The Horizons Study Abroad Experience
Thessaloniki, Greece

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Acknowledgments

In 2012, a true collaboration formed between the Study Abroad Office and Horizons Student Support Services to address the need to provide Purdue University students from vulnerable backgrounds access to study abroad at a reduced rate. The Office of the Provost provided Horizons with a generous grant to make these efforts a reality. We would like to thank Michael Brzezinski, Brian Harley, and Paula Memmer for all of their support and advocacy for this tremendous opportunity. Additionally we would like to thank the International Studies Abroad Agency (ISA) for their pre-departure and in-country support. We would specifically like to mention the ISA staff in Thessaloniki including Spilos Osoffsky. Thank you to the Horizons team for maintaining operations while we were gone. Lastly, thank you to everyone who made this study abroad experience a possibility for the 21 students who attended.
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Chapter 1 Course Development

1.1 Purpose of the Horizons Study Abroad Opportunity

Purdue University’s Horizons in Greece experience is the fourth opportunity offered to expand global educational opportunities for traditionally underrepresented groups. According to the International and Educational Exchange Generation Abroad initiative, students who study abroad represent less than 10% of the 2.6 million students graduating with an associates or baccalaureates degree each year. The number for first-generation, low-income, and underrepresented minority students is significantly less. There is a movement that seeks to address this gap by educators nationwide but there is still significant work that remains to be done. Access to international opportunities is a barrier for underserved populations. Specifically, the paramount costs associated with courses abroad makes these opportunities near impossible. Oftentimes, students worry about the countless reasons why they should not or cannot study abroad. Horizons has developed a tailored program that addresses student concerns through a holistic process that seeks to change student perceptions, address misconceptions, and provide students with an all-inclusive experience for nearly 65% less cost than a traditional short-term study abroad program at Purdue.

1.2 Choosing Thessaloniki, Greece

Following the 2014 study abroad experience in Valencia, Spain the Horizons staff discussed potential destinations for the upcoming May 2015 semester. After researching potential locations administered through ISA we decided to poll students based on two options: Thessaloniki, Greece and Florianopolis, Brazil. The Qualtrics survey captured 76 responses with 57% choosing Thessaloniki as the destination of choice, 24% chose Florianopolis, and 20% of students indicated that either location was of interest to them. Request for proposals were publicized for Greece and Brazil. The Director of Horizons chose to table Brazil for a future destination when a site visit could be secured prior to a decision being made. With Greece as the center of focus, requests for proposals were solicited by Paula Memmer in Study Abroad. A total of four proposals were
returned by distinct service agencies as indicated below with accompanying information based on pros and cons.

- **Maestro By Tumlare: Educational Study Programs- Estimated Cost $2395.00**
  - **Pros**
    - Includes 5 guest lecturers
    - Day transportation passes for full trip
    - Mykonos excursion
    - Service learning activities were engaging and exciting
  - **Cons**
    - Location: Athens, large city
    - Excludes lunches
    - Faculty shared apartments
    - Classroom facilities not included
    - Included activities at extra cost per person

- **College Year in Athens (CYA) - Estimated Cost $2340.00**
  - **Pros**
    - CYA Facility
    - Apartment style living with kitchen
    - Faculty two separate apartments
    - Monthly transportation passes
    - Weekend excursion
    - Weekend excursion plus multiple day trips
    - 12 CYA lectures (diverse topics)
  - **Cons**
    - Location: Athens, large city
    - No breakfast
    - Lunch on weekdays only
    - No dinner
    - 12 CYA lectures (leaves no room for Purdue lectures)

- **Arcadia University, College of Global Studies- Estimated Cost $1745.00**
  - **Pros**
    - Overnight excursion included
  - **Cons**
    - Timeline does not work for Horizons
    - Location: Athens, large city
    - Missing a sense of integration
    - No daytime activities
    - Only 4 classes included
- Short proposal with incomplete information

- **International Studies Abroad - Estimated Cost $2400.00**
  - **Pros**
    - Breakfast and dinner included
    - 2\textsuperscript{nd} largest city in Greece
    - 5 guest lecturers
    - Definitive Purdue classroom time
    - Faculty individual rooms
    - 2 nights in Athens
  - **Cons**
    - Far from Athens and nearby Athens
    - Laundry not included

After reviewing the pros and cons of each proposal, the Horizons team decided to proceed with International Studies Abroad due to their comprehensive proposal that included most of the things Horizons was seeking from a program. The initial contract was adjusted to reflect program needs beyond what was proposed. The final proposal is included in the Appendix A.

1.3 **Study Abroad Leaders**

The Director of Horizons took the lead in creating a process to determine who would work alongside her as a leader and instructor while abroad in Greece. The Horizons staff members were given a position description (Appendix B & C) along with an application to contend for the leadership role. Included in the application were five questions they had to respond to along with instructions on creating a lesson plan centered on global leadership. A review committee was chosen to review and score the two applicants based on a rubric. The study abroad leader selection was finalized in February. Rosa Villarreal and Joshua Milligan served in the 2015 experience as the program leaders and instructors.

1.4 **Course Length and Purpose**

The curriculum based in Global Leadership with a component of service learning was successfully implemented in 2014 and continued with slight tweaking in 2015. The Purdue instructional component took place over five class periods for a total of 5 instructional hours.
Group debriefing took place over a span of 10 class periods immediately following lecture. Guest lectures included 5 hours of distinct topics.

1.5 The Study Abroad Office
Once funds were confirmed and Thessaloniki was chosen as the destination site, Paula Memmer, Faculty Programs Coordinator with the Study Abroad Office, took lead as our liaison for the pre-planning and processing. Paula participated in the informational sessions and the pre-departure meetings, coordinated the flights for staff and students, and took lead in non-course related responsibilities. This was the first time Paula worked with Horizons due to a staff transition within the Study Abroad Office. The transition was seamless.

1.6 Course Advertisement
The request for proposal submissions were forwarded to the Director of Horizons on November 02, 2014 and the final destination and agency was chosen on December 9, 2014. Information about the study abroad program was officially released on December 29, 2014, about one month sooner than past Horizons study abroad programs. This year Horizons wanted to ensure students were readily equipped with the information prior to their winter recess. This would give them time to speak to their parents and save money for the deposit. An informative email was disseminated to all Horizons students inclusive of freshman through seniors.

1.7 Application Process
A study abroad application was required of all students who were interested in the Horizons study abroad course (Appendix D). Student eligibility requirements were as follows: students were required to have been enrolled in Horizons for at least one semester, be in good academic standing at the university, and not scheduled to graduate in May. Once applications were submitted, each student had to submit a non-refundable deposit of $200 by the due date of February 9, 2015. Horizons staff met on February 12, 2015 to review student applications utilizing the scoring rubric included in the Appendix E. A total of 22 students applied and submitted deposits with a limited 21 available spots. After a lengthy review and discussion, a decision on the final list of participants
was sent to students the same day. The student who was not accepted was placed on a waiting list. However, all original 21 selected participants remained in the program.

Table 1.1  Registered Horizons Study Abroad Students

The table below includes the student’s major at the time of enrollment in the study abroad program, gender, total credit hours, GPA, and average GPA of all study abroad participants.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Gender</th>
<th>Major</th>
<th>Total Credit Hours</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>Female</td>
<td>Management</td>
<td>47</td>
<td>3.69</td>
</tr>
<tr>
<td>Student #2</td>
<td>Male</td>
<td>Math Education</td>
<td>12</td>
<td>3.43</td>
</tr>
<tr>
<td>Student #3</td>
<td>Female</td>
<td>Accounting</td>
<td>73</td>
<td>3.63</td>
</tr>
<tr>
<td>Student #4</td>
<td>Female</td>
<td>Family &amp; Consumer Science Ed</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Student #5</td>
<td>Female</td>
<td>Management</td>
<td>84</td>
<td>3.6</td>
</tr>
<tr>
<td>Student #6</td>
<td>Female</td>
<td>Chemistry/Biochemistry</td>
<td>103</td>
<td>3.74</td>
</tr>
<tr>
<td>Student #7</td>
<td>Female</td>
<td>HHS/Pre-Psychology</td>
<td>55</td>
<td>3.62</td>
</tr>
<tr>
<td>Student #8</td>
<td>Female</td>
<td>Speech Language Hearing</td>
<td>39</td>
<td>3.81</td>
</tr>
<tr>
<td>Student #9</td>
<td>Female</td>
<td>Pre-Pharmacy</td>
<td>25</td>
<td>3.24</td>
</tr>
<tr>
<td>Student #10</td>
<td>Female</td>
<td>Pre-Vet Med</td>
<td>65</td>
<td>4</td>
</tr>
<tr>
<td>Student #11</td>
<td>Female</td>
<td>Health Science Professional</td>
<td>15</td>
<td>2.87</td>
</tr>
<tr>
<td>Student #12</td>
<td>Female</td>
<td>Management</td>
<td>58</td>
<td>3.17</td>
</tr>
<tr>
<td>Student #13</td>
<td>Female</td>
<td>FYE</td>
<td>49</td>
<td>3.24</td>
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<tr>
<td>Student #14</td>
<td>Female</td>
<td>Pre-Pharmacy</td>
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<td>4</td>
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<tr>
<td>Student #15</td>
<td>Female</td>
<td>Movement &amp; Sports Sciences</td>
<td>42</td>
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<tr>
<td>Student #16</td>
<td>Male</td>
<td>Mechanical Engineering</td>
<td>58</td>
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<tr>
<td>Student #17</td>
<td>Female</td>
<td>Law &amp; Society</td>
<td>17</td>
<td>3.57</td>
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<tr>
<td>Student #18</td>
<td>Male</td>
<td>Veterinary Technology</td>
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<tr>
<td>Student #19</td>
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<td>Biology</td>
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<td>2.51</td>
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<td>Speech Language Hearing</td>
<td>67</td>
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<td>Student #21</td>
<td>Female</td>
<td>Computer Graphics Technology</td>
<td>95</td>
<td>3.63</td>
</tr>
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</table>

Average GPA 3.45

1.8  Student Demographics

The student makeup representing STEM fields is 62%, this number increased from 2014 but remains consistent with the first two study abroad experiences. There were 16% representing business administration, this is an increase from previous years. Female participants far
outweighed the males 6:1 and the underrepresented minority (URM) population was slightly above the overall percentage of URM students participating in Horizons at 38%. 80% of students were in-state residents. 100% of students fall within the federal poverty income levels and 76% represented both low-income and first-generation to attend a four year institution.

1.9 The International Studies Abroad agency (ISA)

Following an organized, attentive, and effectively implemented program with ISA in Valencia, Spain, we felt very secure in our decision to proceed with ISA in Greece. ISA is a study abroad provider whose mission is to provide high quality education abroad opportunities to college students from around the world at an affordable price (studiesabroad.com). Our personal representative from the domestic ISA office was Diego DiLorio, Custom Program Manager based in Austin, TX. Together, Paula and Diego served as the primary facilitators for all information relevant to the pre-departure experience.

The ISA Abroad office contact in Thessaloniki was Spilios Osoffsky, the Center Director. Spilios hired three tour guides who accompanied us on the majority of our in-country activities. The ISA staff members arranged all in-country programming including ground transportation, housing, orientation, classroom logistics, cultural event planning, excursion accompaniment and planning, guest lecturer coordination, and service-learning site selection (Appendix F).

1.10 Pre-Departure Student Meetings

Over the course of the spring semester Horizons study abroad students were required to attend three pre-departure meetings. Each meeting was offered twice to maximize the availability for students. The instructors served as the primary facilitators and Paula guided students to ensure they completed all Office of Study Abroad requirements.

Pre-departure meeting #1 took place on March 2 & 5, 2015 to serve as an opportunity to introduce the students to each other through an icebreaker activity. In this meeting, Paula also provided student instruction for completing mandatory My Study Abroad forms and ISA forms. In addition, she reviewed program costs and announced the scholarship opportunity with instructions for applying. The students were encouraged to speak with a financial aid representative if they were
going to utilize their FAFSA for summer session. Included in this pre-departure meeting was information relevant to the free weekend excursion to Cyprus, time zone information, Facebook communications, and relevant downloadable electronic travel applications.

Pre-departure meeting #2 took place on April 6 & 9, 2015. Paula went over course registration and ISA forms. Horizons staff went over information about the Cyprus excursion, electronic converters, and the Global Leadership curriculum.

Pre-departure meeting #3 took place on April 27 & 30, 2015 and was led by Paula and the Horizons staff. Paula reminded students about the scholarship submission and introduced the study abroad photo contest. The Horizons staff covered a variety of topics including: bus arrangements to and from the airport, airline and baggage information, airport protocol and packing, electronic converters, an update on lecture topics by Greek professors, student conduct abroad, roommate information, meal times, and dressing while abroad.

1.11 Pre-Departure Staff Meetings
The Horizons staff conducted ongoing conversations with Paula Memmer throughout the semester and the Director of Horizons had direct email communication with Diego and Spilios a month prior to the trip in order to finalize all details. A Skype conversation with Spilios took place on April 15th with Diego, Spilios, Josh and Rosa to address any remaining needs prior to departure. Meanwhile, Rosa and Josh worked closely to finalize the Global Leadership curriculum and evaluation materials.

1.12 Travel Arrangements
Paula Memmer scheduled the flights for all Horizons students and Purdue University staff attending the study abroad experience through a travel agency, STA Travel Inc. The Horizons students and Purdue University staff traveled abroad as a group on a Lufthansa flight from Chicago, IL with a connection in Frankfurt, Germany before landing in Thessaloniki. The departing flight from Greece flew from Athens, Greece with a connection in Frankfort Germany before reaching Chicago, IL. Please see the Appendix for the complete travel itinerary. Ground
transportation was coordinated by Paula through the university and paid for from the subsidy, departing from and returning to Purdue University.

1.13 Evaluations

Two evaluations were disseminated to students, a pre-evaluation (Appendix G) distributed through email on April 23, 2015 via Qualtrics, and a post-evaluation (Appendix H) was distributed in person during our flight back to the United States. The pre-evaluation focused on the student’s general confidence, knowledge, abilities, and skills in relation to studying abroad. The post-evaluation focused on confidence levels in regards to how prepared the students were travelling abroad and how they adapted to living in another culture. All evaluations were collected and analyzed to include in this report.

Chapter 2 Global Leadership Curricula

2.1 Overview

The Global Leadership course was developed to include didactic content on global leadership while immersed in the city of Thessaloniki. The instructors and guest lecturers aimed to develop student understanding of global leadership success strategies and the skills to enhance leadership effectiveness as well as instruction on incorporating their experiences in career development. As students explored Greece together they were exposed to a breadth of diverse cultural experiences during which students were challenged to reflect on their emotional response and active participation within Greek culture and integrate these into their personal and professional worldview.

2.2 Course Objectives

The course was centered on the following objectives:

1. To provide a framework for the concept of global leadership.
2. To enhance student understanding of cross cultural competencies as it relates to:
   a. A willingness to engage
b. Cognitive flexibility and emotional regulation  
c. Ethno cultural empathy and tolerance of uncertainty  
d. Self-efficacy

3. Through investigating leadership across various cultures students will have an opportunity to reframe their definition of leadership through multiple lenses.

4. Through a discussion of cross cultural experiences students will learn to incorporate their study abroad experience into a networking context.

5. To provide classroom based opportunity for students to debrief on the impact of their cultural immersion.

The syllabus was centered on integral components that included the Horizons instructor and guest lectures, cultural and social immersion, personal and professional impact (Appendix I).

2.3 Course Assignments: Journal Writing

A portion of the students’ grade was directed at maintaining a structured journal throughout the course (Appendix J). The journal intention is to focus and reflect on their responses to lectures, their cultural and social exposure, and overall daily personal feelings toward their time abroad. There were a total of 8 journal logs that each student had to complete for the course. All journals were collected on a weekly basis by the instructors for grading and insight into the student’s experience.

2.4 Student Blogs

Students were to contribute to the study abroad blog site by submitting one entry on an assigned date that reflected on their experience up to that point. The submission was expected to include two pictures and a word requirement of 400-500. The blog was worth a total of 20 points. The blog is located on the following website: http://horizonstriothesaloniki.blogspot.com/.
2.5 **Class Participation & Guest Lectures**

Students were required to attend all assigned lectures and meetings. There were five lectures on Global Leadership given by Horizons leaders, 5 guest lectures, and 10 debriefing hours attached to each lecture hour. Please see below for a brief description of the guest lectures:

**Guest Lecture, Tuesday, May 5, 2015**- Maria Kalaitzopoulou was the first guest lecturer. Maria serves as an instructor of Modern Greek Studies at the American College of Thessaloniki. Maria taught the students basic Greek language skills on their second day in country. Maria provided each student with a packet of information that assisted students in developing conversation skills. Throughout her lecture, Maria challenged students to develop sentences aloud and provided opportunities for group interaction.

**Guest Lecture, Wednesday, May 20, 2015** – Mrs. Aigli Brouskou provided students a hands-on lecture and tour of the Folk Art and Ethnological Museum of Macedonia and Thrace. Housed in a neoclassical villa, students viewed exhibitions focused on the basic needs of human society of food, shelter, and clothing. Students also viewed the interactive exhibition of the traditional watermills of Macedonia.

**Guest Lecture, Thursday, May 21, 2015** – Dr. Mavrogeni provided an on-site lecture at the Institute for Balkan Studies on the history of the Balkan Peninsula. Dr. Mavrogeni touched on the history of territories, ethnic relations, country geography, and the effects of war within the regions.

**Guest Lecture, Monday, May 25, 2015** – Dr. George Anastasiades is a Professor at the American College of Thessaloniki in Economics and Econometrics. This was a particularly interesting and relevant lecture given the economic state of Greece. The students were able to ask questions openly and receive information about the economic status of Greece from not only an expert but from an in-country perspective.

**Guest Lecture, Thursday, May 26, 2015** – Dr. Lambrini Nassis provided a lecture on the Greek legal system. Dr. Nassis is a member of the New York and Thessaloniki Bar Associations and
works professionally within both countries in immigration law. As a professor in politics, international relations, and international law at the American College of Thessaloniki, she provided students with the political and legal structure of Greece. The students were able to gain an interesting perspective from an American Greek living in Greece.

2.6 Final Reflection Essay

Students were required to submit a six to nine page final reflection paper due by June 15, 2015 (Appendix K). The final paper was separated into five sections: personal impact, professional impact, social and cultural impact, and re-acclimation with appropriate citations. A brief description of each section has been provided:

*Personal impact*- The personal reflection provided an opportunity for students to revisit their journal entries to sum up the most meaningful experiences they had in Greece that prompted personal growth. Students were challenged to confront the expectations they had going into the trip and determine if they met, exceeded expectations, or fell short of what was expected.

*Professional impact*- The professional impact reflection pertained to the Global Leadership lectures and their summation of what global leadership means to them as it relates to their career path. Students were asked to reflect on their professional growth in relation to their development while in Greece and connect it to integrating the experience into their professional pursuits once they return to their country.

*Social impact*- This section gave students an opportunity determine what impact, if any, their service learning hours had on them on a personal level. It also provided students an opportunity to discuss the economic disparities in Greece and relate it to experiences they have had in the United States.

*Cultural impact*- This section allowed students to discuss what they observed during their experience and express their personal viewpoints of Greece overall. Students were to apply what they learned from their guest lecturers to their time abroad. Students were also asked to reflect on
the cultural differences that existed and any language barrier issues that they encountered throughout the trip.

Re-acclimation- Students were asked to write their reactions to re-acclimating to the United States once they returned. After reviewing their journal entries they were prompted to determine if their perception of the experience shifted once they have been taken out of the context of study abroad.

Chapter 3 Service Learning Site

3.1  Overview

All students took part in a service learning experience as a part of the course. The service learning involved working with a local agency called “The Smile of a Child” over the course of two days.

3.2  The Smile of a Child

On Thursday, May 7th and Friday, May 8th Horizons students and staff travelled with ISA staff to the offices of The Smile of a Child, a non-profit, non-governmental agency located in Thessaloniki. The Smile of a Child mission is to protect the rights of in-need children, and to support them physically, emotionally, and mentally. The organization uses 11 community homes throughout Greece to achieve this goal and has been in existence since 1996.

Horizons participants were asked to help with behind the scenes work as opposed to interacting more directly with the children of the program. In an effort to maintain their funding, The Smile of a Child sells small paper houses that are filled with candy. Grecians traditionally give these favors out at celebrations. The purchase of the houses assists in funding the organization. During the time volunteering Horizons participants were able to assemble a large quantity of these houses. Additionally, they assembled small informational tags that contained background information about the organization. These tags would then be attached to the house before being distributed.

During the second day working with The Smile of a Child the group was visited by one of the organizations employees. She was able to provide additional background about the work that they do. She also imparted to the students how meaningful the work that they were doing was. Up to this point some students had been slightly disappointed that they were not doing more to directly
impact the organization. However, the guest informed them that the projects were usually completed by elderly volunteers and that the work they accomplished in 10 hours would amount to months of volunteer work. After hearing this, the students were energized and excited to do what they could for The Smile of a Child.

Chapter 4 Cultural Excursions

4.1 Overview

Students were given the opportunity to experience Grecian history and culture through a variety of cultural excursions throughout Thessaloniki, as well as other cities in Greece and Cyprus. There were six events within Thessaloniki that were organized by ISA: a bus tour, movie night, a food and market tour, cooking class, a harbor cruise, and a Greek dance workshop. Additionally, ISA planned tours of Athens, while Horizons staff planned a weekend excursion to Cyprus. Horizons staff also worked with the ISA staff to plan excursions to Mt. Olympus and Halkidiki, Greece.

4.2 Open Air Bus Tour

On the second day in Thessaloniki ISA led an open air bus tour of the city. The tour followed a path that began at the famous white tower and wound through the historical areas of the city. From the bus students saw the Agia Sophia, the Arch of Galerius, Aristotelous Square, and the Bysantine Castle that overlooked the city. As the tour progressed they provided participants with prerecorded commentary about the surrounding sights. It was a great way to get a feel for the city so soon after arriving to Thessaloniki. As the weeks progressed students returned to many of the sites that the tour visited either as an official excursion or simply exploring the city during their free time.
Figure 1. Students and a Horizons leader after the open-air bus tour

Figure 2. Matt, Antonio, Garrett, and a Horizons leader overlooking Thessaloniki
4.3  **Thessaloniki Food and Market Tour**

Immediately following the first Purdue staff led class and debriefing, the group was greeted by ISA contacts and directed to the bus stop directly outside the hotel. After a short, but very cramped, bus ride the group arrived downtown and walked a few blocks to a small café. All the participants enjoyed an espresso along with Turkish delight. Antonis Theodorakis served as the tour guide during this excursion and met the group at the café. Antonis is a chef in Thessaloniki and was knowledgeable about the local market.

After leaving the café, Antonis began the tour at a flower shop where students learned about the history of the market and a nearby mosque. Students had the opportunity to browse and the women were all gifted flowers by the shop owner. The group then moved onto a bakery, Antonis explained the important role that neighborhood bakeries play in Greece. Students were each given a few baked goods to try. The group then moved onto the central part of the Modiano Market, an enclosed market spanning multiple city blocks. At the Modiano the participants stopped at the fish market and watched as the vendors called out to shoppers. The group proceeded to a cheese shop and sampled various cheeses and meats. The tour ended at a restaurant where students had the option to eat lunch consisting of traditional Greek dishes.

4.4  **Greek Dance Workshop**

During the students’ first weekend they were visited by a dance troupe from a local dance company. The troupe adorned period appropriate clothing and demonstrated traditional folk dances from around Greece. The dancing took place in the hotel which made things a lot more convenient, and helped the students to feel more comfortable. After each short performance they would invite the students to join in and taught them some simple dance steps. The students were able to learn three or four different dances over the course of about an hour and a half. The leader of the troupe, Thomas Georgiadou, was an excellent instructor. He was able to provide students with background information and history about the dances. Towards the end of the lesson he invited each of the three guys on the trip up one and a time to learn some more complex dance steps. They were a little nervous, but they did an excellent job.
Figure 3. Students at a cheese shop in the Thessaloniki market

Figure 4. Horizons students pose with Chef Antonis Theodorakis
Figure 5. Kathryn and Quynh with two of the dancers

Figure 6. Horizons students with the dance troupe
4.5 Mt. Olympus

During the scheduled free day on the first Sunday in Greece sixteen of the students as well as one of the instructors took a day trip to Mt. Olympus to go hiking. The ISA contacts helped to facilitate the trip, securing a shuttle bus and a tour guide. The drive from Thessaloniki lasted 45 minutes to the base of the mountain. The bus began the winding journey part way up the mountain and dropped the group off near the ruins of a 15th century monastery. The guide took them on a tour of the monastery explaining the history of the site along the way. From there the group hiked about 20 minutes down the mountain at which point they reached an Eastern Orthodox shrine that had been erected in a cave. The guide told the group a little about the history of the shrine and demonstrated a candle lighting ceremony with the help of some of the students. After the demonstration the group had lunch and the guide told them to prepare to return to the bus. The students asked if it would be possible to hike further. The guide said that they could hike down the mountain to the village of Litóhoro and meet the bus there. He returned to the bus and the students, along with the instructor, began the descent.

The excursion began at a leisurely pace, stopping to take pictures often. The path was shaded and the students were having a great time. For many of them this was the first time they had ever gone hiking. As time passed the group did not seem to be any nearer to the base of the mountain, after a little over two hours they spoke to a hiker who was heading in the opposite direction. He mentioned that they weren’t even half way to the base yet. At that point the group picked up the pace and did not take any additional photo breaks. The students were becoming more and more tired as the hiked continued on, but they did a great job of encouraging one another and pushing forward. Eventually the guide met them on the path, he had become nervous and came to find the group. Just as the students began to reach their limits they climbed to the top of a rise and saw the village below. This provided the students with the energy they needed to make the final push. Though they were exhausted and glad to be back on the bus the majority of them said that it was their favorite part of the trip.
Figure 7. Horizons students stop to get a picture while hiking Mt. Olympus

Figure 8. Hiking down Mt. Olympus
Figure 9. At the end of the hike
4.6  Halkidiki, Greece

Purdue instructors presented students with a second option for their free day on Sunday, May 17th. For those students who did not want to hike Mt. Olympus students had the option of traveling to the Greece’s northern peninsula of Halkidiki. Ultimately, five students and an instructor traveled by bus for approximately two and a half hours to the town of Ouranoupoli, the furthest of the Halkidiki peninsulas. This particular trip was an overnight trip. The Metropolitan Hotel in Thessaloniki connected the group to their sister hotel in Ouranoupolis, Halkidiki. The group arrived at the Theoxenia hotel where they proceeded directly to the underground tunnel that led to the beach. The group enjoyed a relaxing day by laying out in the sun and later the hotel arranged for a staff member at the Lemoniadis Restaurant to pick the group up at the hotel and deliver them to dinner near the ocean. The following day the group took a cruise tour of Mount Athos. Mount Athos is a peninsula in Halkidiki that contains twenty monasteries. The monasteries operate rather autonomously within Greece as it is administered by the Holy Community of Istanbul. Only men are permitted to enter Mount Athos and a permit must be obtained to visit the area. The tour took approximately two hours. Immediately following the tour, the group walked to the bus located in the center of town where they departed to Thessaloniki.

4.7  Sunset Harbor Sail

After the free weekend the students and Horizons staff reconvened in the hotel lobby where they were reunited with the ISA staff members. The group left the hotel and boarded a city bus that took them to a marina just southeast of town. From here they boarded three sailboats that would take the group on a tour of the harbor of Thessaloniki. The captains took the boats out of the marina and into the waters of the Aegean Sea. Once out in the open waters students were free to move about the boat, taking pictures with one another, and even pilot the boats themselves. The group sailed past the city that had been home for the past week and were able to see it from an entirely new vantage point. As the sun set in the distance the ships turned and headed back to marina, the group watched as the city came alive as the night set in.
4.8 **Hands-on Cooking Class**

Chef Antonis Theodorakis returned and met the group at the hotel to share his favorite Greek dishes. The cooking demonstration took place in the dining area of the hotel, the students gathered around the counter and watched as Chef Antonis first instructed them in making traditional Greek tzatziki sauce, a yogurt based sauce that is mixed with cucumber and garlic and is eaten with many of the dishes served in Greece. The students were able to help with some of the prep work, as well as with the mixing the ingredients together. Once the tzatziki sauce was finished Chef Antonis demonstrated how to make dolmades, which are grape leaved stuffed with seasoned rice. The students first made the filling then all they helped to roll the grape leaves. Upon finishing the group was able to enjoy the fruits of their labors as they snacked on the dolmades and tzatziki while taking pictures with Chef Antonis.

![Image](image.jpg)

**Figure 10. Mariella, Victoria, Taylor, Samantha, and Amanda enjoy the beach at Halkidiki**
Figure 11. Enjoying dinner in Halkidiki

Figure 12. Jenna, Anna, Sara, and Meagan enjoying sailing
Figure 13. Sailing into the sunset

Figure 14. Horizons students make dolmades
4.9 Outdoor Cinema

For the final cultural excursion in Thessaloniki the group took part in something that was incredibly unique to the city. In a number of locations around the city there were outdoor cinemas, which, as the name implies, show movies outdoors. These “theaters” utilize large outdoor screens and lawn furniture to create a unique movie going experience. Students, the Horizons staff, and ISA contacts attended the 2014 Al Pacino film *The Humbling*. While opinions on the movie were varied from person to person what was true for everyone was that this was a fun way to experience a movie. As the showing took place outside those students who weren’t as interested in the film were able to talk without interrupting those who did want to see the movie.

4.10 Art Tour and Class with Fotis Aspromatis

The hotel’s sales manager and incredible friend to Horizons Roxy Eco, arranged for a special and free event for the students. The artist who was displaying his art at the hotel, Fotis Aspromatis was in town from Athens and agreed to lead an Art class and provide a tour of his paintings. Fotis is a self-taught painter who was exposed to painting through his mother’s talent. He is considered a Figurative Artist and displays his works through displays throughout Greece. He presents his artworks as live pictures dominated by emotions, needs, aspirations, ambitions, and dreams of people. The event began with a tour of his paintings. Roxy served as the translator as students followed Fotis canvas to canvas. Following the tour students were given a large piece of paper with a sketch already started by the artist. The students were then allowed to continue the sketch through their own vision while being guided by Fotis. Each student worked diligently to duplicate Fotis’ talent while incorporating their interpretation. Students were incredibly grateful and gracious to Fotis, it was wonderful that he gave his time and talents to the group with no expectations. Ultimately, Fotis posed with the students as they displayed their art.
Figure 15. Horizons students and instructor displaying their sketches with Fotis

Figure 16. Horizons students with the chefs
4.11 Paphos, Cyprus

Horizons leaders pre-planned an excursion to Paphos, Cyprus during the study abroad free weekend. The excursion to Paphos was not included in the overall study abroad cost and was optional for students to attend. All 21 students opted to participate in the excursion that totaled and on Friday, May 22nd students and staff left Thessaloniki to travel to Paphos via Ryanair. While in the city the group stayed at the Pyramos hotel, which was located a few short blocks from the beach and nearby to many tourist destinations.

The Horizons leaders elected not to plan activities for the weekend, instead making it a true free weekend where students were able to explore Paphos at their leisure. Most students took advantage of the close proximity to the ocean and spent a large portion of their time at the beach relaxing. Other students visited a variety of historical ruins located in and around the Paphos areas. Most of these locations were simply located in the middle of neighborhoods and visitors were free to view them as long as they wanted. However, some, like the Tomb of the Kings, were more formalized and students were able to receive more information about the sites that they were visiting. Other activities that students took part in included: visiting a craft bazaar, parasailing, eating a picnic dinner on the ocean side, visiting local restaurants offering a variety of entertainment, visiting the local shopping mall, and of course, enjoying hotel rooms with air conditioning.
Figure 17 Posing on the beach the last day in Cyprus

Figure 18. Preparing for a day at the beach
4.12 Athens Excursion

During the final four days in Greece the ISA contacts planned a trip to Athens, Greece. The morning of May 27th the group boarded a coach bus and took a 6 hour bus ride to Athens. Upon arrival the group met the tour guide at the Athens Archaeological museum. The guide was phenomenal and was able to give a great deal of insight into the history on display. Despite stepping right off the bus and into the museum the students were fascinated by what their guide had to share with them. The following day the ISA contacts took the group on a tour of the Acropolis of Athens, one of the most recognizable sites in the world. The day happened to be unusually cold and overcast for that particular time of year, which worked out perfectly as the group did not have to fight the crowds that are typical. Once again the ISA guides proved to be an invaluable source of information and the students were blown away by what they were experiencing. After completing the tour the group visited the nearby Acropolis museum where students were able to see statues and columns up close.

The remaining time spent in Athens students were free to explore as they chose. One of the more popular stops was the Panathenaic Stadium which hosted the first modern Olympics in 1896. Students were able to run along the track and sit in the historic stands. Students also visited the Temple of Zeus and the Arch of Hadrian, among other antiquity sites. By this point in the trip students were very comfortable simply exploring the city on their own, and they took full advantage of that fact. On the last day in Athens, a group of six students chose board a one day cruise to the islands of Aegina, Poros, and Hydra. When they were tired of exploring, or shopping, or eating crepes and gelato they could retire to their rooms at the Hotel Astor, which offers one of the best views in the entire city.
Figure 29. Gabrielle and Virginia riding donkeys on the island of Hydra

Figure 30. Kathryn, Hailey, Taylor, Antonio, Jenna, Anna, and Meagan at the Temple of Zeus
Figure 31. Learning about the history of the Parthenon

Figure 32. Exploring Athens
Figure 33. Jenna and Antonio at the Panathenaic Stadium

Figure 34. Gyro lunch after our tour of the Acropolis
Figure 37. ISA Farewell Dinner

Figure 36. The last evening in Greece
Chapter 5 – Student Reflections

5.1 Overview

Over the course of the study abroad experience students were given the opportunity to reflect on their experiences through assigned journals and their final reflection paper. The following sections contain records of the students’ assessments of the experience.

5.2 Amanda Amari

I have definitely grown from this trip because it helped me in many ways. I made lasting friendships with my peers from Purdue who got to experience the same unique trip that I did. That is something I’m truly grateful for. I also got to experience so many different cities in a beautiful country. I had no idea what to expect in Greece and the beauty of the land and the kindness of the people there by far exceeded my expectations. It’s easy to get caught up in the tasks of everyday life and it can be hard to slow down sometimes and take the time to do something new and adventurous. I always knew that I wanted to travel but this trip helped me to see just how important it is to take time for yourself and to go out and experience the world and see it in new ways. I think the trip has helped me to grow because I really do want to become more culturally aware. There is so much that I do not know about the world I live in and I want to continue to learn about other people and other countries more now than ever before. I realize there’s also so much more I can be doing to help the world. I think that’s why I loved the community service experience so much. I did not expect that to be such a highlight of my trip, but for me it really was. I’m glad that so many thousands of miles from my home something I got to do while abroad is making a positive impact on the lives of others.

While the hard beds and the toilet paper bins were not my favorite, it made me appreciate that not everywhere is going to be the same and that’s okay. It was a good way for me to get a little out of my comfort zone and take on something new. Even the things I did not like began to not really bother me after a while which surprised me. So I would say that I adapted to it all pretty well. My experience in Greece has made me see that culture is a beautiful thing and it can create a totally new and exciting atmosphere. It has made me want to go out and experience all sorts of cultures and meet all kinds of new people in foreign places. Being home has its perks, but so does being
abroad. I can say that I will not take for granted what I have at home, but I also can’t wait to experience all that the world has to offer as I travel again in my future explorations of the world.

5.3 Mathew Basham

My most memorable cultural experience would most definitely have to be the café and market tour. That was so much fun and gave all of us such a new perspective on how people live their lives. When we started at the café I did not really know what to expect, all I knew was that we were getting some coffee and that from there, a tour of the market. Growing up in a small town I did not have a market to ever go to so this was going to be a completely new experience for me. We had to walk from the café to the market area and it was very obvious when we arrived there. They had all sorts of things, anything from food, to clothes, to accessories were sold there. Now since this was a tour it was very helpful to have our guide with us and that he has quite a few friends in the market. We stopped at the flower place that had all types of plants for cooking and just flowers you give to your significant other. Another place we stopped at was a bakery and this bakery was so kind to give us some fresh baked sesame ring bread that was to die for. When I go back home I want to learn how to make that bread so I can have it whenever I want. Also we stopped at a fish place that reminded me of the fish market in Seattle. Finally we stoped at a place that sold all sorts of cheese and they also gave us the samples. I foolishly put the whole small block of cheese in my mouth which was a terrible idea as I did not have any water with me or anything else to wash down the cheese. I learned after that block to take smaller bites and to make sure I have meat or liquid with me so I do not have to go through what I did on the first sample again. What that whole day had taught me was that the market was a crucial part of the city as a place to come together and socialize as well as purchase fresh food for themselves.

5.4 Mariela Carrasco

My most memorable experience was our farewell dinner. That event gave us all a chance to share our stories from the trip. That night was filled with so many laughs and memories, which I will always cherish. It was the perfect way to sum up our overall experience. At the dinner, I was able to see the bonds that we created over the three weeks; how we had all grown. We grew as a group, creating friendships and bonds, but we also changed our view of life in even the smallest of ways.
We all became more culturally aware and it showed. That night was a celebration of all our progress made in Greece. We learned and understood the Greek culture, a bit of the history, and even their economic situation. We are now better-rounded as a result. I can say, with confidence, that we all gained so much from this experience that it has changed us. I feel more empowered to be myself. I know that I do not have to change my personality in order to follow my dreams. I can use authentic leadership in my way of life. All I need is to keep working hard in order to achieve my goals. My confidence to be a successful leader has truly gone up. I have the knowledge and confidence to succeed in my future career goals. The experience has had a positive impact on me.

Studying abroad to Greece has surely provided me with a new topic to talk about during interviews. I may now give concrete examples of how I have adapted to different environments. I can speak about how I found new ways to communicate because of the language barrier. Using gestures, at times and even using Spanish worked. I had to try different things until we found a common ground. Also, I can talk about the many different historical sites we visited that have made me into a better rounded person and student. Expanding on the experiences and how I have grown from them would be the most important topic about the study abroad trip to review in my interviews. My experiences will show my adaptability, growth and the cultural competencies.

5.5 Faith Dalton

My most meaningful experience from the trip has to be walking around Thessaloniki without an agenda. There were at least two times where I went on my own and just walked around. By doing this I was able to see what it was like to actually live in Thessaloniki and to not been seen as a tourist. The first time I adventured out, I went to the seaside to write my journal and eat my packed lunch. I couldn’t complete my journal because I was too busy just people watching. I will never forget how it felt to actually experience Thessaloniki without being guided around and without someone else to distract me. After going off on my own I felt that I have grown as an individual. I am always the one to do what everyone else wants to do, but when I was by myself I did whatever I wanted. I really got the chance to learn what I was interested in and what I really enjoy doing. Also, being on my one caused me to take full responsibility of my actions. That is not to say that I haven’t done that before, but being alone caused me to think about what I was going to do and
how to be safe. Since being back home, I have made some very big decisions in my life and I know that I wouldn’t have been able to make those decisions without studying abroad.

After studying abroad, I would say I have also grown professionally. Before this trip I had an idea as to what global leadership was, but didn’t think it would be incorporated into my career path. Global leadership for me is about being able to lead and work with people from across different races, different cultural backgrounds, different home lives, etc. I now see that as a future educator I will be the one responsible for teaching my students about global leadership through my actions. I will have to be sensitive to cultural stereotypes and slang identification terms. It will be important that I make sure all cultures feel welcomed in my classroom and in my lesson plans.

5.6 Virginia Del Real

I can say that spending time in Greece has made me appreciate its culture and rich history. Before traveling to Greece, I really had no idea how much history we would be immersing ourselves in. I love learning new things, so all the history really made the trip exciting. Every day was different. The weekend in Athens definitely made me look at things from other perspectives. While at the Acropolis, I could not help but think, “Wow these ruins are hundreds, and thousands of years old, and here we are today standing upon them”. It really fascinated me how these huge monuments were built back then, knowing that machinery like the ones we have today did not exist.

While abroad, I was able to develop professional relationships, that I would have not of imagined. On the trip, I discovered that two of my classmates, Sara and Amanda, were also in the Krannert School of Management. Prior to the trip, I did not know either of them. Networking with these girls will be very helpful to me. After talking with Sara about what classes she is enrolled for in the coming semester, I found out that she would be taking some of the same courses as myself. I am really hoping that we are in the same sections of the courses, if not we can definitely study together. She also offered to lend me a book for a Business Law class that I will be taking in the fall.

After being home for a few days, I have realized how great of an experience this trip truly was and how lucky I am to have been able to travel with such great people. Looking back at all my pictures,
I remember all the good times we spent in Greece. I am glad that I took advantage of every opportunity that arose while in Greece and that I explored as much as I did. It amazes me how much we were able to see in just three weeks. This trip will forever be an unforgettable memory!

5.7  Jenna DeSousa

After reflecting on my time in Greece, I am saddened by the fact that I am no longer in the beautiful country but so unbelievably ecstatic by all of the memories I have collected. Each and every day I encountered a new opportunity. Ultimately, the most meaningful experience I had was hiking Mount Olympus. It wasn’t just any old hike on top of a gorgeous mountain; it was so much more than that. This was the point in the trip where I connected with all of the other students. I wouldn’t go as far to say that we were trapped on Mount Olympus, but on a 5 hour hike, there was no turning back. So instead of walking away from the situation, we all needed to keep moving forward. We collectively worked as a team and played each other’s strengths and finish the hike as a group. Throughout the hike, we told stories and talked, laughed, complained, etc. It was this point in the trip where I learned how to effectively maintain positive attitudes. In a somewhat difficult time, I realized I could put a smile on someone’s face to keep others motivated. I took this fact with me and will continue to build upon it as one of my strengths. This experience also taught me, that I am not as independent as what I initially thought. After this hiking expedition, I recognize the importance of working in a group and relying on others. Goals can be accomplished by the help of others, not just independently. I will take this lesson with me into my future endeavors, and begin to rely on more than just myself to achieve my goals.

The only thing I wish I could have done differently, is stayed in Europe for a longer amount of time. I absolutely love being able to share my stories, and even the infinite amount pictures, with others and tell them all about my experience. It was one of those once-in-a lifetime chances that I was able to grasp and I am so lucky to have had the opportunity. Even now, I still cannot believe I went to Greece. It seems like just a dream, but then I look at all of my souvenirs and remember that it actually happened. I wish I could have studied abroad earlier in my career at Purdue, because now all I want to do is travel! I want to thank Purdue and Horizons for allowing me to fulfill my dreams. This was the perfect way to start my summer and begin my final year here at Purdue.
Greece was an amazing experience for me, and I cannot wait to see what other fun and exciting opportunities my future holds.

5.8 Courtney Emerick

Before going on this trip I never thought that it would impact me as much as it did. I made it my goal to get out of my comfort zone and try new things, and I think I did a good job of doing that. Before the trip I was really worried that I would only talk to the people that I already knew, or I wouldn’t like anyone. But I made some great friends that I hope last through the school year. Another goal that I had for the trip was to try all the food. And I know that this isn’t a big thing, but I’m a very picky eater so I was afraid that I wouldn’t try anything. I can proudly say that I tried everything put in front of me. It’s not huge, but it definitely took me out of my comfort zone. I definitely feel more confident as a leader. At school the only leader that people talk about are those who lead up front all the time and that can be discouraging because that’s not me at all. I like doing things behind the scenes and I can be an up front leader when I need to be, but it’s not my strong suit. It was encouraging to hear Rosa talk about authentic leadership and how anyone can do it. It was also nice to hear how people have different leadership styles and that’s okay. It made me feel like I could be a competent leader at home, school, or work.

I would say that my views on different cultures changed because of this trip. I learned that the country isn’t always what you see in the movies or read about. There’s a lot more to Greece than what you see in *Mama Mia*. And I’m glad that the places we went weren’t right out of a movie, I think that gave it more culture, and I appreciated it more. This trip showed me that I need to be more open to other cultures and more willing to engage with the people. There are so many things to experience and coming in with an open mind will definitely help. There wasn’t a ton that I didn’t like about Greece. At first I didn’t like the slow paced meals, but I grew to love them. I’m always on the go and I rarely take time to sit back and enjoy things, so it was difficult for me to just sit there. But as time went by it became fun and I realized how relaxing it could be.

Looking back on the trip, I didn’t have a big life changing moment on the trip, but it was still an experience that changed me and shaped me. I feel more comfortable traveling and integrating into
a different culture. I feel better equipped to lead a group of people in a new situation. And I also feel more comfortable just being with a group of people that I don’t know so well. This trip was a learning experience in a lot of different ways and I’m glad I went on in. I’m also glad that I am able to see the changes that I have made in my life due to being in another country and being immersed into a culture that is not my own.

5.9 Samantha Fisher

I believe that I developed professional relationships with people while studying abroad. First of all, I got to really know Josh and Rosa who will be at Purdue with me. I am really glad I had the chance to interact with both of them because they are caring connections to have. I know that I will keep my professional relationship with both of them when we are back at Purdue because they will be there to help me with almost any issue I have! Spilios is a good professional relationship because he dealt with us during our time in Greece. He is a good connection if I would happen to travel again to that area or if I have any questions about Greece again. I plan on integrating my study abroad experience in my future interviews by sharing stories that show how I gained global leadership. I will explain that by this experience I have gained self-efficacy, which leads to improving and working on my global leadership skills. Using stories about my study abroad will make me a memorable candidate, and my stories can help me incorporate experiences that may not usually fit in an interview. This will be a great time to share how I have gained several key global leadership skills!

I truly miss our adventures in Greece, and I wish I could go back already! After being home for a few weeks, I have had so many chances to explain to everyone how amazing my experience was. I have realized that it is hard to explain the impact of this study abroad because you had to be there to see how great it was. My perception of this experience has done nothing but get better and better the more I think about it. I think back on the impact Greece has left in my heart and mind, and it is really fun to go back and read through the journal entries that I submitted while being there. They remind me of all of the great times we had, and what I was feeling on those days. They also remind me of what I had learned in lectures and applying them to my life. As I sit back and read them, I know that I will keep great perceptions about cultures and global leadership. I
could not have picked a better study abroad to go on, and I was truly blessed to have had this opportunity. Hopefully, I will be able to study abroad again so I can keep working and building my leadership skills.

5.10 Hailey Gloden

If I had to choose one moment that caused me to sit back and think about what exactly I am doing at this point in my life it would have the be the day that I went with Josh, Matt, and Katie back to the top of the hill to see the prison. While we climbed up to the prison and beyond I found myself wanting to explore new crevices and areas that were clearly not meant to be explored. I wanted to walk into rooms that were marked "Keep Out" or "Employees Only" to see what kind of things were so different or bad that they didn't want us tourists seeing. The isolation chambers of the prison is a perfect example of that. I was beyond tempted to find my way back there, but I didn't want to risk Greek jail or other punishment that would have awaited me. Seeing myself wanting to explore further was a big step. I have always had an adventurous heart but never the mind to actually explore. I made a goal to get out of that comfort zone and explore the world, and I did just that.

I found myself wandering off trying to find different ways to get places only to see the rest of the group a little ahead of me or looking at me wondering what on earth I was looking for. Something as small as choosing a direction signified a change in me. I'm not afraid to choose a path and go down it anymore. Being in Greece allowed my adventurous heart to conquer my wary mind. More than anything I made so much mental progress while away. Once the four of us finally got to our highest point we found this stunning view that allowed me to see the city in a way I hadn't before. It started to hit me that the world is a massive place. There is so much to it, there is still a lot of Indiana I haven't seen, not to mention the rest of the world! Looking out over the city cascaded a sense of peace over me. I had a sense of what I wanted out of life, a sense of who and what I wanted to be when I finally got back home. My mind didn't feel hazy anymore and for the first time in months I felt like I had an actual direction. I'm not afraid to reach out and talk to strangers, I'm not afraid to take a wrong turn, and I'm not afraid of feeling lost anymore.
5.11  Meagan Hughes

The most meaningful time that I had while in Greece would be when Sara and I participated in the 72 hour race in Thessaloniki. It was a charity race that we ran on a random week night. While both of us had run in long distance races before, this was like nothing we had ever experienced. The race was three days long and you could start or stop at any point. We wore a tracker on our shoes and for every kilometer we ran, a euro was donated to charity. We ran it at 10:00 at night so it was dark, and we escaped the intense sun. The atmosphere of the race, the local people, and my running buddy made the 10K goal we set easy to achieve. We came away from the race with a feeling of accomplishment, a better bond between us, and achy knees. Needless to say it will be an experience I will never forget. This kind of event opens my eyes to all the opportunities there are out there. Maybe I should set a new goal of running a race on every continent. Is Antarctica even possible?

I feel as though every experience you have in life changes you in some way. It can be good or bad. Running in the 72 hour race has definitely had a positive impact on me. In the past year at college I have struggled with finding the motivation and time to volunteer and help with charity. The sense of achievement I felt after completing the race reminded me how great it feels to help others. As soon as I got back from Greece, I asked my roommate, who works for Food Finders, about volunteer opportunities. I am excited to contribute to the community and help out where I can. This study abroad trip to Greece was better than I ever could have imagined. I knew coming in that I would grow personally from the overall experience. I gained so much knowledge and made spectacular friends. Over the span of three weeks, I learned a lot about myself. I got the chance to do a lot of self-reflection and learned what tests my limits. It is crazy how three weeks in a different culture affects you.

5.12  Katie Keifer

Seeing all the possibilities of exploration, in the food, culture, and the Thessaloniki itself, made me super excited. This excitement then bled into my personal attitude. From the start I was willing, and even eager, to try anything I could find and afford to try. I wanted to taste all the foods laid out in front of me, and I wanted to explore the entire city to see all that I could see. I had this
adventurous attitude sweep over me, and it washed away all the nervousness and worry I had about the trip. I was ready to take on the world, or at least Greece, and it felt really good. Back at home I was always picky about what I ate, and very hesitant to do anything outside of my comfort zone; but this new attitude drove me to seek out adventure and helped me to get the most out of the three weeks that we had.

Obviously sometimes you should be worried about what is to come, but at the same time you have to be open to new experiences to live life to the fullest. In the professional world, you can’t be afraid of approaching someone of a different culture than your own or branching out into topics you don’t know much about. One day when I go to professional conferences or symposiums and I avoid people or information that is different from what I expect will I gain anything from those experiences? If I continue to only go and do things when I know other people going instead of being more independent, how many new relationships and opportunities would I skip and miss out on? This study abroad trip has really made me ponder these sorts of questions and has helped me to work on developing these skills. One skill I had to develop was learning how to work around the language barrier. We were taught some basic questions and important words, but I felt like when I really needed to use a saying is when I couldn’t remember them. I think when the language barrier seemed to affect me the most was when we went to order food. Some places didn’t have menus in English, and I felt bad about how many questions I had to ask. On the other hand, asking questions and rephrasing my questions was the best way to work around the language difference.

My personal change in attitude pushed me to reach out and try a lot of new things. I also forced myself to approach my peers and form relationships that I hope will carry on now that the trip is over. Although most of my peers aren’t too much different than me, and the things that I did in country weren’t too crazy different, I took a step in the right direction to develop myself professionally.

5.13 Kathryn Moro

This study abroad experience was honestly one of the best experiences of my life. I was able to discover more about myself and grow as a person as well as learn about the aspects of Global Leadership. I think that the part of Global Leadership that came naturally to me was my willingness
to engage and my cognitive flexibility and openness. I think that when it comes to situations you have never been in before, the most important thing is to step out of your comfort zone and try new things. If you don’t engage yourself and try, you are not going to get the most you can get out of an experience.

I thought that it was going to be a little more hands on, such as actually working with the kids or picking up garbage to save the city, but it was not that at all, which surprised me. The work that we did made me feel accomplished because even though it didn’t seem like we did a lot, our work allowed the organization to raise money for the kids so that they can continue having homes to live in and food on the table. That is what matters in the end. We helped to change children’s lives. As someone who has lived out of a car at one point in her life, this made me feel better. Although we all complained about doing the task, I know deep down in my heart that it was the right thing to do. I think that it made me look at life a different way. I was lucky when I was able to move to Chicago, but it made me think of my brothers and what they were still going through in Las Vegas. Not knowing if they were going to go to school or if they were going to have a house or food. It made me feel happy and developed a desire to help the other children because I never want to have them experience what my brothers and I have experienced. So it made it worthwhile.

5.14 Sara Morrison

Thessaloniki, Greece. This is a destination that I never imagined I would be able to venture during college, if ever. I have been so blessed to have this opportunity thanks to Horizons, Purdue, and my family. Deep inside I knew that I wanted to study abroad at some point in my educational career but the concept seemed more on the fun side than educational which is why I steered clear of it. After this trip I found that presumption to be far from the truth. Studying in Greece for the three weeks that I did showed me more than I could learn in a school from my home country, nonetheless my home state. Studying in Greece improved my self-efficacy, expanded my ethnocultural empathy, and taught me to become a more authentic leader. This experience impacted me on a personal, professional, social, and cultural level and I came back home more prepared to take on the world.
During the trip we travelled to Cyprus for a weekend, while there I had the opportunity to meet a local business woman who owned a handmade-crafts store. She was originally from South Africa and had been the owner of a large real estate business but she moved to Cyprus years after her husband who was given a well-off job. We discussed business, relationships, politics, and, most intriguing to me, compost. We had the most interesting discussion over gardening with compost in South Africa, America, and Cyprus. After telling her that I plan to work with conservation and green business practices she motivated me to do just that. Hearing encouragement to continue what I am aspiring to do from an intelligent businesswoman in Cyprus who came from a successful business in South Africa made me feel significantly more confident in myself and my path in the future.

Discussing the concept of Global Leadership brought new ideas into perspective. Global Leadership differs from other leadership styles I’ve learned about in the Krannert School of Management. It is such a simple yet brilliant concept: knowing the world enough to collaborate, embrace, respect, and implement information from anywhere. This requires the growth of emotional intelligence, cognitive flexibility, self-efficacy, and cultural empathy which I believe comes along with travels, tribulation, and time. Personally, having Global Leadership presented in such a way motivates me to implement it more into my career path. I still am not sure which path I will be taking but I know that I will be a stewardess to nature. The state of the environment is a global issue and being able to work cohesively with, literally, every part of the world is vital.

5.15 Quynh Nguyen

It’s been two weeks since I left Greece, and five weeks since I flew out of my comfort zone into an unknown country, a new experience, and three weeks of exploration and learning. I couldn’t have asked for a better first-time study abroad experience in Greece with a great group of people. When considering the topics that we covered I think cognitive flexibility and openness came to me naturally because I feel like I’ve always tried to see things from different perspectives. I also feel like I’ve had to be cognitively flexible and open throughout my life since I moved to the US. By adapting to American culture, I learned to be open and learn new things and work that into my
life as an Asian American. There are two parts to me; the Asian part with traditions and culture at home and the American part where I attended school and did typical activities growing up. I’ve also learned to think about both cultures and not lose the other part of me by embracing a multicultural upbringing. This is one of the cultural competencies I’ve experienced first-hand. It allow me to be able to incorporate this cognitive flexibility into my life at a younger age has helped me appreciate diversity and culture more as I matured and understand other cultures. It made it easier to adapt in Greece and learn the culture.

Now that I’m back, I feel more confident in myself because I found out what I was able to do for myself that I wouldn’t have known if I hadn’t studied abroad. I’m more willing to do something more adventurous, too. The major thing that I’m trying to do more is take a breather once in a while and not be completely overwhelmed with work and school. There is more to life than just that and sometimes I get too focused on working hard at my goals that I may neglect other important aspects of life like spending time with friends and family. I can see how happy and relaxed Greeks are throughout the day at the cafes. They take a break during the day and strengthen relationships with people.

5.16 Nhu Pham

Even though it was only three short weeks, I felt like I have experienced and learned more than I’ve ever had before. The most meaningful experience I had in Greece was the interaction with the waitress that spoke very little to no English. It was a free day and a small group of us decided to go explore some museums on our own. We stopped at a local outdoor family restaurant for lunch, and the waitress spoke very little English. She had a very apologetic and disappointed look on her face due to her lack of English and giving us the wrong order, but I think we should have felt more apologetic toward her because we were the ones being ignorant. We came to Greece to learn about their culture, so we should be the ones trying to speak their language instead of having them accommodating us due to our lack of communication skills. Despite the lack of communication within our group that day, I think most of us handled the situation well. Most of us were patient and used a lot of hand gestures to communicate with the waitress. Not all of us got what we ordered, but we all enjoyed what we got. The restaurant owner gave us free desert to make up for the
language barrier even though it was not their fault. The experience was very meaningful to me because I empathized with the waitress. I have watched my parents experiencing that pressure and frustration many times due to the language barrier, so I’ve learned to be patient and understanding of others. If we keep our emotions under controlled and treat each other with respect, problems will be resolved much easier.

My main goal for this study abroad trip was personal growth. While in Thessaloniki, my curiosity about Greek pharmacies compared to those in America brought me into one of the many pharmacies with the distinguishing green cross sign. I ended up talking to the pharmacist and her husband for a whole hour. The experience was so valuable because not only did I go out of my comfort zone, I immersed myself into the cultures and expanded my professional network. I learned a lot about Greek community pharmacies that I could take back home and share with my coworkers and employers at my current job. Additionally, I can tell this story at future job interviews to show employers that I can adapt to changes and am willing to learn and engage anywhere. I’ve learned how to navigate and get around new places. Most importantly, I feel more comfortable with changes, and I am less serious and hard on myself compared to before. My family has noticed my more loose personality since I got back. My parents told me that they liked this new me, and I should not feel guilty about this change. It’s amazing to think how much three weeks can change a person. I am so glad I went on this study abroad trip. My whole experience abroad made such a huge impact on me that I am considering another study abroad trip in the near future. No matter where I end up, I will be more prepared and able to handle it.

5.17  Taylor Rhymer

Greece, for me, was full of meaningful experiences, I felt like I learned something new about myself every day. My most meaningful experience had to be when I was simply walking around with Sara. I don’t like to adventure or wander off to places that are unfamiliar to me but when I went with her I saw so many things that I would have never seen had we stuck to the normal path back to the hotel. I am not the type of person who can just wander through the streets without knowing where I am going and not having any real purpose to what I was doing. After my adventure with Sara I realized that sometimes not always knowing where I am going is not a
terrible thing and sometimes it can be really neat. I was able to see some of the differences between a city in America and a city in Greece. This experience has helped me to see things in a different way now. I feel like I don’t always have to go somewhere with a purpose and that wandering around and seeing new things is all right. It used to freak me out not having a purpose for going somewhere or having to go all over for one thing but now I don’t really mind.

I was not expecting to grow as a person on this study abroad trip. I figured I would go have a good time but not have life changing experiences that would help me develop and change. As I look back over my journal entries or think about the group debriefing sessions I realize that those life changing moments did exist, that I’m not the same person I was when I left. This was surprising to me because I am not normally the type to look into the deeper meaning of things. I like to take things as they are and not see if they have more meaning to me. I always thought it was easier to not have to look too far into it and see how it would affect me some day. Now that I am at home I find myself more willing to try new things and not wanting to be in such a hurry all the time, I try to tell myself it is all right to relax and socialize with people. So while at the start of the trip I didn’t have the expectation of growth I realize now that I have changed, I was able to see things from a different perspective and I am glad I was able to experience Greece as a part of this trip.

5.18 Antonia Rosa

Thinking back on those three weeks I am flooded with multiple memories and moments that I will cherish for a lifetime. There is an experience that stands out more than the rest, except it’s more of a collection of experiences. What held a lot of meaning to me during the trip was the debriefing that took place after the lessons we had each day. It was always really great to hear how everyone else was experiencing the trip throughout the three weeks. It was during debriefing that we were all together and you were able to see how much each of us were growing, both individually and also as a group. I loved how those few minutes after class allowed everyone to share their stories of what happened the day before and also helped everyone make plans with one another. I also appreciated how when we were debriefing it was evident that it was a safe place to talk freely about anything that had happened so far, whether it was good or bad. There were a couple of times during the trip that some tension arose within the group, but it was always easily talked through
during debriefing which I thought was amazing because it allowed everyone to clear the air and continue to enjoy the trip.

The debriefing sessions really showed how everyone was changing throughout the three weeks we were there. I especially noticed myself growing as the days went on. I am not the most social person, and I usually keep quiet when I am around people who I am not familiar with. I think that it was pretty evident in the beginning of the trip how shy I could be, I hardly talked to anyone unless they spoke to me first. During the first couple of debriefing sessions I remember I made myself speak up because I didn’t want to miss out on any easy participation points. However, after the first few days I didn’t speak because I felt I needed to for my grade anymore, I began to speak during debriefing because I really wanted to express how amazing the trip was going and I wanted to let everyone know about all of the different experiences I was having. I believe that if someone were to sit on the sidelines and look in on our group during each of our debriefing sessions, they would also have seen how much each of us grew throughout those three amazing weeks.

5.19 Shenetha Shepherd

The Global Leadership course we took in Greece gave me a new idea of what it means to be a leader. In the future, I plan on being a lawyer and possibly go into politics; in both those careers, I believe it’s important to be a leader on a global scale. Because both center around laws and regulations that affect many diverse groups of people, it’s important to be a global leader, which means being aware of other cultures and maintaining an open, tolerant, and empathetic attitude towards people and ideas you may not be familiar with. The global leadership skill that came most naturally to me was willingness to engage, and that was not only with my study abroad group but with the native Greek people, as well. One example of this was when I went out with some of the other students and, instead of just staying to ourselves, we all made attempts to talk to the natives. I met a very nice girl who complimented me, and I actually ran into her later in the trip and we greeted one another and chatted briefly; the whole encounter really pleased me because I felt like I was doing a good job of interacting and getting involved in the city.
The skill that came most difficult to me was remaining tolerant of uncertainty, which I think had more to do with the fact that the trip was my first time traveling out of the country. Because of that, I think I was very susceptible to being unsettled at times, especially when I encountered new things that I was uncertain about. Given the circumstances, I believe I handed everything pretty well, and now that I have had that experience, I think it will be easier for me to practice my tolerance of uncertainty better in the future. Despite this nervousness the group quickly developed a rhythm in the city. I think a large part of our--or at least my--speedy acclimation was because we became so comfortable with each other; from the first day, it was like we were already friends, and knowing that we could depend on one another as we explored and had adventures, made those things seem less alarming. I think that’s one of the things that had the biggest impact on me, as well. I’ve been a part of groups before and I’ve never encountered so little conflict between so many people. Both becoming comfortable with the others and with the city, was easier than I had expected it would be.

5.20 Garrett Swisher

As I look back over the past three weeks abroad, I realize just how many experiences I had. Compared with my normal life, there were enough to fill an entire year. Every day was something new and exciting and that made it so special. Some were learning experiences about Greece and some were learning experiences more about me. The most meaningful experience I had was one more related to who I am as an individual. Before this trip I was reserved and shy. I was never the kind of person to just talk to someone I didn’t know and open up. Because of this, it was always hard to feel part of the group and make friends with people. At the beginning of our trip, I challenged myself to be more outgoing and get to know everyone better and I can say that I did just that. I got to know everyone and made friends with a lot of the people in our group. It was very rewarding. This is one way I have grown personally. I hope to carry on the ability to be open with people so I can make more friends and enjoy life to the fullest. Besides this, I have also grown in my ability to tackle unknowns. Many times while we were in Greece, I was faced with something I was unfamiliar with. For example, sometimes it was to do with communicating to someone who spoke no English and sometimes it was finding directions to get to a place I was
trying to find. I learned that I was able to do it all. Some of it was difficult, but I made it out of every one of the situations I got into.

Being able to relate my experience to others will be an important tool to master when it comes to the interview process. Self-efficacy was a skill we talked about in lecture one day and having that skill would come in handy when an employer wants to know more about our trip to Greece. During an interview, I would talk about how we adapted to the Greek culture and tried to learn as much about it as we could. I would talk about the times we were talking with locals and explaining to them where we come from and some differences between home and being abroad. I would also talk about our lectures over global leadership and how the skills we learned in that class could be put to use in many different situations. I think that employers are interested in not just the things you know, but also how you could employ the skills in the job you would be doing so I would try and find ways to relate what we learned in Greece to the job I would be applying for.

5.21 Gabrielle Torrez

While in Greece I found myself behaving more like myself, my real self, as how I do when I’m back home, around my family and childhood friends. I noticed that the barrier I have known to exist between home and school had literally vanished while I was surrounded by a great group of people while abroad. During debriefing, I noticed a lot of people were also shocked at how much they had opened up. I’m not sure what it was for all of us, but it clearly ended up being the best favor we did for one another.

As an American, I couldn’t really come into a land that isn’t my own with a mindset like I was still back home. I had to keep an open mind and tell myself it was going to be a little difficult at first, but with time I would get the hang of the language, the everyday routine, and the ‘weird’ things I saw that weren’t the norm where I’m from. This made it easier to enjoy my stay rather than get caught up in worrying about how to do things to their liking. The language barrier was my biggest concern at first and I’m so thankful for our first lecture on Greek survival. She made learning the basics so easy and fun, and by the end of our trip we were super skilled with our basic pleasantries.
My view on different cultures has been impacted in a way such that I have a greater respect for those who do things differently than I would. It’s not necessarily easier or harder, but just different, and that in different regions and countries altogether, you can spot differences in the cultures. Compared to America, I really like the slow paced life, nobody’s in a rush, nobody has to hurry and go to work, being an American, their way of life seems like a vacation and I really like it.

5.22 Shi Han (Anna) Zhang

My expectations for the community service portion of the trip was completely different. I thought we would be doing really hard labor outside such as fixing up houses or mowing the grass. So when we got there and entered a room and started folding houses I was a little disappointed. In my mind, community service meant physical work towards a specific goal. I want to make a difference in the world and I am very driven by that so when I walked into a room that was nice and we got to sit for hours just folding little houses, I felt completely useless. But when one of the coordinators came in and gave us a little bit of the background and how we are really helping, it changed my perspective on the whole thing. It showed me that the little things that may seem useless are what often means the most. I might be just one person out of the twenty-three helping out, but when all of us came together it was basically an army working together no longer just a small person versus the world. Smile of the Child impacted me personally, because it made me realize that if I want to do something I need to go after it. Seeing how such a small child can influence this entire organization reminds me that I need to find my passion again and start pursuing it. And my passion is helping others, I think that’s why I kept pushing myself to keep making those cards, though it was long and tedious I knew that if I kept going the end result will be so worth it.

My perception of the experience after being home is honestly being grateful for everything that I have here. After being at Athens for about four days and seeing such young children basically beg for money, it makes me really sad and it really is depressing. I am very thankful that I have family and friends here, a wonderful home, and a community with not a whole lot of crazy drivers. But looking back at three weeks we had in Greece it seems unbelievable that I went through it all and visited so many historic sites. It was without a doubt a dream come true. And although we are
home now without good gelato, crepes, and juices we still have the memories, the friendships, and the experiences that will forever be with us.
Chapter 7 Evaluation

6.1 Student Learning Outcomes

Student Learning Outcome #1
Results: 100% / 16.5% increase

90% of Horizons students participating in the Global Leadership abroad program will increase his or her ability to appreciate others from different backgrounds he or she encounters as evidenced by fulfilling and passing course requirements and the pre and post evaluation resulting in at least a 10% overall average increase in confidence.

Domains:
 Diversity & Intercultural Development
 Personal Development

Tools:
 Course requirements: journal writing, final assignment
 Overall participation
 All evaluations: pre & post evaluations, non-comparative evaluation

Data Source:
 Qualtrics evaluation
 Banner grade system
 Grade log

Student Learning Outcome #2
Result: 100% / 16.5% increase

90% of Horizons students participating in the Global Leadership abroad program will increase his or her confidence in functioning effectively in a new environment or system as evidenced by successfully completing their program in a homestay, fulfilling and passing course requirements and completing the pre and post evaluation resulting in at least a 10% increase in confidence.

Domains:
 Diversity & Intercultural Development
 Personal Development
Tools:
- Course requirements: journal writing, final assignment
- Overall participation
- All evaluations: pre & post evaluations, non-comparative evaluation

Data Source:
- Qualtrics evaluation
- Banner grade system
- Grade log

Student Learning Outcome #3
Result: 100% / 15% increase

90% of Horizons students participating in the Global Leadership abroad program will increase his or her ability and confidence to demonstrate a level of facility communicating with people from other ethnic and/or linguistic backgrounds as evidenced by successfully completing their program in a homestay, fulfilling and passing course requirements and completing pre and post evaluation resulting in at least a 10% increase in confidence.

Domains:
- Collaboration & Interpersonal Skills
- Diversity & Intercultural Development

Tools:
- Course requirements: journal writing, final assignment
- All evaluations: pre & post evaluations, non-comparative evaluation

Data Source:
- Qualtrics evaluation
- Banner grade system
- Grade log

Student Learning Outcome #4
Result: 100%
90% of Horizons students participating in the Global Leadership abroad program will develop his or her own personal understanding of the concept of global leadership as evidenced by attending class lectures and completing reflection assignments with a C or better in confidence.

Domains:
- Academic Success
- Diversity & Intercultural Development

Tools:
- Course requirements: journal writing, final assignment
- All evaluations: pre & post evaluations, non-comparative evaluation

Data Source:
- Qualtrics evaluation
- Banner grade system
- Grade log
6.2 Pre and Post Comparative Results

One of the biggest obstacles that first-generation, low-income students face in their journey to study abroad aside from financial constraint is low-confidence in their abilities to study abroad. Through evaluation, it is important to demonstrate the direct impact on confidence levels that a study abroad opportunity has on students from underprivileged backgrounds and the overall growth they experience. In summary, through pre and post assessment, student confidence levels increased by an average of 16.5% across all topic levels and 100% of individual topics indicated a measure of increase. The topic that experienced the greatest growth in student confidence was cross cultural communication with a 42% increase. Confidence in knowledge of their discipline in a global context experienced an increase of 33% while the topics of navigation through unfamiliar environments, ability to perform their job in a global context, and confidence in demonstrating cultural sensitivity increased an average of 22%.

Students were asked to rate their confidence in the areas of general knowledge, abilities, and skills according to the topics below (T1-T13).

![Bar graph showing pre and post test results for various topics](image)

- **T1: Goal Setting** (Pre/n=21 Post/n=21)
- **T2: Navigation through unfamiliar environment** (Pre/n=21 Post/n=21)
T3: Cross-cultural communication  (Pre/n=21 Post/n=20)
T4: Ability to solve problems  (Pre/n=21 Post/n=21)
T5: Ability to solve conflict  (Pre/n=21 Post/n=20)
T6: Knowledge of your discipline in a global context  (Pre/n=21 Post/n=21)
T7: Ability to get a job in your field of study  (Pre/n=21 Post/n=20)
T8: Ability to perform your job in a global context  (Pre/n=21 Post/n=19)
T9: Ability to make a difference in the world  (Pre/n=21 Post/n=21)
T10: Ability to lead others  (Pre/n=21 Post/n=21)
T11: Achieving your life’s aspirations  (Pre/n=21 Post/n=20)
T12: Taking action to decrease other people’s suffering  (Pre/n=21 Post/n=21)
T13: Cultural Sensitivity  (Pre/n=21 Post/n=21)

6.3 Non Comparative Post Results

Students were asked to indicate their study abroad preparedness post study abroad according to the topics indicated below (T1-T11). N=21

![Bar chart showing the number of students at each level of preparedness for each topic.](image)

T1: Feel better equipped to become a leader
T2: Function in your host country’s culture and society
T3: Practice your discipline in different social or cultural settings
T4: Professionally collaborate with persons in your service-learning environment
T5: Work in a cross-cultural environment
T6: Approach problems from different perspectives
T7: I accept cultural differences and am tolerant of other cultures
T8: I know one or more people from another culture to the point where my ideas about that culture have changed.
T9: I am much more confident and self-reliant since studying abroad
T10: I have much more empathy for other people’s suffering
T11: I gained more from my service-learning project than I gave

Student’s were asked to rate their overall study abroad experience (n=21):
Student’s were asked to rate how confident they are in referring to this experience in future job interviews or at career fairs (n=21).

![Bar chart showing confidence in referring to study abroad experience]

Student’s were asked to indicate which of the following were important to them (n=21).

![Bar chart showing number of students indicating the importance of various aspects]

Students were asked if they would recommend the Horizons study abroad program to their peers (n=21).

6.4 Student Written Responses- Post Evaluation

The most valuable experience while abroad was:

- My most valuable experience was connecting with my fellow classmates and the Greece natives. I really enjoyed my time in Greece, but it was made more enjoyable by the people I interacted with.

- I really enjoyed working with Smile of a Child. It felt great knowing we made a positive impact on the organization and ultimately helped children. When one of the workers from the organization explained how it is that they help the children, I could really tell in her voice how passionate she was about helping children. Making the little houses was actually fun and it gave us a chance to interact with one another.

- Learning how to adapt to a situation where you are in unfamiliar territory.

- To me, the most valuable experience was hiking Mt Olympus. Even though most of us were not properly equipped for the hike, especially me, we persevered and encouraged each other, shared our food and water, and made it through the whole trail. I think we definitely worked as a team, a unit, a family.
• I felt that the most valuable experience was being able to understand and show empathy to another culture. I love cultures and I want to learn so many things. I felt that this study abroad trip helped me broaden my mind and my views on culture.

• It was the whole experience that was valuable. I was able to do so much during the duration of this trip, which really helped to immerse in the culture and learn as much about the history as possible. ISA had so many planned events for us to learn about cultural differences and become a better global leader. Hiking Mt Olympus definitely showed my strength and ability to work as a team and rely/trust others. This particular experience taught me the most about my global leadership skills.

• For me, the most valuable experience while abroad was all of the new friends that I made and the people that I met. It made being in Greece a great experience. It helped me understand more about the country and it helped me open up.

• Being thrown into a foreign country with 22 other (mostly) strangers and making good friends as a result of it, because of a positive attitude and an open mind. The willingness to work with each other was evident in everyone and it made it easier to get along with and get to know everyone.

• My most valuable experience: during my free time, exploring on my own and learning how to navigate, communicate, and embrace a culture that I have not experienced every before. I learned how to build confidence and cultural efficacy.

• Having a world of possibilities. Being able to explore a new culture and make my own assumptions.

• Meeting new people who are different from me and getting to know them. Also learning new things that I am capable of doing.

• I really enjoyed the food and market tour as well as all of the events we did with ISA. They helped me to really get to experience Greece and all it has to offer. Sailing in Thessaloniki and visiting the Parthenon in Athens were by far my two favorite things on the trip.

• My most valuable experience was being in another culture, in general. I had many misconceptions about Greece and their people and I felt that spending so much time in another place helped me see past those preconceived ideas. I know now to give people a chance and get to know them and not their stereotypes.

• It's hard to pick out the most valuable experience in study abroad. I think I gained some insight in myself and what I'm capable of while I'm traveling without family and with a group of students I don't really know. I was more confident in myself to talk to strangers, whether it was at a cafe, at the salsa club, or just anyone on the streets. I felt empowered to be able to do that and it was definitely an experience outside my comfort zone.
• My most valuable experience was our market tour during our first week. We were able to interact with locals, try out different traditional foods, and begin creating a bond within our group.

• For me, the most valuable experience while abroad would be the times we got to explore on our own. Putting yourself into a culture that is foreign to you without instruction is, to me, the first step to achieving global leadership.

• Experiencing a culture that I was not used to, and practicing my communications skills. I learned a lot about myself while being in a new environment and gained a lot of cultural sensitivity.

• Learning to see the world from a different perspective and being able to put into perspective how global the world really is.

Please provide a brief comment on your experience with ISA staff, positive, negative, or both.

• The staff of ISA was extremely helpful and kind. The events they arranged made the trip very exciting and really helped me get immersed in the culture.

• The ISA staff was great! They were all very well organized. The staff did a great job of choosing fun activities for us to do. I loved the market tour and the dance workshop.

• Everyone involved in the program from ISA was amazing! They were extremely nice and very helpful. I appreciate everything they did for us. (6)

• Everything was absolutely perfect. Everyone was so nice and welcoming! I felt Ana really worked well with us and integrated into our family dynamic perfectly. We were always excited to hear all of their stories and recommendations. A little more experience for some of them is the only thing lacking, but they did wonderful with us being their first group.

• I loved the staff! I wish they could have all accompanied us on all our ISA activities. I really appreciated their openness to our questions about anything and everything. We even had a whole conversation with Anna about comparisons between Hispanic and Greek cultural traditions as far as weddings, 15th birthdays and religious traditions. I really appreciated that they were all so kind to help many situations, be it physically or just offering words of encouragement.

• ISA did a great job setting up a great agenda along with plenty of free time. They were able to provide us with many cultural experiences and community service opportunities. Many of the ISA members were more than helpful. I felt as if the experience would have been less eventful and less meaningful if they hadn't been involved.
• My experience with the ISA staff was excellent. Spilios was so easy to talk to and inviting. Also, the information that he gave us, as well as the two young ladies, was extremely helpful. I will miss their company. They were surely a big factor in my study abroad experience being a success.

• Everything was absolutely perfect. Everyone was so nice and welcoming. I felt Ana really worked well with us and integrated into our family dynamic perfectly. We were always excited to hear all of their stories and recommendations. A little more experience for some of them is the only thing lacking but they did wonderful with us being their first group.

Please provide a brief comment on the effectiveness of the global leadership course and its instructors (specifically Josh and Rosa).

• This course was very effective in teaching us cultural intelligence and also how to be better leaders overall. Over the course of the trip, we found ourselves in situations out of our comfort zones and we were able to adapt to the situations and move on. Rosa and Josh both did an exceptional job of teaching the classes on leadership. They both teach in a very clear and thorough manner. I enjoyed their interactive teaching style.

• Coming to Greece, I thought I had an idea of what global leadership was. Josh and Rosa did an amazing job teaching me the importance of global leadership and the impact that it has on the world. They also helped me to see how I can use it as an individual with my career, not just in a class setting.

• The course changed not only my perspective on global leadership, but also my perspective on leadership as a whole. Because of this course, I feel more able to go out in the world and fulfill my purpose completely. Rosa is one of the most influential people I have ever met and because of her openness and support through this trip I have gained various new skills that will forever benefit me. Josh's ability to respect and contribute rationality to this trip has had a monumental impact on how I now view the world and those in it.

• The lectures Josh and Rosa held really helped me understand what it means to be a global leader and how to develop the skills necessary to stand out as a leader. The course as a whole was very beneficial and educational.

• The global leadership course definitely made me see differently what it means to be a global leader. Both Josh and Rosa did well on the lectures by their personal stories to help us relate. I really appreciated Rosa's life story that led her to become an authentic leader and it was very inspiring to me because I can somewhat relate to her story. I enjoyed Josh's lectures as well because his laid back teaching style made me feel comfortable and more likely to participate. This was not a big problem, but I wished the classroom was a bit bigger so I could hear better during small group discussions.
I learned more about my personality and who I am, as mentioned earlier. This trip has helped me to pinpoint my strengths and weaknesses when it comes to my leadership style. I will take this with me into the beginning of my career. Josh and Rosa were absolutely fantastic. I got to know them on a more personal level, but more importantly, I really put a lot of trust in them. Throughout the entire trip, I knew they had all of our interests at heart and did everything to make this trip impactful and memorable. I wish I had more time with them and am looking to further our relationships.

I thought the course really opened my eyes to a new type of leadership. It was very interesting and something that made me excited to learn. Rosa was awesome and was very personal which I need. Josh was very informative and enjoyed listening to him teach us.

Overall, both were fantastic as I was glad to have them as our instructors. They gave support when needed and were not overbearing. I would have liked talking with them more one on one, but that isn't necessarily something needed for the study abroad.

Rosa and Josh did an amazing job. They really helped us to understand what it means to be a global leader, but they also made the trip really fun and educational.
## Final Course Grades

<table>
<thead>
<tr>
<th>Students</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Student 1</td>
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</tr>
<tr>
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<td>A-</td>
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<tr>
<td>Student 20</td>
<td>A</td>
</tr>
<tr>
<td>Student 21</td>
<td>B+</td>
</tr>
</tbody>
</table>
APPENDICES
Appendix A

Custom Program Proposal

Purdue University
HORIZONS in Thessaloniki
Summer 2015

Proposal prepared for:
Paula Memmer
Faculty Programs Coordinator
Purdue University
Programs for Study Abroad
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Proposal prepared by:
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Custom Program Manager
Italy and Greece
International Studies Abroad
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About International Studies Abroad

For over twenty-five years, International Studies Abroad (ISA) has been helping students learn about their world. ISA currently offers study abroad programs in Argentina, Belgium, Brazil, Chile, China, Colombia, Costa Rica, Cuba, the Czech Republic, the Dominican Republic, England, France, India, Ireland, Italy, Japan, Jordan, Morocco, Peru, South Africa, South Korea, Spain, and Thailand.

With its diversity of programs at more than 50 academic institutions throughout the world, and the dedication of its experienced Resident Directors, ISA provides support for an extraordinary range of faculty-led programs including art history, business, literature, marketing, mathematics and modern languages.

Since its first Custom Program in 1998, ISA has:
- Partnered with more than 100 U.S. universities to develop custom study abroad programs for their students;
- Successfully developed and administered more than 350 custom programs;
- Sent more than 5,000 students abroad on programs developed in collaboration with U.S. universities.

ISA is a Global Partner of NAFSA: Association of International Educators, and supports NAFSA's efforts to advance international education and exchange. ISA is also a member of the Forum on Education Abroad and has been recognized and certified by the Forum through its Quality Improvement Program (QUIP).

THE ISA CUSTOM PROGRAMS ADVANTAGE

As a benefit to partnering with ISA on a custom program in Thessaloniki, Purdue University will:
- Maintain full oversight of the program academics;
- Have customizable options for student housing, cultural activities, and excursions;
- Work with an experienced Custom Program Manager who is dedicated to making your program a success;
- Count on the support and expertise of full-time, local Resident Directors on site;
- Depend on 24/7 emergency support of ISA Austin and ISA Thessaloniki;
- Receive marketing and recruitment assistance of ISA Representatives on campus and throughout your region.

Purdue University in Thessaloniki Program Overview

Minimum enrollment: 12 students
Number of Purdue University faculty/staff leaders: 2
Arrival date at Thessaloniki Airport: May 11, 2015
Departure date from Thessaloniki Airport: May 31, 2015

Two Purdue University faculty members will accompany a group of students to Thessaloniki for a 3-week-long intensive program focusing on Global Leadership. The Purdue University in Thessaloniki program academics will be complemented with ISA arranged cultural activities, day trips and excursions outside the host city.

MINIMUM ENROLLMENT POLICY

ISA program fees are set with a minimum of 12 students for this program. This policy enables ISA to offer a high quality program and avoid the risk of cutting out essential components (such as cultural events) in order to finance an under-enrolled program. Purdue University and ISA may elect to run an under-enrolled program with modifications to the program components; for example, faculty support such as housing, on-site transportation, and entry fees may be removed from the student fees and paid directly by Purdue University.

If fewer than 12 students enroll in the program, the university may cancel the program and encourage the prospective students to participate in an ISA catalog program. For an overview of ISA program options in Thessaloniki, please visit studiesabroad.com. ISA will facilitate this process and work directly with students to expedite the application process as much as possible. Should students choose to enroll in an ISA program, students will pay the standard program fee, but ISA will waive any applicable late fees.
**Program Price**

The Purdue University program in Thessaloniki will be $2,875 per student if at least 12-19 students enroll. If 20+ students enroll, the per-student price will be $2,675. Please note that all ISA program fees are given in U.S. dollars and will not vary despite currency fluctuations.

<table>
<thead>
<tr>
<th>Number of students</th>
<th>12-19</th>
<th>20+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per-student program fee</td>
<td>$2,875</td>
<td>$2,675</td>
</tr>
</tbody>
</table>

ISA understands the importance of affordability in designing your program. We have made every effort to offer you a cost-effective, fully customized portfolio of services, catered to the unique needs of your program. Should you receive another proposal for this program that comes in below the prices quoted above, please know that ISA is very willing to work with you in an effort to achieve this price, when possible. If you would like to discuss modifying any aspects of this proposal to better meet your needs, please contact your Custom Program Manager.

**ISA Standard Support Services Overview**

All ISA custom programs begin with the foundation of the following support services:

- **Pre-departure support services**
  - A custom-designed, full color promotional flyer and provision of 25 copies to market your program on campus;
  - ISA University Relations Regional Director to promote your program on campus and regionally;
  - Pre-departure orientation materials including an interactive, site-specific online orientation;
  - Preparation, distribution and tracking of required student forms and documentation;
  - Final pre-departure packet, including: airport arrival instructions; student housing description, address, and contact information; students’ flight information; and a final program itinerary.

- **Health, safety & liability support on-site**
  - Orientation meeting upon arrival to address cultural adjustment, health and safety; housing; academics; excursions and the program itinerary;
  - Liability coverage for Purdue University for the duration of the program;
  - Emergency support from on-site staff who will be on-call for the duration of the program, including support for participants who must visit the hospital or doctor: on-site staff will help schedule appointments, accompany the student on the visit, and assist in any other way possible.

- **Post-program support services**
  - Welcome back email sent to students with cultural readjustment tips, information on internship opportunities, and more;
  - Comprehensive program evaluations completed by students and faculty, reviewed by ISA and shared with the Purdue University Study Abroad Office and faculty member once the program is complete.

**Purdue University in Thessaloniki Custom Support Services Overview**

In addition to the services listed above, the Purdue University custom program in Thessaloniki will include the following:

- **Academic Support**
  - Classroom space for the Purdue University-taught lectures, guest lectures and program debriefings for a maximum of 10 contact hours over the duration of the program;
  - Student participation in a local community service opportunity for 10 hours over the duration of the program (including donations);
  - 5 guest lectures, including honorariums, transportation (if necessary) and interpreters:
    - Guest lecture #1: Global Leadership
    - Guest lecture #2: Current Events
    - Guest lecture #3: Historical Perspective
- Guest lecture #4: Economics
- Guest lecture #5: TBD

- **Student Housing & Meals**
  - Student housing in shared rooms at a centrally-located hotel in Thessaloniki. Breakfast & dinner will be included at the hotel each day.
  - Welcome group meal and farewell group meal (gratuity included).
  - Lunch stipend of €150 to be provided for each student for the program duration. The stipend will be dispersed at the beginning of each week.

- **Faculty Support**
  - Faculty housing in individual rooms at a centrally-located hotel in Thessaloniki. Breakfast & dinner will be included at the hotel each day.
  - Local cell phone and/or SIM card for use by the Purdue University faculty leader over the duration of the program in Thessaloniki.

- **Cultural Activities and Excursions**
  - Cultural activities and excursions as listed, including entry fees and hotel accommodations for overnight excursions as indicated below:
    - Athens (3 nights)
  - ISA Thessaloniki staff will welcome students and faculty upon arrival, lead all excursions, facilitate the orientation program and serve as a cultural liaison for the group throughout the program.

- **On-Site Transportation**
  - Group pick-up and drop-off at Thessaloniki Macedonia Airport on designated program arrival and departure dates.
  - Public transportation will be utilized for program activities within Thessaloniki.
  - Private chartered buses will be utilized for excursions outside of Thessaloniki.

Detailed descriptions of each of the support services listed above are found in the sections of text that follow. If you have any questions or would like to make any modifications to your proposed program's inclusions, please contact your ISA Custom Program Manager.

**Program Academics**

The Purdue University program in Thessaloniki will have an academic focus of Global Leadership and will provide students with academic credit upon successful completion of the program.

**Purdue University COURSE(S) IN Thessaloniki**

While in Thessaloniki, Purdue University students will enroll in a course to be taught by the accompanying Purdue University faculty members. In order to best understand and support the curriculum for this program, please provide a copy of the course syllabus to ISA upon approval of this proposal of support services.

**Class Meeting Space**

ISA will arrange classroom space for a total of 20 hours over the duration of the program for the Purdue University-taught course, guest lectures, and program debriefing. Upon revision of this proposal, faculty members will have the opportunity to request specific classroom and/or instructional technology. Typical classrooms in Thessaloniki are outfitted with a projector and screen, and Wi-Fi.

**Academic Visits and Guest Lectures**

In addition, ISA will work with the faculty members to set up 5 discussions led by local professors as a complement to the Purdue University academic coursework, for the following activities:
- Guest lecture #1: Global Leadership
- Guest lecture #2: Current Events
- Guest lecture #3: Historical Perspective
- Guest lecture #4: Economics
- Guest lecture #5: TBD
Guest lecture #5 TBD

The Purdue University faculty members should provide guidance, potential contacts, and detailed academic objectives for each lecture in advance to assist ISA in preparing local experts for the types of questions they may be asked by the students. The guest lectures will be confirmed 4-6 weeks prior to departure, within the timeframe in which Greek professors are able to commit to the requested activities.

COMMUNITY SERVICE COMPONENT

In addition to their academic courses, students will work as a group for 10 hours with a community service project in the Thessaloniki area in order to create a positive and lasting impact in the community. ISA will work with the Purdue University faculty members to set up the community service assignment with local organizations. Prior to program departure, specific program placement will be determined based on community need.

TRANSCRIPTION

Purdue University will be responsible for course registration, tuition billing, grade reports, and transcripts for all courses offered in conjunction with this program.

Student Accommodations and Meals

HOTELS

Students will be housed in shared rooms at a centrally-located hotel for the duration of the program in Thessaloniki (typically two students per room). If there is an odd number of students of the same gender, students may be roomed in triple-occupancy rooms. Breakfast and dinner will be provided each day at the hotel. Students will be responsible for lunch meals with the exception of group meals as noted on the program itinerary. The hotel does have an agreement for laundry service should that be needed.

GROUP MEALS

ISA will arrange two group meals in Thessaloniki for the Purdue University students and faculty. A welcome meal helps establish a sense of community among the group and serves as an introduction to the Greek gastronomy and culture. Likewise, a farewell dinner acknowledges the importance of the experience and provides a sense of closure to the program. Group meals may be prix-fixe or buffet-style. Consult your ISA Custom Program Manager for details. In addition, ISA will provide each student with a €150 lunch stipend for the program duration to be dispersed at the beginning of each week.

CELL PHONES

While ISA does not provide international cellular phones, we can provide guidance and assistance to students wishing to obtain one for use while in Greece. Students will receive detailed information on the variety of cell phones available during their on-site orientation upon arrival in Thessaloniki.

Faculty Accommodations and Support

All costs for two Purdue University faculty members, including housing, excursions, cultural activities, and group meals as outlined in the program itinerary, are included in the per-student program price.

HOUSING IN THESSALONIKI

The Purdue University faculty members will stay in individual rooms at a centrally-located hotel in Thessaloniki. Breakfast and dinner will be provided each day at the hotel, and the faculty members will be responsible for lunch meals with the exception of group meals as noted in the program itinerary.

CELL PHONE/SIM CARD
ISA will provide the Purdue University faculty members with a mobile phone and/or SIM card upon arrival in Thessaloniki, to aid in communication with ISA on-site staff, as well as Purdue University Study Abroad staff, should an emergency arise. Please consult your ISA Custom Program Manager for details.

**FACULTY FORMS**

All participating faculty are required to complete and submit ISA policy forms regarding medical history, housing, flight itinerary, accommodation, and academic responsibilities. The faculty members will also receive an ISA Faculty Handbook which outlines general ISA protocol as well as recommendations for recruitment and on-site group management. Advance copies of this handbook are available upon request.

**FAMILY OR OTHER ACCOMPANYING PARTIES**

ISA does permit faculty to bring spouses or family members; however if Purdue University has policies which prohibit the participation of spouses or family members, ISA will comply with Purdue University policies. Should the university permit the accompaniment of faculty members, ISA requires all accompanying persons to submit a waiver of liability. In addition, if accompanying persons wish to participate in any group activities while in Thessaloniki, the faculty member must provide ISA a list of these activities as soon as possible, but no later than four weeks prior to departure. ISA will then invoice the faculty member directly for those costs prior to departure. Additional details about these policies are available upon request.

**Cultural Activities and Excursions**

As a complement to the program academics in Thessaloniki, the Purdue University students and faculty members will broaden their understanding of Greece through their participation in cultural activities and excursions as listed below. ISA will arrange group transportation and entry fees for students and faculty members during all program activities and excursions. On overnight excursions, the group will be housed in a hotel with students in double rooms (or triples if there is an odd number of students) and the faculty in single rooms.

**THESSALONIKI**

Thessaloniki is the second largest city in Greece, and not only is it considered the cultural hub of Greece, but it is also a major commercial, economic, and political center with unparalleled natural beauty. Surrounded by a beautiful mountain range, its miles of pristine coastline, mere minutes from the American College of Thessaloniki, opportunity and adventure abound.

When students study abroad in Thessaloniki, commonly referred to as ‘Salonika or Saloniki, they will never be at a loss for something to do. Whether students want to relax on spotless beaches, visit UNESCO World Heritage Sites or enjoy the city’s high-fashion industry and exciting nightlife, this lively modern city offers endless entertainment opportunities. Thessaloniki is great location to explore the rest of Greece and neighboring countries Turkey and Italy.

- Bus tour of Thessaloniki with recorded guide
- Seaside Promenade
- Greek Cooking Class
- Greek Folklore Dancing Lesson
- Scavenger Hunt
- Movie night in outdoor theatre
- Sailing Activity
- Greek Agora, Roman Forum, Archeological Museum with guide
- Byzantine Museum

**ATHENS (3 NIGHTS)**

Athens is the capital and largest city in Greece, while maintaining itself as one of the oldest cities in the world. It is known throughout as the birthplace of democracy and as the cradle of Western civilization due to the large impact on the European continent of the 4th and 5th centuries. In addition to being a global city, it houses two UNESCO World Heritage sites with one of those being Acropolis of Athens. Students step back in time while visiting museums such as the National Archeological Museum and Acropolis Museum.

- Mt. Acropolis with Parthenon, Acropolis Museum (with guide)
Archeological Museum with guide
Monastraiki

Passports & Entry Requirements

PASSPORTS
All international travel requires a valid passport. ISA will collect virtual copies of each program participant’s photo and signature page of their passport. For any program which includes domestic air travel within the host country or international travel once abroad, ISA requires Purdue University to submit all collected passport copies (photo and signature pages) to ISA with the final roster of participants.

GREECE ENTRY REQUIREMENTS FOR US CITIZENS
If the proposed program is approved, during the admissions stage, ISA will provide a description of Greece's visa requirements, and if applicable, will provide information on the visa application process and provide supporting documentation as necessary. Ultimately, Purdue University students and faculty members are responsible for applying for and obtaining appropriate visas and paying all applicable entry and exit fees. Students who are not US citizens will be responsible for researching visa requirements and ISA will provide additional documentation as necessary.

Transportation

INTERNATIONAL FLIGHTS
International airfare is not included in the ISA program price. Purdue University students and faculty may book airfare individually, or Purdue University may choose to book group airfare through a travel agent. Should Purdue University prefer to have students and faculty book airfare individually, ISA will provide all program participants information on which airport they should fly into and the arrival time window for ISA airport pick-up.

If Purdue University prefer to book group international airfare for the program in Thessaloniki, ISA has launched a partnership with STA travel and can connect Purdue University with STA dedicated group agents for an estimate. Please note, however, that airline schedules are not released until approximately 300 days prior to the travel dates. If you are interested in working with STA travel, or for additional information, please contact your Custom Program Manager.

ON-SITE TRANSPORTATION
ISA will arrange airport pick-up and drop-off at Thessaloniki Macedonia airport at specified times on the designated program arrival and departure dates. If students are booking their own flights, ISA will provide specific information prior to departure about airport pick-up times and protocol.

Public transportation will be utilized for cultural activities and academic visits within Thessaloniki that require it. Tickets for each Purdue University student and faculty member will be purchased in advance by ISA.

For the excursion to Athens, ISA will arrange ground transportation on private chartered buses.

Purdue University students and faculty members will be responsible for all other individual transportation while in Greece; ISA will provide information on the public transportation system in Thessaloniki prior to departure, and ISA Thessaloniki staff will also advise students on transportation options during the orientation upon arrival.

Proposed Program Itinerary

The following itinerary is tentative and for planning purposes only. ISA will begin confirming the final program itinerary approximately four to six weeks prior to departure in close collaboration with Purdue University faculty and staff. Should unforeseen circumstances compromise the agreed upon program itinerary, the ISA overseas staff and ISA Austin will work closely with the Purdue University faculty and staff to identify appropriate alternatives.
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, May 10</td>
<td>Departure from the U.S.</td>
</tr>
</tbody>
</table>
| Monday, May 11     | Arrive to Greece
ISA airport pick-up and transfer to apartments
Orientation at hotel
Welcome Meal |
| Tuesday, May 12    | **Morning:** Purdue Lecture 1 hour
Program Debriefing 1 hour

**Afternoon:** Thessaloniki City Tour
Go to get Cellphones in case students want to purchase |
| Wednesday, May 13  | **Morning:** Purdue Lecture 1 hour
Program Debriefing 1 hour

**Afternoon:** Seaside Promenade (arranged by ISA) |
| Thursday, May 14   | **Morning:** Purdue Lecture 1 hour
Program Debriefing 1 hour

**Afternoon:** Community Service (arranged by ISA) |
| Friday, May 15     | **Morning:** Purdue Lecture 1 hour
Program Debriefing 1 hour

**Afternoon:** Community Service (arranged by ISA) |
| Saturday, May 16   | **Morning:** Purdue Lecture 1 hour
Program Debriefing 1 hour

**Afternoon:** Dance Workshop (arranged by ISA) |
| Sunday, May 17     | Sports/Sailing Day (arranged by ISA) |
| Monday, May 18     | **Morning:** Guest Lecture 1 – 1 hour
Program Debriefing – 1 hour

**Afternoon:** Free Time |
| Tuesday, May 19    | **Morning:** Guest Lecture 2 – 1 hour
Program Debriefing – 1 hour

**Afternoon:** The Greek Agora and Roman Forum |
| Wednesday, May 20  | **Morning:** Guest Lecture 3 – 1 hour
Program Debriefing – 1 hour

**Afternoon:** Cooking class (arranged by ISA) |
| Thursday, May 21   | **Morning:** Guest Lecture 4 – 1 hour
Program Debriefing – 1 hour

**Afternoon:** Greek Movie Time |
| Friday, May 22     | Free weekend |
| Saturday, May 23   | Free weekend |
| Sunday, May 24     | Free weekend |
| Monday, May 25     | **Morning:** Guest Lecture 5 – 1 hour
Program Debriefing – 1 hour

**Afternoon:** Scavenger Hunt (arranged by ISA) |
Tuesday, May 26  
Depart Thessaloniki for Athens  
Arrive in Athens

Wednesday, May 27  
Program in Athens  
Guided tour of Athens  
Monastiraki

Thursday, May 28  
Program in Athens  
Mt. Acropolis  
Temple of Olympian Zeus

Friday, May 29  
Program in Athens  
Free Day in Athens  
Depart Athens for Thessaloniki

Saturday, May 30  
Free Day in Thessaloniki  
Farewell dinner

Sunday, May 31  
ISA airport drop off  
Return to the US

ISA Support in the U.S.

The ISA Custom Programs team is made up of ten full-time staff members, one of whom will manage the Purdue University program in Thessaloniki. The ISA Custom Program Manager for your program is Brendan Richardson. Brendan will serve as the primary contact for Purdue University faculty and staff throughout all phases of the program, especially during the pre-departure and post-program phases. While abroad, the Purdue University faculty and staff will work closely with the overseas staff on site to troubleshoot any potential problems and manage the day-to-day program operation.

24/7 EMERGENCY SUPPORT

The support of ISA Austin is available to Purdue University advisers, students, faculty, and parents throughout all phases of the program. The ISA Austin office can be reached at (512) 480-8522 during regular business hours:

- Monday-Thursday, 7:00 AM – 7:00 PM CST;
- Friday, 7:00AM – 5:00 PM.

During weekend and evening hours, the ISA Austin telephone answering machine will provide the caller with the ISA Austin emergency phone number, which is available 24 hours per day, seven days per week for additional support in case of emergency. The ISA Austin staff is trained to answer emergency calls and respond according to ISA emergency protocol. ISA Austin should be included in any pertinent emergency communications and will remain the point of contact for the U.S.-based Purdue University program coordinator.

ISA Support in Thessaloniki

Once on site, ISA’s full-time Resident Directors will assist students and faculty with all aspects of their experience abroad. ISA Resident Directors are locals and are highly knowledgeable about the available facilities, customs, support services and local people. The ISA Resident Directors arrange program orientation, academic supports, excursions, weekly meeting, cultural activities, and other services. ISA staff members are trained to ensure the well-being of each program participant and make every effort to make themselves accessible to students at all times. In the event that a program participant must go to the hospital or to a doctor, the ISA on-site staff will assist in scheduling the appointment, accompanying the student on the visit, and aid the student in any other way necessary. Additionally, the ISA Thessaloniki staff will ensure that the student is aware of all procedures required to file an insurance claim for medical services.

ON-SITE PROGRAM ORIENTATION
Upon arrival in Thessaloniki the ISA on-site staff will conduct a program orientation, to address:

- Cultural adjustment
- Health and safety and medical insurance procedures
- Housing
- Academics
- Program itinerary and upcoming cultural activities
- Acquiring cell phones in Thessaloniki

These orientation meetings allow students a chance to become familiar with the ISA Resident staff immediately upon arrival. During the orientation meeting, each student and faculty member is also provided with an emergency contact card upon arrival, which includes the ISA Resident Director's office phone number, cell phone number, and email address.

ISA THESSALONIKI STAFF

While in Thessaloniki, the Purdue University students and faculty members will have the support of the ISA Thessaloniki staff member. The Resident staff will be available to conduct the on-site orientation, lead cultural activities, assist with housing, and provide support. The staff will be excited to help students adjust to life in Thessaloniki and to help them have the best possible experience abroad.

The Resident Director in Thessaloniki is Spiillos Osioskis. Spiillos twenty year experience in international education began with a study abroad year in Athens. After completing a degree in Modern Greek Studies at Holy Cross Hellenic College in Boston, he returned to Greece to teach Greek through the program he studied abroad, and hasn't left since! He also studied theology at the Aristotelian University in Thessaloniki. Through the years, he has been active in developing and leading all types of short term and semester academic programs throughout Greece and beyond for children, students, and senior citizens! He pudes himself in helping everyone to experience their own Greek adventure and considers himself, only slightly in jest, a "professional Greek Odyssey facilitator!"

Program Marketing Support

ISA is dedicated to making your program a success. A crucial step to being able to implement your custom program is recruiting students, and ISA would like to help you to market your program on campus and at nearby colleges and universities. All ISA marketing support services are both complimentary and optional.

PRINTED AND PDF PROGRAM FLYERS

The ISA graphic design team can custom-design a promotional flyer for the Purdue University in Thessaloniki program. ISA will provide 25 full color copies of the 8.5"x11" flyer along with the PDF file for your use should additional copies be required. Alternatively, if Purdue University designs flyers or other graphic imagery in-house, Purdue University may elect to share the final PDF file with ISA for distribution.

ISA REPRESENTATIVES ON CAMPUS

The ISA University Relations Regional Director for NAFSA Region VI, Abby Miller, can help promote the Purdue University program in Thessaloniki whenever visiting your campus and others throughout the region. Purdue University and faculty members may liaise with your ISA Representative to promote the Purdue University program in Thessaloniki at:

- Study abroad fairs;
- Information tables;
- Meetings with students, advisors, and faculty;
- Classroom and student organization presentations.

REGIONAL MARKETING

If Purdue University is able to accept non-degree seeking students on the program in Thessaloniki, your program may be eligible for additional promotion off campus at nearby colleges and universities. If Purdue University is a part
Appendix B.

Instructor Position Description

Passport required prior to study abroad departure.
Participate in all pre-departure meetings and assist in the collection of all required paperwork.
Actively engage in the pre-planning process.
Travel alongside students to and from host country.
Act in a professional and responsible manner while abroad.
Contribute to student inclusion and camaraderie.
Assist in developing a Facebook group page that all students and instructors will participate in.
Assist in the development of course curriculum and co-teach the course as part of the program.
In conjunction with the accompanying instructor, act as a 24-hour student point of contact in charge of the overall welfare of students.
Travel to service learning sites to assess student experiences.
Instructors will create and maintain a blog throughout their time abroad to relay their experiences to university networks.
Assist in resolving all student affairs related issues, including housing and student behavioral incidents.
Assist in supervising excursions or activities that form part of the program.
Assist in developing a travel opportunity for students during their free weekend abroad.
Be accessible to students at reasonable times in the case of emergency.
Support the co-instructor with the evaluation process before, during, and after the study abroad experience.
Support the co-instructor with the interpretation of data and timeline of events for reporting purposes.
Act as a coauthor of the study abroad report.
As you see that students are beginning to see the world in a new light:
  • Facilitate new perspectives about the world, including differences and similarities.
  • Help students interpret what they see and experience.
  • Challenge students with pointed questions and new ideas.
  • Allow students to reach their own conclusions based on their experiences and observations.

Appendix C.

Instructor Application
Please answer the following questions, note that I have not issued a word limit, use your best judgment in fully answering the questions below.

1. Please explain why you are applying to fill the role of an Instructor, why do you wish to co-lead a study abroad experience in Thessaloniki, Greece?

2. How do you anticipate contributing to this experience and what leadership skills do you exhibit that will aid you in such a responsibility?

3. How will you complement Rosa’s role as an accompanying Instructor?

4. Please explain what Instructor Professionalism means to you?

5. How will you actively foster a sense of group camaraderie amongst all student participants?

Lesson Plan

Candidates are to develop a lesson plan for an hour long class on a topic within Global Leadership. Candidates can be flexible in choosing a topic but must be cognizant of Horizons student needs when developing the lesson plan. This is to be general in nature, not specific to a host country but easily transferrable once a country is chosen.

The lesson plan should include the following components:

1. Introduction of topic and objectives
2. Learning outcomes
3. Content in outline or Power Presentation form
4. Group activity or point of interaction
5. Debriefing questions
Appendix D.

Horizons Student Support Services
Global Leadership in Thessaloniki, Greece

Eligibility:
- Must be a Horizons participant for at least one semester to apply
- Good Academic Standing is REQUIRED
- Seniors who apply cannot be May 2015 graduates
- Passport is required

Application Instructions:

Please submit your essay responses and a $200.00 Non-Refundable Deposit to Rosa Villarreal or Sam Walter by February 9, 2015. Responses are to be typed. Please indicate your name on the top left margin. Essay prompts are to be no more than 1000 words each.

1. What interests you in studying abroad with Horizons in Thessaloniki, Greece?
2. How do you see this experience impacting you personally, academically, and professionally?
3. Students will be put in unfamiliar, challenging environments and are often outside of their comfort zone. What challenges do you foresee while participating in this program and how will you overcome these challenges?
4. For the most part you will not know the majority of students attending the study abroad trip, what steps will you take in becoming acquainted with your peers?
## Study Abroad Rubric

<table>
<thead>
<tr>
<th>Response to questions:</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points: 0</td>
<td>The student’s response is poorly thought-out, or does not answer the question. Lacked commitment/connection to the Horizons program.</td>
<td>Points: 10</td>
<td>The student’s response lacked depth but addressed the questions at hand and included commitment/connection to the Horizons program.</td>
<td>Points: 20</td>
</tr>
</tbody>
</table>

### Question 1: “Why would you like to study abroad with Horizons in Thessaloniki, Greece?”

Question 2: “How do you see this experience impacting you both personally and professionally?”

### Question 3: “Students will be put in unfamiliar, challenging environments often outside of their comfort zone. What challenges do you foresee while participating in this program and how will you overcome these challenges?”

### Question 4. For the most part you will not know the majority of the students attending the study abroad trip, what steps will you take in becoming acquainted with your peers?

<table>
<thead>
<tr>
<th>Length, style, grammar, &amp; spelling:</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points: 0</td>
<td>Essay was not long enough to fully address questions, with many spelling and grammatical errors.</td>
<td>Points: 5</td>
<td>Some spelling or grammatical errors. Essays were adequate in length but lacked depth.</td>
<td>Points: 10</td>
</tr>
</tbody>
</table>

### Past Participation:

<table>
<thead>
<tr>
<th>Past Participation:</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points: 0</td>
<td></td>
<td>Points: 5</td>
<td>Points: 10</td>
<td></td>
</tr>
</tbody>
</table>

If the student previously partook in a Horizon’s study abroad program what was their overall level of participation?

(Past instructor perspective only)

<table>
<thead>
<tr>
<th>Total Points:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Total Points:
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, May 10</td>
<td>Departure from the U.S.</td>
</tr>
<tr>
<td>Monday, May 11</td>
<td>Arrive to Greece&lt;br&gt;ISA airport pick-up and transfer to apartments&lt;br&gt;Orienta</td>
</tr>
<tr>
<td></td>
<td>tion at hotel&lt;br&gt;Welcome Meal</td>
</tr>
<tr>
<td>Tuesday, May 12</td>
<td>Morning: Purdue Lecture 1 hour&lt;br&gt;Program Debriefing 1 hour&lt;br&gt;Afternoon: Th</td>
</tr>
<tr>
<td></td>
<td>essaloniki City Tour&lt;br&gt;Go to get Cellphones in case students want to pur</td>
</tr>
<tr>
<td></td>
<td>chase</td>
</tr>
<tr>
<td>Wednesday, May 13</td>
<td>Morning: Purdue Lecture 1 hour&lt;br&gt;Program Debriefing 1 hour&lt;br&gt;Afternoon: Se</td>
</tr>
<tr>
<td></td>
<td>aaside Promenade</td>
</tr>
<tr>
<td>Thursday, May 14</td>
<td>Morning: Purdue Lecture 1 hour&lt;br&gt;Program Debriefing 1 hour&lt;br&gt;Afternoon: Co</td>
</tr>
<tr>
<td></td>
<td>mmunity Service</td>
</tr>
<tr>
<td>Friday, May 15</td>
<td>Morning: Purdue Lecture 1 hour&lt;br&gt;Program Debriefing 1 hour&lt;br&gt;Afternoon: Co</td>
</tr>
<tr>
<td></td>
<td>mmunity Service</td>
</tr>
<tr>
<td>Saturday, May 16</td>
<td>Morning: Purdue Lecture 1 hour&lt;br&gt;Program Debriefing 1 hour&lt;br&gt;Afternoon: Da</td>
</tr>
<tr>
<td></td>
<td>nce Workshop</td>
</tr>
<tr>
<td>Sunday, May 17</td>
<td>Sports/Sailing Day (arranged by ISA)</td>
</tr>
<tr>
<td>Monday, May 18</td>
<td>Free Day</td>
</tr>
<tr>
<td>Tuesday, May 19</td>
<td>Morning: Guest Lecture 1 – 1 hour&lt;br&gt;Program Debriefing – 1 hour&lt;br&gt;Afterno</td>
</tr>
<tr>
<td></td>
<td>on: The Greek Agora and Roman Forum</td>
</tr>
<tr>
<td>Wednesday, May 20</td>
<td>Morning: Guest Lecture 2 – 1 hour&lt;br&gt;Program Debriefing – 1 hour&lt;br&gt;Afterno</td>
</tr>
<tr>
<td></td>
<td>on: Cooking class</td>
</tr>
<tr>
<td>Thursday, May 21</td>
<td>Morning: Guest Lecture 3 – 1 hour&lt;br&gt;Program Debriefing – 1 hour&lt;br&gt;Afterno</td>
</tr>
<tr>
<td></td>
<td>on: Greek Movie Time</td>
</tr>
</tbody>
</table>
Friday, May 22  Free weekend
Saturday, May 23  Free weekend
Sunday, May 24  Free weekend

Monday, May 25  Morning: Guest Lecture 4 – 1 hour
                Program Debriefing – 1 hour

Tuesday, May 26  Morning: Guest Lecture 5 – 1 hour
                Program Debriefing – 1 hour
                Afternoon: Free Time

Wednesday, May 27  TBD

Thursday, May 28  Depart Thessaloniki for Athens
                  Arrive in Athens

Friday, May 29  Program in Athens
                Guided tour of Athens
                Monastiraki Shops

Saturday, May 30  Program in Athens
                 Mt. Acropolis
                 Temple of Olympian Zeus
                 Farewell Dinner

Sunday, May 31  ISA Athens airport drop off
                Return to the US
Appendix G
Study Abroad Pre Survey 2015

Name:

Are you a first time participant in a study abroad program?

☐ Yes
☐ No

If yes, please indicate host country:

General Knowledge, Abilities, Skills
Please rate your CURRENT CONFIDENCE in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Not Confident (1)</th>
<th>Somewhat (2)</th>
<th>Moderately (3)</th>
<th>Very (4)</th>
<th>Extremely (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Navigation through unfamiliar environment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cross-cultural communication</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to solve problems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to solve conflict</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Knowledge of your discipline in a global context</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to get a job in your field of study</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to perform your job in a global context</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to make a difference in the world</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to lead others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Achieving your life's aspirations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Taking action to help others in need</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Please rank from 1 to 10 (1 being most important, 10 being least important) your motivations for studying abroad in Greece.

_____ Professional Growth (1)
_____ Length of Program (2)
_____ Personal Growth (3)
_____ Cultural Awareness (4)
_____ Horizons Support (5)
_____ Affordability (6)
_____ Language (7)
_____ Community Service (8)
_____ Independence & Responsibility (9)
_____ Interest in Specific Country (10)

The following is/are important to you (check all that apply):

- Learning a foreign language (1)
- Knowledge of other cultures and ways of thinking (2)
- Knowledge of global events (3)
- Knowledge of your academic discipline in a global context (4)
- Global Leadership (5)
Appendix H

Non comparative Post Study Abroad Survey 2015

Name:

General Knowledge, Abilities, Skills
Please rate your CURRENT CONFIDENCE in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Not Confident (1)</th>
<th>Somewhat (2)</th>
<th>Moderately (3)</th>
<th>Very (4)</th>
<th>Extremely (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Navigation through unfamiliar environment</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cross-cultural communication</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to solve problems</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to solve conflict</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge of your discipline in a global context</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to get a job in your field of study</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to perform your job in a global context</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to make a difference in the world</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to lead others</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Achieving your life's aspirations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Taking action to help others in need</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
The following is/are important to you (check all that apply):

- Learning a foreign language (1)
- Knowledge of other cultures and ways of thinking (2)
- Knowledge of global events (3)
- Knowledge of your academic discipline in a global context (4)
- Global Leadership (5)

Please rate your overall study abroad experience:

- Poor (1)
- Fair (2)
- Good (3)
- Excellent (4)
- Exceptional (5)

How confident are you that you will be able to refer to this experience in future job interviews or at career fairs?

- Not Confident (1)
- Somewhat (2)
- Moderately (3)
- Very (4)
- Extremely (5)

Would you recommend the Horizons study abroad program to your peers in this program?

- Yes (1)
- No (2)
- Maybe (3)
Please answer the following questions in regard to your study abroad preparedness and how accurately they describe you:

<table>
<thead>
<tr>
<th></th>
<th>A. Strongly Agree</th>
<th>B. Agree</th>
<th>C. Indifferent</th>
<th>D. Disagree</th>
<th>E. Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel better equipped to become a leader (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Function in your host country's culture and society (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Practice your discipline in different social or cultural settings (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professionally collaborate with persons in your service-learning environment (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work in a cross-cultural environment (5)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Approach problems from different perspectives (6)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I accept cultural differences and am tolerant of other cultures (7)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I know one or more people from another culture to the point where my ideas about that culture have changed (8)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am much more confident and self-reliant since studying abroad (9)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have much more empathy for other people's suffering (10)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I gained more from my experiential learning than I gave (11)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q10 The most valuable experience while abroad was:
Please provide a brief comment on your experience with ISA staff, positive, negative, or both.

Please provide a brief comment on the effectiveness of the global leadership course and its instructors (specifically Josh and Rosa).

Please use the space below for any additional comments that could help improve Horizons’ study abroad experience.
Appendix I.

EDPS 490: Global Leadership in Thessaloniki, Greece

<table>
<thead>
<tr>
<th>Instructors:</th>
<th>Contact: 765-494-7094</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh Milligan</td>
<td><a href="mailto:jmilligan@purdue.edu">jmilligan@purdue.edu</a></td>
</tr>
<tr>
<td>Rosa Villarreal</td>
<td><a href="mailto:villarr@purdue.edu">villarr@purdue.edu</a></td>
</tr>
<tr>
<td>Office: Krach 329</td>
<td>Office Hours: By request</td>
</tr>
</tbody>
</table>

Course Description:

This course will include didactic content on global leadership while immersed in the city of Thessaloniki, Greece. The instructors and guest lecturers will develop student understanding of global leadership success strategies and the skills to enhance leadership effectiveness as well as instruction on incorporating their experiences in career development. As students explore Greece together they will be exposed to a breadth of diverse cultural experiences in which students will be challenged to reflect on their emotional response and active participation within Greek culture and integrate these into their personal and professional world view.

Course Objectives:

6. To provide a framework for the concept of global leadership.
7. To enhance student understanding of cross cultural competencies as it relates to:
   a. A willingness to engage
   b. Cognitive flexibility and emotional regulation
   c. Ethnocultural empathy and tolerance of uncertainty
   d. Self-efficacy
8. Through investigating leadership across various cultures students will have an opportunity to reframe their definition of leadership through multiple lenses.
9. Through a discussion of cross cultural experiences students will learn to incorporate their study abroad experience into a networking context.
10. To provide classroom based opportunity for students to debrief on the impact of their cultural immersion.

Assignments and Grading Rubric:

*Mandatory Participation* 100pts

Students will meet as a group at various times (see calendar) throughout the semester and are expected to attend all in class and out of class activities such as cultural events and experiential learning. Students are expected to fully participate in all designated gatherings. Please note, unless otherwise discussed with the instructor, every tardy beyond the first you will lose five points. Please see the participation rubric below:
Participate in discussion, actively engage the material and apply it to the overall learning process, ask questions.  

Has some hesitation when engaging in activities, but demonstrates effort; listens and participates.  

Inattentive, unfocused, but still participates and successfully completes activities.  

Demonstrated lack of effort, does not take class and participation seriously.  

Disruptive, distracted, failure to demonstrate ability to listen and engage.  

*Open to instructor interpretation

<table>
<thead>
<tr>
<th>Journals</th>
<th>80pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be required to complete 8 journal entries outlining their experiences; you will receive supplementary information on journal topics in a separate assignment sheet. Please see the due dates below:</td>
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<tr>
<td>Wednesday, May 13, 2015</td>
<td></td>
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<tr>
<td>Friday, May 15, 2015</td>
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<tr>
<td>Monday, May 18, 2015</td>
<td></td>
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<tr>
<td>Wednesday, May 20, 2015</td>
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<tr>
<td>Friday, May 22, 2015</td>
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<tr>
<td>Monday, May 25, 2015</td>
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<tr>
<td>Wednesday, May 27, 2015</td>
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<tr>
<td>Friday, May 29, 2015</td>
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<table>
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<tr>
<th>Blog Assignment</th>
<th>20pts</th>
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<tbody>
<tr>
<td>Students will be required to submit one blog write-up that will include picture submissions. It is to be turned into Rosa Villarreal by 9pm the day of the student's designated blog date. The purpose of the blog is to document the entire experience from the perspective of the students and be accessible to the public (Horizons students, Purdue staff, Department of Education, friends and family). It will allow students to reflect on their time in Greece that may include but are not limited to their travel, service learning, social, language, food, culture, and classroom experiences. Supplemental assignment information will be provided in a separate assignment sheet.</td>
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<tr>
<th>Final Reflection Essay</th>
<th>100pts</th>
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<tbody>
<tr>
<td>Students will be asked to complete a well written 8-10 page paper that provides a summary of their overall experience. Students will be expected to reflect on their performance, revisit journal entries, classroom lessons, readings, cultural events and activities, and provide a cohesive statement about their thoughts and experience within the framework of global leadership. Supplemental essay prompts will be provided in a separate assignment sheet.</td>
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Due date: By 5pm on Monday, June 15, 2015

*Pre and Post Evaluations*  
20pts

Students will be required to complete a pre and post evaluation given provided to them at the start and end of the study abroad experience. The grade is based off of the completion of both evaluations.

*Grading Scale*

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>288-320</td>
<td>A</td>
</tr>
<tr>
<td>256-287</td>
<td>B</td>
</tr>
<tr>
<td>244-255</td>
<td>C</td>
</tr>
<tr>
<td>190-223</td>
<td>D</td>
</tr>
<tr>
<td>0-191</td>
<td>F</td>
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*Students requesting any accommodations should contact their instructor prior to the start of the course.*
EDPS 490: Global Leadership in Thessaloniki, Greece

Journal Assignment Guidelines

Journal Reflections:
- 500 word minimum, 750 word maximum
- Due by 9:00pm on the due date
- Email all journal reflections to your assigned instructor

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal #1</th>
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<tbody>
<tr>
<td>May 13th</td>
<td>In thinking about the next three weeks abroad, what are your expectations as it relates to the academic component of global leadership? Additionally, what are your personal expectations for study abroad and how do you suppose you will be impacted both socially and culturally? Reflect upon your first Horizon class based on the introduction of global leadership. What two concepts are most salient to you and your future endeavors?</td>
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<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal #2</th>
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</table>
| May 15th | Please describe your initial impressions of the following:  
- Your accommodations  
- The city of Thessaloniki  
- The ISA Staff  
As it relates to our second class on intercultural sensitivity, what are three assumptions you have about the Greek culture? What are three strategies you will use to help you overcome those assumptions and become more culturally sensitive? |

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<tr>
<th>Due Date</th>
<th>Journal #3</th>
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<tr>
<td>May 18th</td>
<td>Revisit the Horizons class on Authentic Leadership; please summarize your feelings about the effectiveness or ineffectiveness of authentic leadership as it relates to you and your leadership style. Have you exhibited traits of authentic leadership since your arrival in Greece?</td>
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</table>
How did the conversation of authentic leadership challenge your pre-conceived notions of what leadership is?

### May 20th
**Journal #4**
Now that you are at the mid-point of this experience, please reflect on the following:

- What have been the highs and lows of your roommate experience?
- What have you enjoyed the most about the city of Thessaloniki?
- What has been the most challenging aspect about the city?
- Reflect on your interactions with your fellow classmates (positive and/or negative)

### May 22nd
**Journal #5**
Have you had any surprising experiences in the past week?

Please reflect on the following:

- What has been your most memorable moment in Thessaloniki?
- Who was your favorite guest lecturer and what made it so impactful?

### May 25th
**Journal #6**
Please reflect on the following:

- What were some indicative comparisons between the island of Cyprus and Greece?
- Which part of Greece do you prefer and why?
- Reflect upon a meaningful cultural experience you had over the weekend.

### May 27th
**Journal #7**
Reflect on your most memorable ISA planned cultural experience (ex: Seaside promenade, dance workshop, Greek Agora & Roman Forum, Greek movie, etc.).

### May 29th
**Journal #8**
Now that you have experienced visiting multiple cities within Greece, what cultural similarities and differences did you notice? What were the highs and lows of Athens?

In a week you will be reflecting on this trip in its entirety for your final assignment. However, what is your immediate summarization of the study abroad experience?
Appendix K.

EDPS 490: Global Leadership in Thessaloniki, Greece
Final Impact Paper
Due Date: Monday, June 15, 2015

Please write a 6-9 page paper to include all of the following topics. For every day the paper is late, 10 points will be deducted from your final score. Please see the grading rubric for specific grading guidelines.

1. Personal Impact

   a. Review your journals and reflect on your study abroad experience in its entirety.
      i. What was the most meaningful experience you had during the past three weeks in Greece?
      ii. Utilize this salient experience as a lens, how have you changed/grown as an individual?

   b. Were you expecting to grow personally from the study abroad experience as a whole?
      1. If you were expecting to change, was the change what you expected?
      2. If you weren’t expecting to change, were you surprised?

2. Professional Impact

   a. Please provide us with your personal definition of Global Leadership as it pertains to your intended career path.

   b. In considering your in-country experience and the cultural competencies discussed in ALL lectures, please respond to the following prompts:
      i. Which aspect of Global Leadership came most naturally to you?
      ii. What was the most difficult aspect of Global Leadership for you to conceptualize?
      iii. Describe a situation in which you experienced one of the cultural competencies first-hand?

   c. How has this experience impacted your professional growth?
      i. Have you developed any professional relationships with individuals while abroad (think broadly)?
ii. How might you incorporate these professional relationships that you achieved once you return to the States?

iii. How do you plan on integrating your study abroad experience into future interviews?

3. Social Impact

a. Did you observe any economic disparities in the various communities we visited while in Greece?
   i. Compare these observations to cities of similar size in the United States (please take into consideration some of the topics covered by our guest lectures.)

b. What were your expectations for the community service portion of our trip?

c. Reflect upon the service you performed and discuss any personal impact you may have experienced.
   i. If you did not experience any such impact, please elaborate on why you feel you did not.

4. Cultural Impact

a. Reflect on the cultural differences you experienced while in Greece by responding to the following prompts:
   i. From what you had read/learned about Greece before this course, did you feel prepared for the European experience? Please explain why or why not?
   ii. Choose your favorite cultural heritage site (e.g. Roman Forum or Acropolis Museum) and describe what you enjoyed most about it.
   iii. As an American, how did you adapt to your new environment?
   iv. How did the language barrier affect you throughout the experience?
   v. Has your view points on Greece changed from this experience? Why or why not?
   vi. Has this experience impacted your global view of different cultures? What were some of the differences that you liked/disliked in Greece? Please explain.

5. Re-acclimation

a. After reading your journal entries, how has your perception of the experience changed as you have re-acclimated to being home?