more culturally aware of our surroundings and the people who are around us and maybe be more willing to just be more culturally diverse than we were.
- It is kind of humbling because they have 1 in 3 people that are not from here or actually from here. It is more of a mix of everyone instead of one general population. It kind of feels like it is more accepting here than it is back home if you were in another race. We kind of are known for excluding things like that (different races) back home.
- I think it is different here there is a lot more just general demographics... then Kangaroo Island is more like here I think the smaller towns have less diversity in general.
- I mean yeah kind of, the Chinatown thing was like hey okay maybe we just need to respect that culture because at home you know they would have just given you your own meal but here they were like this is what we do so we need to just do it their way.
- I did not really realize they were so culturally diverse. I thought they were just going to be like us, but with an accent, but instead it is like really diverse here.
- I learned that success can start at a young age. I also learned that the students are always given a choice in the career that they want, they are often pushed into it from a very young age, which is different from the US. I learned about how driven the students are here, how much they want to be successful and do their work outside of class and spend 4-5 hours on homework to be the best they can be. Even though Australia as a whole is not as competitive as the US it seemed like the school system was and was not as laid back as it is in the US. Students are on a track to even get in to these high schools and then universities.
- I feel like Melbourne was a very historic site and I feel like I learned a lot of cultural diversity

there were many different cultures and populations .

- I think it has been different everywhere we have been and I think here in Cairns it is more like Aboriginal based and a mixed diversity and in Melbourne it was like a different ethnicity as there was like Asians and Chinese and Thai and Vietnamese and there was all different kinds of things and in Sydney it was like your tourist spot and it was like a melting pot and it is was not geared toward anyone specifically it was geared toward anyone and everyone and where Melbourne had little individual things for each place and had to have it and try to have a wide variety for everybody so I thought they were very different because of that And here in Cairns it is a lot more of the Aboriginal people and I think the cultural diversity is very different here.
- I took Melbourne to be like a cultural melting pot like a lot of different cultures live there like so many different restaurants for so many different people.
- Different people from different cultures were in Cairns too. I really liked seeing the aboriginal people in Cairns.
- I learned a lot about cultural diversity.
- The different foods here and the aboriginal culture and how Australia is like a big melting pot and is so inviting for other people to come.
- It was a big culturally diverse place [Melbourne, Australia]. I honestly did not love it just because it did not give me a city feel [Melbourne, Australia] and then I thought culturally diverse there is going to be a lot of different people and different cultures and there was.
- I do not know what I was expecting but the diversity here is a lot different than what were used to you know Tennessee there are white people, black people, and Hispanic people that is about it. Here they literally have anybody who can come here so that was interesting to see all the different cultures.

- Obviously, it is another part of the world so that has really been eye-opening seeing how sustainable they are has been extremely eye-opening and how they are their goal is not necessarily production but to how can they be sustainable.
- I mean specifically I obviously learned at different stops about culture and how Australia was formed and founded and you know I kind of learned perceptions of Agriculture or different for different places particularly on Kangaroo Island which I thought was really cool because I was not expecting like the divide on genetically engineered crops and stuff like that.
- The states are becoming more diverse especially with the Hispanic population so just being aware of the different cultures around me. Being open minded about their cultures and implementing their cultures into our classroom. And being bilingual would be really cool because that being culturally diverse is very useful.
- We have learned a lot about the aboriginals in Cairns and Global Learning and I really like that so far the Aboriginal piece has probably been my favorite saying about the trip so far I really liked it and I like learning about it.
- Yes, this perspective has changed how I look at things. I think we should have better control in the US for immigration we should not allow all those people to come into our country but now that I have been here in Australia where they allow all these people to come into their country I really liked that they have different clothes to wear, different foods, and every culture adds something and I think that is needed and I really think that is something I am going to take away from this.
- Yes, I never really knew anything about Australia so that was definitely interesting as for other countries. I will have more of an open-mind if I ever do want to travel to another country just because I did not really have an open mind coming here and I really wish I did when I first started. I did not know what to expect when I got her so I guess having an open mind-ness of what to learn. I guess just to have an open mind. Some people come here and they do not think

about that they think *oh it is going to be like this* and then they come here and it is completely different and end up kind of disappointed so I wish I would have had an open mind and I will if I ever do something globally again.

2. Student's perceptions of agriculture were enhanced by witnessing Australian sites.

- I liked it a lot. [Kangaroo, Island Extension Service] It was really neat to see how everything is involved in agriculture and it was so different at the same time I do not know I was just really interested in all the agriculture we got to experience and see how sustainable they were and how they all pretty much did the same thing but it was not a competition.
- I always like to look at the glass half full and not half empty and it was kind of hard to do that in Melbourne just kind of a grungy city.
- I really did not know what to expect coming in. I knew we were going to be in big cities but I had this picture of more agriculture in the big picture and not so much being in a big city.
- I have really liked just being able to get out and travel. See how everything operates differently here than back home.
- It was awesome and I felt good about it. I felt like I learned a lot and I can take a lot back home it was just something really cool to experience.
- Wild, educational, and life-changing.
- I thought it was interesting the differences here that the school seemed physically run down and I would have expected more funds for the up keep. My high school was way nicer than that one and it is not even a private school. I found it interesting at how self-motivated the students were all the flexibilities and freedom they had to work on their own but that was probably attributed to that these are the top 1% of the students in the state.
- It is a new experience being around this many cultures. I have never left North America before this. I am getting a taste of different cultures. For example, the pharmacy the health care here is different from the US.

- I just was not used to that and there was just so much hustle and bustle and it was very artsy as opposed to casual and residential areas so I think it was a little overwhelming for me and I did not like the city that much but it was definitely something different to me.
- Adventurous, bold, Intriguing.
- I think it was very small and related to Agricultural and tourism focused place you could tell it was a tight-knit community but it seemed like they were very isolated from the rest of the world.
- I think I am kind of an outcast but not completely like I think I am kind of like the mom I think so I am not really sure what that role would be just independent.
- It is a lot more segregated than I expected.
- I guess I am a student from UT. The face of UT study abroad. This entire trip is like CASNR so I guess just doing work, and trying to be a good face for this trip since it is the first time it has occurred and to try to get it to come back for other kids in the future.
- Everyone kind of had their own role that they were responsible for like especially in our teams, but I saw it when we were in our group as well. Everyone always tried to help out.
- I felt like Melbourne was going to be a lot like Sydney and it was just not so I was just disappointed in that and then I was pretty satisfied I am the type of person that just goes with it.
- Effective, fun, and flexible I guess.
- There was a Little Italy, the Greek place, and Chinatown and for me that perception of my experience over there (Melbourne) was really hard to navigate and there is a lot more culture there than any place we have been so far so trying to figure out where to go and where to eat and stuff like that was really hard.
- The amount of Chinese people in Australia.
- Exciting, adventurous, experiential.
- Eye opening for me just seeing how farmers impact the communities in a positive way because if you take out the farmers from the communities you do not have communities so that was really

eye-opening to me because in the states I have not really been around something like that. I mean I was a little bit but nothing like where if you take the farmers out then your community will not survive so I guess that was really eye-opening to me that the worst at the farmers and trades people have here in Australia.

- I would say my perspective has changed because I thought America was a melting pot, but I have noticed here that it is way more of a melting pot than anywhere I have ever been before.
- I expected to see teachers being very hands on with the students. I had the perception in my head that it would be more hands on in Australia than in the US and not less. I thought the farm would be a small barn with a few animals, but they had a lot of animals on their farm. I expected the chickens to be free range but they kept them in pens and their pens were very clean and they have won lots of awards. I expected the students to be smart, but I was not expecting the students to be the top 1% of the state.
- I expected to be in a country setting instead of the city. I really like that we are in the city right now because we headed to the country next. I liked going to the high school, I thought at first it was going to be boring at first, but it was so exciting to hear the students talk about their work on the farm and their passion and seeing how much they loved school as compared to the students in the US. It was definitely different and I really liked it. Meeting the kangaroos and koalas was really exciting. The trip has been just as much fun as I thought it would be so it is not really different, but I have definitely been enjoying it.
- So far Cairns has been one of my favorite. So far I just really like the atmosphere and I really like the warmer temperature and going out and seeing different things.
- I really liked to see that and it just help me relate back to our Native Americans back home.
- I expected the experience to have some problems or some bumps in the road like most experiences do, but we did not have any bumps or any drama with this experience.
- A better leader.

- Amazing, exciting, and fulfilling.
- I was shocked that their curriculum is government based instead of state based. I was shocked at how different that was compared to the U.S.
- Very different and a lot of fun so it was a lighthouse tour I never done anything like that and I am really scared of heights but I really enjoyed the view from the lighthouse and talking about how different it was and the history of it.
- Honestly, I guess I feel like this is not a bad thing but I feel like the guinea pig in this experience just because we are the first people to go on this trip too kind of test the waters and test everything out but I do not feel like a bad guinea pig I just feel like I am part of a study abroad group that we are having a lot of fun there also you being used as research projects to see how well this group does so does not feel like it is a bad thing for a research group.
- I was kind of shocked just because I really was not expecting it. I was shocked that it was a much older and residential type of place and the hostel was different too.
- It just was not what I thought it was going to be like in Sydney. It was really a lot more residential and older and just did not feel like a city to me.
- It is definitely different I think I have enjoyed this part a lot more and it gives us a beachy feel it is a lot smaller than I thought it would be I guess because people made it sound like it was a huge city I kind of feel like we all are in the same place at one time which is good and I felt like it was a good place to end the trip just because it was a lot smaller.
- When you think of your country vs another you think it is going to be completely different or there is going to be a lot of differences. Yes there were differences, language barriers, and the diversity but a lot of it was still the same.
- A lot of it was the same and I am shocked I expected it to be a little more different I do not know how different I guess I thought maybe it would have felt like comparing the US and China.
- It almost kind of felt like home because there is not a lot of people farmland everywhere you

looked.

- The language barrier was a lot different than I expected as well. Their terms and names for things are different than what we call things.
- More independent or a better-rounded person.
- Different, experiential, changing.

3. **Personal growth was evident while utilizing experiential learning methods and team-based experiences.**

- The first day we landed here I was eager and wanted to recover somewhat from traveling and I wanted to get up and go do stuff and explore explore explore and now I feel kind of settled in and still want to explore but I do not have quite the same desire to just get up and go get up and go and get up and go because all we have done for a couple weeks now is just get up and go and the only time I am in my room is when I am sleeping so I just feel settled in now.
- There were a lot of success. I have always tried to have a really positive outlook on everything in this situation because there is no sense in being upset or disappointed. It is not every day we are going to get to be over here in Australia and so I do not think I was ever really disappointed.
- More culturally well rounded and eager to travel and learn more.
- Do not blow all your money in Sydney. Yeah, that is pretty much it.
- I know I am a changed person coming back from it all just because I have learned a lot about the place. Skill wise I felt like I got a little bit better at navigation. Navigating through and around a big city.
- I have always been a pretty self-reliant person, but having to learn the public transportation system it just kind of adds to the independence.
- You just have to keep trucking on and just you cannot let every failure get you down there is going to be another opened door elsewhere as for success I feel the whole trip was a success.
- I would say more independent.

- I thought it was great I do not think I would have come over here for 3 weeks and you know do boring chores every single day with a group every single day. I really like that it offered the independence to just get out there and explore and I know I have already said that but I really think that it gave us different opportunity then what some study abroad programs would not.
- Do not let the small things get you down like negative attitude or anything like that yeah things are going to happen that are not part of the plan but you just kind of keep going.
- I think I would have to say definitely better at finding my way around places and navigating in cities.
- Better at finding my way around and just being able to communicate with strangers.
- A more a better well-rounded person.
- Be prepared to walk look at much more than what you did make sure you know which way you are going out of the city on trends be prepared to talk to people and be uncomfortable and it is going to be okay like you are going to be fine step out of your shell and lastly be willing to soak in all the cultural implements and all the cultural aspects that you are going to be seeing because at the beginning I was shell-shocked but now I am just taking it as a positive thing.
- I think I was mostly challenge that being kind of the leader within my team because I knew in a lot of the interviews I would have to be the one to ask and instigate questions in order for my partner to feel comfortable so I think that was a really big challenge for me because I never had to be that role before I always just kind of been the follower and I had to be the leader just time so I thought that was one of the most challenging things for me which is kind of getting out of my bubble and being able to be the person that gives direction and takes initiative and being okay with starting the interview and being okay talking to a stranger.
- I have definitely grown as a person. Back home I was very limited to the food that I would eat and I have stepped out of my comfort zone here and tried new things. Learn the public transportation, and the city life, and not being afraid has really helped me grow as a person.

- Through our leadership prompts and sight-seeing, you have to interview and that has pushed me to try something new and challenge me and people love to tell you about their job. I have also been challenged on my team working skills, being put into a team and spending all your time with those people and getting along with your group.
- We got to do a lot of touring and got a little bit lost on the train system, but that really grew me as a person learning to be patient and talk to people and really do some outreach.
- I have gained a lot of new skills throughout this experience being patient, team working and team building, time management like this morning with the taxi we had to be downstairs and ready by 3:30 a.m. You have to make sure you are always on time for things or you are going to get left. Definitely improved on my time management skills. I learned to share more and share my space with others.
- I learned a lot. I learned a lot about cultural diversity. I learned a lot about myself and who I am and where I stand with a lot of different things.
- Do not be afraid to try new things. That really grew me as a person learning to be patient and talk to people and really do some outreach.
- I just really grew as a person through my experiences.
- Communication skills, I have always struggles with talking to random people. I have actual gone up and initiated the conversations.
- It has been really different. I never thought that I would go out on my own or even with one other person and go half way across the city. Even just by myself, we went to Pandora all the way across town and navigated ourselves and it took us 30 extra minutes than it should have taken us. So I guess the fact of being on my own has never really been a huge thing, I have been independent but not completely on my own and using your phone that is about to die makes you feel scared so it makes you grow up and be an adult a little bit.

- I feel good now. I was frustrated at the beginning on the trip but good now. I feel good to be leaving the city after 8 days and be moving on to somewhere else and learning something different and doing different things and I feel not as cramped because the city makes me feel really claustrophobic so I am feeling more adventurous now than when I first came here honestly.
- I definitely have become more patient like I said earlier today and flexibility.
- So just learning that patience and as for flexibility I am a person who plans everything out to a T down to the minute down to the second and you just cannot do that.
- I guess my largest thing would have to be the independence part of it. I am away from home for some time but I have never been away from home for three weeks at a time and so having to be on my own or in our group and having to navigate and being by myself and having to go up to random people and talking to them. I am pretty much introverted so that was a big stretch and it was really interesting because it was something I really enjoyed even though I figured I would hate it.
- I know I have grown as a person.
- But I am really glad I did it because I learned so much about myself, leadership, and even if it is not exactly what I am going for I learned that by pushing through you learn a lot about yourself during the experience you are traveling learning who you are learning how you handle things in certain situations. Honestly, I would tell anyone to come. It makes you grow as a person just being somewhere different makes you think about who you are and what has changed.
- Do not stress out. Have something in mind but do not plan it out and do not get upset when it does not work out. Just go with the wind there is a lot of things we did not do that we might could have done if I had just gone with the wind and been okay with venturing out and not worrying about if I missed the train or whatever.
- Now that it is the very last day and we have learned so much I feel completely changed and I did not expect to feel this different from going on a study abroad trip. It is hard to explain the

difference that you feel from living in a different culture for 21 days because you learn so much you feel like a completely different person and you want to go back being a different person and actually changed and doing different things that I learned over here.

- I think my partner is great we really think a lot of the same things the rest of my peers are good I am just starting to figure out how the personalities are working together and how they are meshing that is kind of where I am at right now.
- I think whenever you are with the same people for three weeks. People tend to wear on you. So my patience got challenged a few times, but it was nothing major no big incident.
- Also to see how everybody else in the group learned and grew and reacted not reacted but how they took everything in stride I guess.
- I think I have learned and I have seen them(peers) become more independent than what they were I think a lot of them were kind of sheltered a little bit and had not gone out and had a chance to be independent and they have been really receptive of that and they are expanding.
- The most difficult parts were navigating definitely on the tram system and the subways and just and at first, I think it was just really hard for all of us to get used to each other and I thought that was really hard at the beginning but we ended up all really meshing well as a group but at first, I thought it was hard for all of us as a group for us to spend time 21 days of people that we have never met before so that was hard.
- I knew in a lot of the interviews I would have to be the one to ask and instigate questions in order for my partner to feel comfortable.
- Everyone kind of had their own role that they were responsible for like especially in our teams, but I saw it when we were in our group as well. Everyone always tried to help out.
- I have gained a lot of new skills throughout this experience being patient, team working and team building.

- I liked having free time of our own and being able to get away from each other but at the same time I like how we still had group dinners where we got to see everybody because I wanted to make friends with everybody. I liked when we switched our roommates so we got to know everyone closer and I even liked when we all shared a room because we got to talk and all get personal with one another so there was a lot of things.
- I think being in a team can sometimes be a little challenging and frustrating at times because different people want to do different things but I mean that is all part of it and I really loved it.
- I really think the most satisfying part for me was all the friends I made and how close I got with so many people. Like the group of 7 of us, that is my family now and I am going to have them for the rest of my life and it is so satisfying to me to bond with people the way I did on this trip.
- I feel like they are more relaxed and I know that is going to sound kind of weird yes, we were all together and it was planned out but it felt more relaxed and we had a lot of fun there was not anything we really had to do like our interviews and I just liked how different it felt and how much more relaxed you were and how much more of a group we were and it connected us together.
- When we are in one big group you can see the differences and you see how all of them are funny in my opinion and how funny they are and the different voices they make that make you laugh and just being around each other makes it a lot different than being on your own and you get to see everybody's personality.
- More relaxed and definitely more wanted I guess I am not giving them in people on a first-name basis now that we have been together for 11 - 12 days I feel like everyone is a part of this group and when someone is not there and they are not a part of the group then they wonder where this person is at are they coming with us do they need to come with us I feel like we are more of a group now and we are a pretty important group.

- I did know a little bit about living with people and having to have patience but being in the same room with a whole bunch of people and spending 21 days with them all day every day was a big stretch.
- Being with everyone all day every day was kind of hard but we cannot really control that.
- Getting to know everyone and thankfully this is a small group. We got to know each other more because of the small group which was nice. No One fought for anyone's attention and we all got along really good. There are a lot of times were we were just like one big family so that was satisfying and I came here not knowing anybody and thinking I was not going to get to know these people well.

4. Student's emotional challenges were evident, but they persevered outside of their comfort zone.

- Whenever we were in a big group it was kind of hard to find a food place that pleased everybody that was kind of difficult. I mean it was kind of difficult to get your interview questions in sometimes just because we were going in the middle of the day to try and talk to people.
- So my patience got challenged a few times, but it was nothing major no big incident. It was just little pet peeves of mine that were kind of coming back and biting me.
- I think that whenever you are nonstop for three weeks you are going to have to give in at some point. I think that is about it.
- I felt like I was going to have more of a game plan but when we got there it was kind of like okay just going to wing this but it worked out pretty well in most of the situations I probably could have done a little bit better with organizing with what I was going to do.
- With interviewing these different people and places you really could not just like scrape the top with it was you really had to think into depth about what you wanted to ask them or with the communication pieces you really wanted to look deeper than just like what is at the surface level and kind of have that original thought instead of just like you know the simple things.

- What I was a little stressed because I got here before everybody else but I think I was really nervous about the trip you have never had lots of meetings to prepare I still did not really know what to expect so it is like you know I am ready for whatever let us roll with it definitely a lot more comfortable here.
- I guess the initial excitement has settled down...I am a little tired from going to place to place it is a little exhausting.
- The first set of work like the leadership and education set, the take always part I did not do that until today. It was really time consuming and when you are constantly going you just get so tired and when you have activities all day it is really hard to just find time to sit down and do your assignments. Just getting it done on general is challenging.
- Trying to write the reflections before the presentation was hard because you ended up just summarizing what you did that day.
- I think it was just really hard for all of us to get used to each other in the beginning but we really meshed well together.
- I have been challenged to try new things and step out of my comfort zone. I have been challenged to try new foods, make new friends, to meet new people. Back home I would have a really hard time going up and talking to a stranger about their job and their work.
- I got a little tired towards the end of Sydney from just being cooped up in the city for a while but when I think about taking days away from Sydney that makes me sad because the last day I had so much fun.
- I think transportation was one of the most difficult just having to learn it being in a new city and not always having cell phone service and getting on and off the buses and the ferries and knowing when they pick up that was a little bit of a challenge.
- A couple of disappointments were when we were trying to interview people in Sydney and got turned down. We wanted to interview louis Vuitton because they are such a big, well maintained

make lots of money company but they told us we do not share information with people no matter what.

- I have been challenged as a person to become a better leader, to be a better team member, and to be a better team player.
- There are a lot of places that we went that we tried to interview them and they could not really give us anything that was good so we would have to change everything around.
- When we first got here I was homesick and had really bad jet lag and was sick for a couple of days and then on the great barrier reef I was sick which definitely altered my experience I think because you are sick and cannot enjoy it.
- I was really disappointed in the fact that everything I had planned out did not go how I wanted it to which is the learning to be flexible part. And so we went to places that we tried to interview and of course they turned us down.
- Because there is different cultures over here there not all Australian they are from other countries. The patience part and the manners part is super hard because I was not expecting some people to be so rude at certain times definitely tested my patience and then the patience with being with the same people all the time in the same room too that test a lot of who you are and how patient you can be with other peoples mannerisms and having to deal with that every single day.
- Interviewers felt frustrated with the social norms, pushing through the crowds was rude, so interviewer separated oneself from the public.
- Kind of wish I could take the whole day and put it in a bottle and relive it whenever I wanted to because I know I am never going to see stuff like this again.
- It was kind of like overwhelming but there was not a lot of things to do that peaked my interest.
- I guess its bittersweet ending the trip and had somewhat that kind of impact.
- I have really liked just being able to get out and travel. See how everything operates differently here than back home. I liked just exploring and the freedom we have had throughout the trip.

- I did not care too much for the whole tour guide deal even though they were full of information it kind of bugged me having to be go, go, go and then be wait, wait, wait, and then go, go, go. I did not care too much for that I would change that.
- It was just really cool and really satisfying because I got out away from the city and just saw so much cool stuff like pretty coastlines and it was just really satisfying to me because when I pictured in my head Australia pictured Australia being wild and I got to see a little bit of that and that was satisfying and it was satisfying when I got done with my presentation today just because I knew I had nothing else going on, school wise, and it was satisfying just reflecting on everything on my wix and seeing and realizing how much I had learned about their culture and why they do the things they do and how they operate. It was satisfying to reflect back on all of that.
- I felt like Melbourne was going to be a lot like Sydney and it was just not so I was just disappointed in that and then I was pretty satisfied I am the type of person that just goes with it.
- I feel like I could do it again a million times and love it.
- I was super excited but now I kind of just wish I could stay longer but I kind of want to go home and see my dog. I am just relieved everything went so well.
- I expected the experience to have some problems or some bumps in the road like most experiences do, but we did not have any bumps or any drama with this experience. And that is definitely a good, positive different than what I expected it would be.
- I think being in a team can sometimes be a little challenging and frustrating at times because different people want to do different things but I mean that is all part of it and I really loved it.
- When I landed I was super anxious to be in a country so far away, I was nervous, so it is almost bittersweet feeling as I leave today.
- I feel good now. I was frustrated at the beginning on the trip but good now.
- I really liked this experience more than I thought I would.

- The traveling to different places was definitely satisfying because we were not stuck in one place the entire time. There was that anticipation of okay great now I get to move on so that was exciting and traveling from place to place in country was fun too.
- So that was really nerve-racking to not know were our questions not good enough, did I come on too strong, so that fear of are we asking the wrong questions, kind of even back to the wix thing are we even doing it right I think there were a lot of gaps in that area that made me really nervous I am kind of disappointed that was not gone over more I guess.
- I feel like it was great I feel like I was kind of nervous at first coming to a new country for three weeks and I was kind of nervous that we had three weeks to do all these sites and everything we had to go to and do was a lot on our plates but I am really glad I did it because I learned so much about myself and leadership.
- I was super nervous coming here not knowing kind of what would happen or what was going on.
- I guess the initial excitement has settled down from I am a little tired from going to place to place it is a little exhausting but I still think it is fine I still have that excitement to go out and keep exploring go more and more.
- At the fish market when we were conducting our interview, I introduced myself and was trying to find the manager inside the fish market and asking the first couple of questions in order for my group to feel comfortable talking to the manager.

5. Experiential learning did occur with these students.

- The work visa programs that people are on here with the immigrants. How the employees work their way up instead of being qualified for one specific job. I think it is a positive because it is an incentive for the workers.
- Interesting to listen to their stories and their background and I wanted to know how they got here and everything about them.

- I had a good time today. I experienced a lot of cool stuff that I have not seen before. It is not something I can see again every day. It is not something we have back home.
- I was really shocked to see how smart those kids are and the curriculum they are learning and their style of learning. I feel like all those kids can sit there and listen to something and pick it right up where as I have to listen to it, taste it, touch it, mess it up, fix it, and maybe I will learn it then. They are super bright and I was shocked to learn that a very, very small % of them are going to be involved in agriculture. I was expecting to go over there and see all these Agricultural kids, but it was really a bunch of future doctors and lawyers.
- I learned about the school. I was expecting to go over there and see a bunch of agriculture related kids, but I was shocked to learn it was more of a heritage type deal agricultural was and it is not so much what the schools focus is but they do have some really cool things for the kids to learn and the kids can be hands on.
- The extension services is not called the extension services but that office that works with farmers where the islands are so low funded I guess there are a lot of differences so they do not really have any incentives that they offer like they do back home for farmers so I found that really interesting they are having to try to figure out how to get these Farmers on the same page as them and they are kind of being perceived as greedy and so that was just really need to kind of talk to that guy and hear that conflict and how they are overcoming it.
- Seeing how sustainable they are has been extremely eye-opening and how they are their goal is not necessarily production but to how can they be sustainable also I am kind of shocked about how strict they are not of laws here I was not really expecting that like the gun law.
- There was a lot of learning that occurred. I really did not know too much about Australia before we came and so everywhere we went I felt like I learned something about their culture, about how they operate as a society, about their history. I mean really I could spend all day telling you what I learned here.

- It opened my eyes to really how everything works over here. How their government is set up how people live their day to day lives. It has really opened my eyes to the rest of the world.
- It was satisfying to reflect back on all of that and just kind of see how much I have actually learned.
- I really liked the freedom that we had to go out and learn on our own and really gain that Independence in a country that we have never been to so that was I think that was a really good set up to learn through our experiences.
- Now that I have been here and kind of have an idea I would set up a little bit better game plan and do a little bit more research for my free days but otherwise I think it was a great experience.
- I have learned that I like adventure as much as I thought I would like to adventure.
- I think when I found out how split the farming community was between GMOs and modern agricultural practices versus the more traditional agricultural practices I was kind of surprised because I was expecting for it to really swing one way or any other but the extension agent said it was just really divided
- I mean yeah. I thought they were just like us but after hearing about their education system it is completely different. They get selected for high school and we do not get *selected* until university or college.
- I thought that this would be like a perfect little world, but then I hear that kid's parents choose what they are going to do and I know if my parents were choosing what I would be doing it would probably be business school.
- Definitely cultural and directional. I am definitely better at writing. We have been writing daily journals and reflections and I am getting used to it now. I have always been really bad at English so reflections help.
- I thought it was pretty cool. I think the national park was really cool because I am kind of in to that stuff. The eucalyptus farm kind of reminded me of home because the guy acted just like my

dad. He was like an old fashion farmer that kind of ran everything himself and pretty much built everything himself from the ground up and made everything himself and that is how it is back home.

- Kangaroo Island is really more outback like country and in my perspective, it is like Greenback, Tennessee, because there is not a lot here. There is one little town and then nothing for miles and in Sydney it is like city after city and all built up everywhere and here it is more like laidback there is not much here compared to Sydney because it is a giant city.
- Probably the eucalyptus farmer had four different plants on top of each other and that is how he separated them because it was more natural for them and keep up with them that way. So, he would have four different plants and you would go around the corner and he would have four more of the same plants but in a different section so he could harvest them at different times.
- I learned that their actual newspaper writer has a strong right-wing to view but he tries to not make it noticeable and towards one side but he kind of does in the sense away or you can kind of tell it he does but he is pushing a direct side of the media.
- I realized that everyone was always doing something there was not one main person delegating everything.
- I did not think that education was going to be as different as it was in the United States I really thought they would have just as much technology so that was interesting and they had certain types of schools for their students like the agricultural school that we went to it is kind of like our stem school except we do not have a specific high schools for students to go for students to specialize in something like that so those are some differences I saw.
- Well I did not really come in with a big agricultural background so I like taking this class not knowing what to expect knowing that is agricultural ALEC based so I learned overall that there is a lot more than just for me going into agriculture like within the four categories the leadership, communications, extension, and education that all of it has different aspects that all tie into

agriculture and I learn that people and everything is based on agriculture whether it be tourism or whether it be the culture or whether it be just something like simply going out to eat like everything over in Australia involves agriculture in some way so I think I was pretty narrow-minded when it came to agriculture I thought it was just crops in farming and I think that my overall learning outcome is that it is way more than that.

- Someday whenever I am a teacher I am going to have to be the leader of the students I am going to have to be okay with taking stances not even in the classroom just in my everyday life like being okay with not being a follower or being a person that will instigate sayings and also, I noticed a lot of my family that just being a leader is one thing but being a good leader is something that I want to be.
- I have learned communication skills. Having to ask for directions when I do not know where I am at or where I am going. The ferries have been a little difficult knowing where the ferries are going. And just being open minded to things, like going back to the restaurant today and being open minded to that and being mindful to other cultures.
- I learned about marketing and public relations and the way they had so many restaurants and they all offered a unique product I was able to pick up and read a newspaper and the wording and pictures were much brighter and bigger and where I catchy and every window there was a lot of brochures with big letters and big typing and I really thought that was unique to Melbourne there was not really a whole lot a Billboards like we see in the US so I kind of thought that was different and interesting.
- I thought that the Queen Victoria markets were very interesting we learn that the farmers that grew the crops and learning about the history of that and how long it been around and seeing all the different souvenirs and all the different produce that the farmers had available I thought that was a really unique and interesting site.

- We really learned how Melbourne is an artsy city very artistic and crafty and I really liked that about Melbourne.
- It really helped me develop more as a person getting to learn about the original people from Australia and how they keep their culture alive and their rituals and dances.
- I learned a lot. I learned a lot about cultural diversity. I learned a lot about myself and who I am and where I stand with a lot of different things. I learned a lot about the cultures in Australia the history of different cities, a lot about the agriculture in particularly like In Kangaroo Island getting to see the eucalyptus farm the sheep farms and so much agriculture. We talked to a guy one night who owned sheep genetics and sold them and it is just so different than what we do in the US and I loved learning about that and I loved seeing the great barrier reef and learning about all the different fishes and hearing the talk on the way back home. Just so much has been learned and it is hard to wrap it up.
- The experience has been eye opening for me because I had never been on a plane and I had never been out of the southern us and I have gotten to see so many different cultures and I have gotten to interact with so many different people it is really eye opening for me and I have a new perspective for people who are in different cultures now and I really needed that and it is also eye opening to me just how big and vast and broad the world is I guess I did not realize *hey I can go see everything* and now my eyes have been opened and I am just going to want to keep traveling.
- We overcome that and found a place that someone would talk to us and they had high end products like \$200-\$300 dresses so we found somebody that was more welcoming for us and some of the success were how good some of the interviews went I feel like with the educational leadership we got some really great pieces from really great people.
- That I should not judge on perception. When I went in to the school I thought it was all agriculture in reality it was just a very jacked up STEM school. So probably just not judging on my perception.

- I have learned that I do not have a lot of patience, but being on this trip with everybody, being in the same room with certain people, and being with someone all day every day has taught me a lot about having patience and learning how to deal with myself. Learning how to deal with different people, mannerisms, and how I can work that into my personality and how I can figure out to work with them and keep myself calm.
- Because there is a whole bunch of people here on the buses and trains at one time, there is a lot of movement and I do not do well with claustrophobic and patience trying to get to and from places and lots of people. Setbacks just learning how to stay calm in those situations.
- That is hard... big personalities and we do not really get to see that one or one-on-one when we are just with our group member but when I actually when we are in one big group you can see the difference.
- Yes there were differences, language barriers, and the diversity but a lot of it was still the same and of course speaking English made it a lot easier but I did not expect it to be so much like the US and the way they do their marketing the way their extension works ,their communication, their leadership. A lot of it was the same.
- I learned all about their communications I just did not like the city. I really liked all the tours we went on like the hunter valley tour that was a lot of fun and we learned a lot about that and how it got started by being *a community or a family* I guess all the tours I really liked those.
- I have a newfound respect for culture in general. When we did the aboriginal tour here I did not expect to like it so much or to like the fact that they did not let their culture die even though people came in and settled on their grounds and pushed them out and pushed them a certain way. I really enjoyed that and I think that has helped me want to learn more about their culture and even my culture.
- Probably they have a ton of agriculture over here and I did not realize that. I knew they had agriculture because every country has agriculture but their history, everything they have here is

based on agriculture. They still mentioned it, the country was based on that, grew on that, and is still growing on agriculture and people know that even if that is not their own business people know about agriculture. That was one thing that just kind of shocked me is that this country is based on agriculture.

VITA

Baylee Carina Jarrell was born in Greeneville, Tennessee, on November 23, 1995. She is the daughter of Barry and Patricia Jarrell. She is the second of two daughters, following Jessica Jarrell Poore. Baylee attended McDonald Elementary School and West Greene High School in Greene County, Tennessee. After completing high school, Baylee moved to Knoxville to attend The University of Tennessee. She was also a member of Zeta Tau Alpha fraternity during her time as an undergraduate student. Baylee obtained a Bachelors of Science in Agricultural Leadership, Education, and Communications in the fall semester of 2017. She accepted a graduate teaching assistantship at The University of Tennessee with Dr. Carrie Stephens starting in the spring semester of 2018. Baylee will graduate with a Masters of Science in June 2019 and move to start her new job in South Carolina. She accepted the position of Agricultural Educator at Woodmont High School in Greenville County, South Carolina.