The Horizons Study Abroad Experience
Valencia, Spain

Written by
Joshua Milligan
And
Rosa Villarreal

Purdue University
West Lafayette, IN
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, Nancy Bennett, and Addison Sheldon 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 Valencia including Manuel Gutierrez, Zaray Garcia, Raquel Lujan, and Julio Corpas from ISA Madrid. 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 20 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 Spain experience is the third opportunity offered to the program to expand global educational opportunities for traditionally underrepresented groups. Prior to the generous grant provided to Horizons by the Office of the Provost, Horizons staff supported and encouraged students to study abroad, however participation was negatively affected due to cost, a general lack of information, and low confidence in their abilities to travel abroad. In the study abroad excursions to South Africa and Costa Rica, student confidence levels were measured through pre and post evaluations which ultimately revealed that 100% of participants increased in confidence in the following areas: navigating through unfamiliar environments, cross-cultural communication, knowledge of their discipline in a global context, ability to perform a job in a global context, and ability to make a difference in the world, among others.

It was obvious that there existed a need for outreach to this particular group of students and in recognizing this need, Horizons was granted another year of subsidized funding. The Horizons in Spain experience will once again provide a framework for Purdue in increasing the number of first-generation, low income college students who are more knowledgeable about and are participating in study abroad experiences. Horizons is leading outreach efforts on Purdue’s campus to strengthen participants’ knowledge about the benefits of study abroad and the opportunities that exist, develop an awareness of study abroad scholarships that can subsidize their experience, and increase confidence in first-generation college-goers that they can study abroad and do so successfully.

Those students who applied to the Horizons Spain course listed the following motivations for pursuing the Valencia opportunity (indicated in order of the most referenced reasoning) in the subsequent chart.
1.2 Choosing Valencia, Spain

Following the 2013 study abroad experience in San Jose, Costa Rica the Horizons staff discussed potential destinations for the upcoming May semester. All conversations centered on Europe with a student feedback emphasis in Spain. Request for proposals were publicized and two proposals were returned for the following programs: CIEE Study Abroad in Alicante, Spain and International Studies Abroad (ISA) in Valencia, Spain. After discussing both proposals the Horizons staff agreed to accept the ISA Valencia, Spain proposal for the following reasons: the proposal was organized and detailed, the service learning experience was structured and led by ISA staff, there were a greater number of guest lectures offered, the homestay offered double student occupancies, promotional fliers were included, the weekend excursion trip incorporated two cities including Toledo and Madrid, and Valencia is the third largest city in Spain and only 200 miles from Barcelona. Altogether we felt that Valencia offered students many opportunities and provided staff clarity and confidence in choosing a well thought-out and detailed program.

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 Spain. The Horizons staff members were given a position description (included in Appendix A) along with an application to contend for the leadership role. Included in the application were three 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 December. Rosa Villarreal and Joshua Milligan served the 2014 experience as the program leaders and instructors.

1.4 Course Length and Purpose

The Horizons staff created the course to last the duration of three weeks because they felt the students would not gain as great of an impact in a shortened time frame and would avoid the financial constraints that come with a semester abroad. A three week session left ample time for students to develop within the global leadership course and allow them an opportunity to explore the culture and climate of Valencia. The Horizons staff chose to shift the experience from a service learning program to that of global leadership. After evaluating the two previous experiences it became apparent that the in-country program staff found it difficult and were oftentimes unsuccessful in securing a community agency to commit to hosting Horizons students within their requested area of service learning for 40 hours. As a result, Horizons revised the curriculum and based it in global leadership with a service learning component (significantly scaled down to 10 hours).

1.5 The Study Abroad Office

Once funds were confirmed and Valencia was chosen as the destination site, Nancy Bennett, Associate Director with the Study Abroad Office, took lead as our liaison for the pre-planning and processing. Nancy participated in the informational sessions and the pre-departure meetings, coordinated the flights for staff and students, and took lead in other responsibilities non-course related. Nancy also initiated the partnership with International Studies Abroad (ISA), the organization that the Study Abroad Office contracted to facilitate the program in the host country of Spain.

1.6 Course Advertisement

The request for proposal submissions were forwarded to the Director of Horizons on November 25, 2013 and the final destination and agency was chosen on December 2, 2013. Information
about the study abroad program was not officially released until spring semester once all the necessary information was compiled and students returned from winter break. An informative email was disseminated to all Horizons students on January 10th, 2014 inclusive of freshman through seniors. Information sessions were held on the following days: January 16th, 2014, January 17, 2014, January 22, 2014, and January 23, 2014. ISA provided an informational flier for the program to aid us in promoting the experience. Approximately 30 students expressed interest in participating in the study abroad course.

1.7 Application Process

A study abroad application was required of all students who were interested in the Horizons study abroad course (see Appendix B for the application). 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 17, 2014. Horizons staff met on February 21, 2014 to review student applications utilizing the scoring rubric included in Appendix B. A total of 25 students applied and submitted deposits with a limited 20 available spots. After a lengthy review and discussion, a decision on the final list of participants was sent out on February 24, 2014. Two students were placed on a waiting list however all original participants remained in the program.

Table 1.1 Registered Horizons Study Abroad Students

The table below includes the college each student was enrolled in as well as each student’s classification and college/major prior to the summer session.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Classification</th>
<th>College/Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews</td>
<td>Jared</td>
<td>05- Junior</td>
<td>College of Education, Elementary Education</td>
</tr>
<tr>
<td>Angley</td>
<td>Sarah</td>
<td>03- Sophomore</td>
<td>College of Liberal Arts, Pre Communication</td>
</tr>
<tr>
<td>Boyd</td>
<td>Jabri</td>
<td>02-Freshman</td>
<td>College of Engineering, First Year Engineering</td>
</tr>
<tr>
<td>Carsten</td>
<td>Jessica</td>
<td>03- Sophomore</td>
<td>College of Health &amp; Human Sciences, Dietetics/Nutrition Fitness</td>
</tr>
<tr>
<td>DeSimini</td>
<td>Stephanie</td>
<td>05- Junior</td>
<td>College of Agriculture, Plant Science</td>
</tr>
<tr>
<td>Forrestal</td>
<td>Katlyn</td>
<td>05- Junior</td>
<td>College of Pharmacy, Pre-Pharmacy</td>
</tr>
<tr>
<td>Garcia</td>
<td>Vanessa</td>
<td>05- Junior</td>
<td>College of Liberal Arts, Pre Communication</td>
</tr>
</tbody>
</table>
1.8 Student Demographics

The student makeup representing STEM fields is 45%, lower than the two previous study abroad programs where STEM field students were the majority participants. There was more diversity in areas of studies represented including liberal arts, college of education, and exploratory studies. Female participants far outweighed the males 4:1 and the underrepresented minority (URM) population mirrored the overall percentage of URM students participating in Horizons at 35%. 80% of students were in-state residents. 100% of students fall within the federal poverty income levels and 65% are low income and first-generation to attend a four year institution.

1.9 The International Studies Abroad agency (ISA)

Nancy Bennett collaborated with a reputable study abroad agency, the International Studies Abroad Agency (ISA). 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 Allison DeCarlo, Custom Program Manager based in Austin, TX. Together, Nancy and Allison served as the primary facilitators for all information relevant to the pre-departure experience.

The ISA Abroad office contacts in Valencia, Spain were Manuel Gutierrez, the Center Director, Zaray Garcia, Coordinator of Student Services, and Raquel Lujan, Coordinator of Student Services. 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 (please see Appendix C for the program itinerary).

1.10 Pre-Departure Student Meetings

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

Pre-departure meeting #1 took place on March 5 & 6, 2014 to serve as an opportunity to introduce the students to each other through an icebreaker activity. Nancy also went over their My Study Abroad mandatory forms, ISA mandatory forms, reviewed the budget sheet, and she announced the scholarship opportunity and instructions. Financial aid was also touched on in this meeting, encouraging students to speak with a financial aid representative if they were going to utilize their FAFSA for summer session.

Pre-departure meeting #2 took place on March 24 & 27, 2014 and was centered on Addison Sheldon’s presentation on Intercultural Awareness. Addison’s approach was hands-on and prompted students to challenge cultural assumptions. Housekeeping materials such as reminders to turn in forms also took place.

Pre-departure meeting #3 took place on April 9 & 10, 2014 and was led by Horizons staff. The meeting covered a variety of topics such as: details about the Barcelona excursion, currency conversion, course registration, ISA remaining forms, in-country safety, journal assignments, the Horizons abroad Facebook group, reflection assignments, and the enneagram assessment.

Pre-departure #4, the final meeting took place on April 23 & 24, 2014, Nancy opened the meeting by discussing student health insurance and the study abroad photo contest. We also had two Purdue students studying abroad from Spain talk to the students about their culture, in-country expectations, and recommendations when visiting their country. The meeting was closed by addressing the following topics: travel details, Barcelona, currency exchange, emergency
loans, day one itinerary, homestay information, adapters/converters, instructor personal contact information, and a question and answer session.

1.11 Pre-Departure Staff Meetings

The Horizons staff had ongoing conversations with Nancy Bennett throughout the semester and the Director of Horizons had direct email communication with Allison and Manuel a month prior to the trip in order to finalize all details. Josh and Rosa worked closely to finalize the Global Leadership curriculum and evaluation materials.

1.12 Travel Arrangements

Nancy Bennett 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 an Iberia nonstop flight from Chicago, IL. Please see Appendix D for the complete travel itinerary. Ground transportation was coordinated by Nancy 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 (see Appendix E) distributed through email on April 23, 2014 via Qualtrics, and a post-evaluation (see Appendix F) was distributed upon return from Spain on June 9, 2014 via Qualtrics. 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 Valencia, Spain. 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 Spain together they were exposed to a breadth of diverse cultural experiences in which students were challenged to reflect on their emotional response and active participation within Spanish culture and integrate these into their personal and professional world view.

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 (see Appendix G for the course syllabus).
2.3 **Course Assignments: Journal Writing**

A portion of the students’ grade was directed at maintaining a structured journal throughout the course (see Appendix H for the journal assignment guidelines). 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 site by submitting one blog entry on an assigned date that reflects 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://horizonsvalencia.blogspot.com/.

2.5 **Class Participation & Guest Lectures**

Students were required to attend all lectures and meetings assigned for the course. There were five lectures on Global Leadership given by Horizons leaders, 5 guest lectures, and 8 debriefing hours added onto lectures led by Horizons staff. Please see below for a brief description of the guest lectures:

**Guest Lecture, Monday, May 19** - Dr. Rubén Ortega was the first guest lecturer to speak to the students. His lecture was entitled ‘European Union and Current Events.’ Dr. Ortega gave a brief overview of the history of the European Union and how it arose out of the collective history of the nations of Europe. The lecture also covered both the positive and negative aspects of Spain being a member of the European Union and what current crisis the Union faces. Dr. Ortega ended the lecture by taking questions from students.

**Guest Lecture, Tuesday, May 20** – Dr. José Luis Hervás, the second guest lecturer, spoke about the ‘Historical and Economic Perspectives of Spain.’ Dr. Hervás presented the students with a
brief history of Spain beginning with its role in the Roman Empire and leading up to present day. The majority of the lecture was focused on the economic state of Spain following the end of Franco’s dictatorship. Dr. Hervás utilized comparisons to the United States political systems to help students see how the political landscape in Spain is tied to current economic and employment issues.

Guest Lecture, Wednesday, May 21 – Dr. Ignacio Messana, the third guest lecturer, presented a lecture entitled ‘Global Leadership.’ This lecture focused on global leadership in a business context. Specifically it examined the importance of being aware, as a global leader, of your own prejudices and assumptions. Utilizing illustrations from modern films and television shows, students were encouraged to consider how they interact with individuals of diverse cultural backgrounds as they prepare to enter the working world.

Guest Lecture, Thursday, May 22 – Dr. Artemi Cerdá, the fourth guest lecturer, presented his lecture entitled ‘Water in Mediterranean Landscapes.’ Dr. Cerdá gave a brief overview of the history of agriculture in Valencia and the Valencian province. He introduced the concept of gravity fed irrigation and the steps that the city has taken to improve agricultural outputs. This lecture included a visit to a small farm just north of the city to view traditional Spanish irrigation channels as well as the Tribunal de las Aguas in Old Valencia.

2.6 Final Reflection Essay

Students were required to submit a six to nine page final reflection paper due by June 16, 2014 (see Appendix I). 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 Spain 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 pertains to their career path. Students were asked to reflect on their professional growth as it relates to their development while in Spain 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 to discuss personal observations based on politics and the economy. Students were to compare the similarities and/or differences between Spain and the United States political and economic systems. The students had to determine what impact, if any, their service learning hours had on them on a personal level.

**Cultural impact**- This section allowed students to discuss what they observed during their experience and express their personal viewpoints of Spain overall. Students were to apply what they learned from their guest lecturers to their time abroad. Students were also asked to reflect on their homestay experience and discuss how this method of cultural immersion impacted their time abroad. Finally, students reflected on whether their perspective and thought process of Spain has changed and how living in this country compares to living in the United States.

**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 Sites

3.1 Overview

All students took part in a service learning experience as a part of the course. The service learning included work at two different sites over the course of three days. The sites were selected by the ISA staff in Valencia.

3.2 Feria de Primavera

On Saturday, May 17th and Sunday, May 18th Horizons students and staff travelled with ISA staff to the Jardines del Real (Garden Nurseries) to volunteer at the Feria de Primavera. This is an annual fair designed for social integration of individuals who are mentally handicapped. The fair had a variety of booths and activities that required volunteers, the students were able to volunteer at a variety of locations over the course of the two days.

Activities that students took part in included: monitoring bounce houses, overseeing soccer games, face painting, braiding hair, and helping children as they put on or removed their harnesses for the climbing wall and zip line. Students had the opportunity to put into practice the global leadership skills that they had been learning as they interacted with families who had attended the fair.

The majority of students were very pleased with this service learning experience; they felt that it was a fantastic opportunity to be immersed into Valencian culture. A number of students listed volunteering at the Feria Primavera among their favorite experiences of the entire trip.

3.3 Colegio Cavite

Between May 19th and May 27th Horizons students travelled to a local elementary school, Colegio Cavite in Valencia, to volunteer at an afterschool program entitled Refuerzo Escolar. Students were divided into four groups and each group volunteered for two hours. The ages of children that the Horizons students worked with varied between the groups. While at the afterschool program Horizons students were able to assist the Valencian students with their homework, play games with them, or just have conversations with the students.
Student responses to this experience were varied. Some students reported that the service learning activity was incredibly impactful and they felt that they made good connections with the students. Others reported that they did not get much out of the experience and they felt that they weren’t given enough information preceding the activity.
Chapter 4 Cultural Excursions

4.1 Overview

Students were given the opportunity to experience Spanish history and culture through a variety of cultural excursions throughout Valencia, as well as other cities in Spain. There were seven events within Valencia that were organized by ISA: a walking tour, movie night, bike tour, a visit to a farm and paella restaurant, The Valencia Museum of the Enlightenment and Modernity, flamenco show, and the Oceanografic. Additionally, ISA planned tours of Toledo and Madrid, while Horizons staff planned a weekend excursion to Barcelona.

4.2 Old Valencia Walking Tour

On our first full day in Valencia the students and Horizons staff had the opportunity to take a walking tour of the portion of the city known as Old Valencia. The tour, which was conducted by ISA staff member Zaray Garcia, began at the Torres de Serranos towers. The towers were designed to defend the city and wind through Old Valencia before ending at the city’s bull-fighting ring. During this tour students were introduced to the history of the city and the role that it has played in Spain’s history.

During the tour students had an opportunity to see the Plaza de la Virgen, where the Roman forum was located, as well as the Valencia cathedral and the Tribunal de las Aguas, where city leaders would decide how much water would be released for the irrigation of crops. The tour also took us past El Mercado central, which has been the city’s central market since 1928. This market is home to over 900 vendors selling fresh seafood, meat, and produce from around the area.
Figure 1. Students outside of the Torres de Serranos towers

Figure 2. Students outside of El Mercado Central
4.3 **Movie Night**

After three busy days filled with traveling, exploring and even getting a little lost the group was tired and was hoping for a quieter evening. Fortunately ISA planned for the group to take part in a screening of a movie. On the evening of May 14th we met at the ISA office before walking to a nearby college campus to attend part of a series on films that were based on the works of William Shakespeare. That particular evening the film being show was *10 Things I Hate About You* (1999), a comedy based on Shakespeare’s *The Taming of the Shrew*. The film, which was shown in English with Spanish subtitles, was a nice taste of home for our students. Following the movie there was a brief discussion comparing the film to the play upon which it was based.

4.4 **Bike Tour**

The Turia River flowed through the heart of Valencia for most of the city’s history. However, following a catostrophic flood in the 1950’s the path of the river was diverted south of the city and the original riverbed was converted into an eight kilometer city park. On May 15th we had the opportunity to take a bike tour of this park with Zaray Garcia of ISA. This excursion gave us a unique view of the city as we traveled through the park. Approximately a quarter of the way through the tour we stopped to have a picnic lunch as a group, students ate their meals provided by their host families. In addition to learning about the history of the river and the activities that it offers to its patrons we were also able to see the Ciudad de las Artes y las Ciencias (City of Arts and Sciences) which we would return to later in our trip.
Figure 3. Jabri, Jessica, Emily, and Devin on the Bike Tour in Valencia

Figure 4. Vanessa and Jared enjoying their picnic prepared by their homestay mother
Figure 5. Jasmine, Stephanie, Vanessa, and Colleen by the pond off of the bike path

Figure 6. Henry, Taylor, Jabri, Glenda, Jessica, and Alex posing with the Horizons Leaders
4.5  **Huerta Valenciana and Paella**

When looking over the planned activities before departing for Spain many of us were looking forward to the paella cooking demonstration. We, incorrectly, assumed that we would be attending this demonstration in a classroom or restaurant setting within Valencia. Instead Manuel Gutierrez, our guide from ISA, led us out of Valencia to a small farm just north of the city. When we arrived at our destination we were greeted by our host Toni who owned the farm and restaurant we were visiting that day.

Toni first took us out to his fields where our students were able to help gather many of the vegetables that would make up our lunch later in the day. After returning from the fields, pausing to take pictures with the farm animals, Toni took us on a tour of his antique farm equipment. Toni informed us that he believes in traditional farming methods, even though he has upgraded his equipment. Students were also treated to a horse and carriage ride that made a stop at an orange orchard and a tour at a traditional Spanish style home. Students learned that Toni’s adherence to traditions carried over to his Valencian paella preparation as they assisted him some with some of the steps and watched as his sous chef cooked two giant pans of paella over an open flame. All of the students’ hard work paid off as we were able to enjoy the fruits of our labor with a traditional multi-course Spanish meal.
Figure 7. Jessica and Emily taking over as chef cooking the Horizons Paella feast

Figure 8. Toni throwing students vegetables from the garden
Figure 9. Wearing our straw hats on Toni’s farm

Figure 10. Horizons enjoying the freshly made paella
4.6 Valencia C.F. Match

A staple of European life is the importance of futbol, or soccer to Americans. While experiencing a match was not initially on the planned schedule our ISA contacts were able to help us procure tickets for the final match of the season for the Valencia Club Fubol team. Eighteen of the twenty students, along with the two Horizons leaders attended the Valencia and Celta de Vigo match on Saturday May, 17th. While many students were not very familiar with the rules of soccer they all enjoyed the experience of seeing professional European soccer and cheered Valencia C.F. onto a 2-1 victory to end out the season.

4.7 Museum of the Enlightenment and Modernity

On Tuesday, May 20th the group visited the Museum of the Enlightenment and Modernity (MUVIM) to attend an exhibition entitled “The Adventure of Thought.” This exhibition combined live performances, multi-media displays, and architectural elements to introduce the changes that occurred through the Enlightenment. The presentation began at the end of the medieval period and progressed through the modern era, focusing on new inventions and ideas that arose during this period of history. Many of the students reported that this was their favorite museum that we had the opportunity to visit, most often due to the unique nature of the exhibition. This was certainly a once in a lifetime experience to have.

4.8 Flamenco Performance

Flamenco dancing is one of the indelible images of Spanish culture. This is a style of dance that grew out of Romani and Andalusian dances and music. Flamenco incorporates singing, guitar, clapping and dancing. We had the opportunity to see a traditional Flamenco show on May 22nd. The group met at the ISA office before taking the bus to the edge of Old Valencia. From there we walked to a small club that was already teeming with people. We found seats, if possible, or places to stand, and watched as the cantaor began to sing. The dancers would alternate in the front, stomping, clapping, and spinning along with the music. Because of the nature of the venue the entire experience felt simultaneously like an intimate performance solely for our group while also allowing us to feel as though we were fully immersed into Spanish culture.
Figure 11. At the Valencia C.F. Match

Figure 12. Valencia Futbol Stadium
Figure 13 & 14. The Flamenco Performance
4.9 Oceanogràfic

Our last cultural excursion in Valencia was to the Oceanogràfic which is a part of the City of Arts and Sciences. Students were able to explore the aquarium at their leisure as they made their way through six different installations simulating a variety of water based ecosystems. The aquarium also included a large aviary as well as the Great Dolphinarium. Some students spent the majority of their day at the aquarium so that they could attend the dolphin show in the afternoon.

Figure 15. Outside of the aquarium
4.10 **Barcelona Excursion**

Horizons leaders pre-planned an excursion to Barcelona, Spain during the study abroad free weekend. The excursion to Barcelona was not included in the overall study abroad cost and was optional for students to attend. All 20 students opted to participate in the excursion and on Friday, May 23rd students and staff left Valencia to travel to Barcelona by train. While in the city we stayed at the EquityPoint hostel, centrally located to offer us easy access to many of the top tourist destinations as well as ample shopping and dining locations. Additionally, students were able to experience a traditional European hostel, complete with meeting other travelers from around Europe.

While in Barcelona there was only one planned activity for the students. As a group we visited the Picasso Museum on Saturday morning. The Picasso museum opened in 1963 and offers patrons the opportunity to view work from throughout Picasso’s life. Students were able to explore the museum at their own pace and explore the different phases of this great artist. The tour was offered to us free of charge since we were an educational group and students made the most of their time there.

For the remainder of the weekend students were free to explore the city at their leisure. While in Barcelona students experienced the architecture of world famous modernist architect Antoni Gaudi. Whether at his famous cathedral Sagrada Famila, which has been under construction for the past 132 years, to the expansive Park Güell, Gaudi’s work could be found all across the city. The biggest theme of the weekend seemed to be walking. Students walked through the gothic neighborhoods experiencing the grand history of the city, or they wandered down Las Ramblas, a street filled with shops and vendors. On Sunday before leaving town a number of students took the opportunity to hike to the top of Montjuic Hill which overlooks the downtown area, and even holds an old fort at its summit.
Figure 16. The view from our hostel

Figure 17. The streets of Barcelona
Figure 18. Devin, Alex, Jabri, and Taylor overlook the Olympic yard

Figure 19. Emily and Stephanie meeting the locals
4.11 Toledo Excursion

On our second to last day in Spain we traveled with ISA Director Manuel Gutierrez to Toledo, Spain for the day. When we arrived we were dropped off at the edge of the old city of Toledo, which is demarcated by the original city walls. Toledo has been an important city throughout the history of Spain. It was the original capital city of Castile before the capital was relocated to Madrid. The city is most widely known for an expanse of time in which Muslims, Jews, and Christians co-existed peacefully. During our visit to the city we were taken on a guided walking tour and were able to see the influences of these three cultures throughout the city. One of our stops along the tour was at Santa Maria la Blanca, the oldest synagogue building in Europe, constructed by the Moors, and is now owned by the Catholic Church. On our tour students learned about the works of the famous artist El Greco, who lived in Toledo for the final 37 years of his life. Upon completion of the tour the students were given time to explore the city more if they chose to.
Figure 29. The City of Toledo
Figure 30. Horizons overlooking the city

Figure 31. Listening intently to the tour guide
4.12 **Madrid Excursion**

The group spent the final two days in Spain exploring the capital city of Madrid. Upon arrival we took a walking tour of part of the city, starting with El Madrid de los Austrias. This was the original city center of Madrid and was built during the reign of the Habsburgs and is home to the Plaza Mayor which was originally home to bullfights and coronations. During the tour we were given more insight into the history of Madrid and had the opportunity to see many of the original governmental buildings in the area. Historic buildings demonstrated the rich cultural heritage of the Spanish metropolis and gave the students a deeper understanding of the country we had called home for the past three weeks.

After checking into our hotel the group met at the Prado Museum for a tour. The Prado Museum was built in 1819 and is home to one of the largest collections of European artwork. The tour guide took us through this expansive museum and offered us insight into some of the more popular exhibits, including Diego Velázquez’ masterpiece *Las Meninas*. This painting, completed in 1656, was a masterpiece which had previously been discussed at our visit to the Picasso Museum in Barcelona. Other artists we experienced at the Prado included El Greco, Hieronymus Bosch, Raphael, and Goya.

In the evening students were free to explore the city. Some students returned to the Prado, while others went shopping or bought dinner. That night many students elected to spend time at the hotel reminiscing about their experiences in Spain. The following morning the group met at the Reina Sofia Museum, Spain’s national modern art museum. The Sophia, established in 1992, is home to many modern Spanish masters, including Pablo Picasso and Salvador Dali. On our tour we saw Picasso’s *Guernica*, one of Picasso’s most famous works which shows a mixture of two of his styles cubism and surrealism. The visit to the Sophia was a stark contrast to the styles found at the Prado; however, it gave the students an opportunity to experience a diversity of artwork.
Figure 33. Plaza Mayor

Figure 34. The Royal Palace Gates
Figure 36. The last evening in Spain, ISA Farewell Dinner

Figure 37. Reina Sofia Museum
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 Jared Andrews

In all honesty, I wasn’t expecting to grow personally from the study abroad experience as a whole and was humbly shocked with the results. After a mentally exhausting semester, I came into this study abroad experience with the mindset that I was going on vacation; I never imagined that I would learn things about others and myself that would impact my life forever. I saw myself rise to the challenge in unfamiliar situations and broaden my understanding of new concepts to mature personally. I gained in the fact that I realized the most important thing to me is my relationships with others and immediately after arriving home I came across an article where a man was asked what his greatest fear was; I thought his response correlated with my personal growth and who I want to be as a person from the result of my time in Spain. He replied "Turning 40 and not having a personal life, finding out that I've gotten where I want to be, but there's nobody in my life to care about where I am or what I've done." These personal connections I make with people are what drive me to improve on my life professionally and I attribute my success so far from maintaining these.

This course has challenged me in ways I never thought possible, strengthened my bonds with fellow Boilermakers and Horizons students, and has ultimately made me a better person. Being an effective leader is contributed by knowing who you are as a person and I felt that this trip has allowed me to gain better insight into who I am and will ultimately lead to my success as a global leader. I have gained a new understanding of a culture different than my own, improved on the use of the Spanish language, and have learned how to work with people from different cultures in a positive manner. I am very appreciative to have been a part of something that has changed my life and I know that the combination of in class work and being able to experience Spain outside of the classroom has given me skills that I wouldn’t have gained otherwise that I
could put into practice in real life. I have never before cried when leaving a group of people or a place until I left Valencia and everyone I met on this trip truly will hold a special place in my heart. Words cannot express my gratitude and the depth of knowledge I have gained; I cannot wait to apply the skills and experiences I have gained on to Purdue’s campus and to be a global leader for years to come.

5.3 Jabri Boyd

I greatly treasure the experience of getting to know every single person who was on that trip. Ernest Hemmingway once said, “Never go on trips with anyone you do not love.” Not only do I understand why he said those words but I also think I lived up to his command. It didn’t take me very long to fall in love with the strangers who were on the bus with me on our way to the airport. It didn’t take long for nicknames to form, or for inside jokes to be made. It didn’t take long until we were leaning on each for support. We were what I like to call an instant family. A group of people thrown together who get along not because they have to, but because they want to. I have had close experiences with every single one of the individuals on that trip. We have been through everything from getting lost to nearly falling of a bike. I believe I will be friends with every person on this trip when we get back to school in the fall. This trip could have been awful. Everything could have gone wrong and it could have been the worst experience of my life, but it still would have been worth it because I made 21 new amazing friends.

I like to think that every experience you have throughout life and every person you interact with impacts you and ultimately change you a little…If I were to go down the roster of every friend I made on this trip and say how they changed me it would take forever, so I’ll just say how the group impacted me. This may sound terrible but I don’t have very many white friends at Purdue. I have just found it hard to connect with them. Coming to college was the first time I saw racial differences as an obstacle and to be honest it was kind of a concern before the trip started. But the people on this trip were sensational. I am convinced that some of the most friendly, funny, and real people were on this trip with me and now they are my friends. I have learned so much from all of them. Also, most, if not all, of us are not necessarily swimming in money, but everybody was happy. No one ever genuinely complained about their circumstances, instead they
made do with what they had and smiled regardless. That is a lesson I will hold close to my heart forever.

I would say my favorite [activity] was the Paella cooking “class”. I don’t know if what we took part in can really be considered a class but it was amazing and not only my favorite activity, but also my favorite part of the trip as well. There were so many different aspects of that event that contributed to it being my favorite, but the largest factor was the fact that we got to help to prepare the food. When we first arrived, Toni had us snapping peas and separating the ends from the middle parts and then breaking the middle parts into smaller parts. It was simple and because there were so many of us we got it done fast, but it was still really cool to see something we did end up in the food that we eventually ate.

5.4  Henry Stewart

Now more than ever, businesses and corporations are utilizing the world stage to their full advantage through finding new markets to sell to and finding new locations to manufacture their product. But, before a company establishes a base in a foreign culture, the foreign culture must first accept the new company. Companies need individuals who can speak different languages and respect cultural customs to establish a professional business foundation. Effective global leadership includes thorough communication and having a genuine willingness to learn about new cultures. If you can overcome the language barrier between cultures, and also have an authentic passion to learn about the differences in a culture, you are exhibiting the four soft skills required of a global leader that were described in the first class.

Inside the classroom, I learned a lot about myself. The Enneagram results were really eye opening and I took something valuable away from every guest lecture, and also every presentation by Josh and Rosa. Outside of the classroom, I experienced life as I never had before. I met people from all around the world, and lived with people who live their lives completely different from how I live mine in the States. I’m already hoping to go back to Valencia and am even thinking about a possible career path of teaching English to Spanish school aged children. I value physical exercise even more now because I now have proof of the
benefits of walking everywhere. There is no other place I would have rather spent my first three weeks of summer than with these 21 other Horizons members.

I can still see the view of the street block just next to my apartment complex as I would walk out the door every morning to walk to class. I see the people walking their dogs, the playground, the people sitting and having their morning coffee, and parents holding a hand of their uniformed dressed school aged children. My favorite part of the study abroad experience was walking to everything I went to. Walking was slow enough to absorb everyone around me and made me feel included in the city.

I realized there is just as much life to live in Indiana as there is in Valencia. The change in perspective that a short three weeks in Spain has given me is better than any material gift that anyone could ever give me. It taught me that it’s up to me to make the most out of every day and to find the best in things. I’m making an effort to channel some of that energy into my normal, everyday life back in America.

This trip has helped me change my perspective on how I live my life to the fullest. The lectures have helped me learn the strengths and weaknesses my personality, and how they can shape my life. My character will continue to grow as I work on using my personality type as a leader to make the most out of my life and the lives of my loved ones.

5.5 Stephanie DeSimini

The study abroad trip to Spain with Horizons was an experience that I will always carry with me. I visited new places, absorbed different cultures and history, but most importantly I looked inward at myself in ways that I have never done before. I learned things about myself during the three weeks studying abroad that I will never forget. I continue to use the information that we were taught in our classes to try and fully understand myself and those around me. The impact this trip had on me personally is something I will never forget, or ever be able to reproduce ever again.
One of the most meaningful experiences to me was shortly after our third class over the Enneagram material. At first I was confused and a little upset. My feelings were hard to describe to people, and I felt alone in our group. I didn’t want to ask for help, or burden anyone with my problems. I finally got to the point where I couldn’t handle my thoughts and I needed help. I needed to talk to someone with how I was feeling and I needed to understand more about the enneagram works. I asked Josh for help, and he was happy to meet with me and offer his guidance about the Enneagram. That moment is one of the most memorable to me because he was willing help me when I needed it. I learned more about myself and I felt much less confused when I went home that night. I even got to learn a little bit about Josh, which is one of my favorite things about being in a group of people. I love hearing stories and learning more about them as a person. It means a lot to me when someone is willing to set aside time to help me or others.

As an individual, I have changed in many ways. I understand myself so much more than I did before. The enneagram test was so eye-opening and allowed me to see myself from a new angle. At first I was very flustered and upset by the results of the test, but now I embrace who I am, and I can hopefully continue to work towards a healthy place in my life. I was not expecting to change in how I look at myself… I thought I would change more in the cultural sense. I originally thought I would have practiced my Spanish a little bit more, and have really delved deep into the Spanish culture. I seem to have gotten more self-evaluation and growth out of this trip than anything else. I was very surprised that I was affected so deeply by the Enneagram test. It is such a big breath of relief when you can read something about yourself, and know that it’s okay to be who you are. When people judge you, or they don’t like you for your personality, it can be a really big blow to your self-esteem. When you realize that they are not better or worse than you are, just different, it makes you feel so much better about yourself and opens you to new people and things.

5.6 Katlyn Forrestal

I truly feel that I have been changed by this experience and that I will express that in my actions and teachings to others in my daily life. One of the biggest changes would have to be in my
personal life, which is strange because up until this trip I was very comfortable and confident in my outlook on the world and the different individuals in it. I was not expecting that experiences in Spain would change my view like they did. I do not believe I can pin point a particular moment that encompasses when my views were altered because it was the atmosphere of living within the culture as a whole, however I feel that the first lecture by Rosa on acceptance and cultural sensitivity as well as the guest lecture on how what is normal in other cultures may be different but are not wrong, helped me to address my personal growth in a more defined manner.

All-in-all I have a new outlook on what I take in from the world around me that I had once seen as strange. Being immersed in another culture has helped me appreciate that I see my own actions and routines as right because they are what I am familiar with and what I experience on a daily basis, while in reality they are just American culture and they are no more "right" or "correct" than any routine of any other culture. I have always seen myself as an accepting person and I have been aware of, and respect, that there are individuals who belong to different cultures than my own; however, now I feel that I can take a step back when I experience an individual of a different culture doing something I may once have considered "weird" or "wrong" to process what the cultural relevance of their actions are. There has to be a reason why each aspect of a culture has stuck with it so long and I feel that our trip to Spain has helped me grow enough to truly appreciate cultural diversity.

Since returning home, I have spent almost every moment talking my loved one's ears off about my amazing trip. I had the honor to learn and grow surrounded by a group so well rounded and special that I could not hand pick a group of individuals that could have topped it. Among all other things I feel that the lesson that I will integrate into my life the most is my view of the importance of respecting and attempting to understand different cultures on a different plane than just comparing it to what little part of the world that I am familiar with. Most importantly, I feel that it is my responsibility to pass on what I have learned about understanding on to my cousin who I am a role model to and help her to accept everyone she comes in to contact with even though she is constantly influenced by my intolerant grandparents. I feel it is my duty to protect her from their close minded views and so far I believe that I have done a pretty good job. This
trip has opened my eyes so much and I will cherish the memories and friendships I have made forever. I will also integrate all of the important life lessons that I have learned into my daily social life as well as my professional career. Thank you to all of the organizations involved in making this an experience that I could not have imagined even in my wildest dreams.

5.7 Jessica Carsten

After looking over all of my journal entries of the trip in Spain, I would say that the bike tour around Valencia was the most meaningful experience for me. Also, this experience was when I began to notice growth within myself. When I was about ten years old I had a huge bike crash while going down a large hill. I was so scared from that tragedy that I never found enough courage to ride a bike again, so when I heard about the bike tour I was immediately terrified. I knew that I absolutely had to do it, so I didn’t think about it till I had the bike in my hands. Once I touched that bike my heart was pounding rapidly and thoughts kept going through my mind not believing that I could do it anymore. I wanted to go so bad because I knew that it would be an amazing time. We all walked our bikes down a ramp and that was when everybody was getting on their bikes and began to ride on the tour. I knew that there was no turning back, so I got on and began pedaling. I struggled pretty badly at first so I couldn’t really concentrate on the beauty around me, but once I got comfortable I looked out at the scenery and was in awe. It was a beautiful sunny day, which enhanced nature’s beauty, and I began to appreciate that I had the opportunity to have been able to study abroad and many more things in life that I might have taken for granted. I was in the back on the line for the tour so I didn’t really talk to anyone, which was fine because it gave me the time to think to myself and soak in as much as I could. I haven’t had many opportunities to do that for myself and it felt relieving and calming.

Through this experience, I gained the confidence that I am more capable of doing things than I believe myself to be. I am always second-guessing myself when performing any kind of project and never feel like I am right. Sometimes I even hold back ideas and don’t say what I think because I feel like I am wrong or will be laughed at, but most of the time I end up regretting that I didn’t say them after realizing it wasn’t a stupid idea. Taking time to relax and think will help me keep my priorities straight and to embrace events that have occurred that probably happened
for a reason. That bike tour was the perfect time to sit and think to myself about everything that is going on in my life and appreciate the things that I tend to take for granted.

Everyone asks me how my trip was and I always find a hard way of talking about it because it was so much that I can’t even put it all into a response. Although I am sad that I can’t express what I experienced to others, I also don’t really mind. I gained so much confidence and have grown so much through this trip that I know I will benefit in the future. I am just so thankful that I benefited so much from this trip and that is what I have been trying to work on most about myself.

5.8 Vanessa Garcia

I would have to say that the most meaningful experience I have had that has had a personal impact on me would be the welcome dinner our first night we arrived in Spain. At the dinner we were given traditional Spanish food. And I am notoriously well-known in my family to be extremely picky when it comes to eating food, and some of the food that we were served definitely was not in my range of foods I like to eat. At that dinner I realized that I needed to be more open to try new things, whether it is the food or an activity we would take part in. Overall as a person, I have become more willing to try new things and have become a little more outgoing.

Living in a homestay in Spain was one of the best experiences and memories I will have of Spain. What I loved about staying in the homestay was that we got home cooked meals every day and had our laundry done. Another thing that I really enjoyed about the homestay was that we personally were a 3-minute walk from the classroom and ISA office. My host family, Nora and Gus, were amazing at getting us acclimated to our new environment. Nora always made sure to ask us how our day had went and even gave us suggestions to places we could go out and have fun. There was a little bit of a language barrier between our host family and I (not as much as Jasmine though). Since I have a pretty good understanding of Spanish it wasn’t too difficult, but when I came across a word that I didn’t know how to say in Spanish we usually ended up
playing an impromptu game of charades and if that failed Nora would hand me a Spanish-English dictionary.

I would have to say my favorite part of Valencia would have to be the plaza that we went to on our walking tour of Valencia. I absolutely love that plaza; it’s so beautiful there. It has all these little stalls and shops to buy souvenirs, restaurants, and beautiful architecture and monuments. I can easily spend all day there as well as all my money. That little plaza basically embodies what I thought Spain would look like everywhere. I thought that Valencia would be this old antique looking town, I was a little surprised when it found out it wasn’t…but it was a good surprised. For me the most challenging part of Valencia would be getting around. I find that trying to figure out where things are and how to get there is my biggest challenge; well it would be that I’m just direction impaired as well.

Overall, this trip was an absolutely amazing experience and something I will always hold dear to my heart. I had made so many new friends and gained new memories because of that. Being able to visit and experience Spain the way we did is something that was truly remarkable. I loved how everyone in our group got so close, which helped make this trip more enjoyable and memorable.

5.9 Emily Tiede

Even though in my head, I know I was in Spain, I still can't bring myself to believe I did what I did. At the beginning of my freshman year, I always thought to myself, "Yeah, I'll study abroad. Like my junior year or something." But honestly, I never thought that I would actually do it. It was one of the last things to do on my "To-Do List." I knew studying abroad would have been expensive, and I am the first of my family to be in college, so I would have gone into the experience completely blind. So, when I heard about this study abroad experience Horizons was having, I really didn't think much of it. But I did go to the call out meeting; only because my friend, Anna, talked me into just seeing what it was about. I am so glad that she talked me into it, because I can honestly say that our Horizons 2014 Spain Study Abroad trip has overall been the best experience of my life.
Spain was very different than what I expected. It was easier in ways that I thought were going to be challenging and difficult in ways that I thought would be a breeze. One thing that I knew would be challenging was language. However, I did not know that my host family only spoke Spanish. That was tough to get around. We got through it though. Google translate was our best friend as well as patience. Seriously, patience was a big part of communicating; both ways.

The most memorable experience ISA had planned for us would have to be the bike tour. I am pretty sure that most people seen how excited I was just biking around Valencia. I was always at the front of our line and could not stop ooh-ing and ah-ing at all the scenery and buildings. I always knew that I liked riding bikes, but this bike tour was just amazing for me because of our surroundings. Back at Hammond, Indiana, the best "view" you'd get would be a park. And even then, it probably has garbage all around it. Another reason why I loved the bike tour so much was because I felt like that experience really connected our class together. We all were biking around like kids and were experiencing the same things together and I feel like I really connected with some people then. Funny story, I was trying to say bike in Spanish and I kept saying "bicicleotecas" which is obviously wrong and everyone was helping me get the right word down and I eventually did and it was a bunch of fun bonding with everyone.

I also feel like even though there was so much class bonding that I did a bunch of self-reflection too. Since the bike tour was towards the beginning of the trip, I reflected on how I made it to Spain and how I did so much on my own. I did have the support of friends and family but getting to Spain was mostly a self-project. With the bike tour I feel like that was when I was finally like, "Wow, I am really in Valencia, Spain right now." That was a pretty amazing feeling.

5.10 Devin Hall

Of all of my meaningful experiences I have to say that the most meaningful experience I had was when we went to the Picasso museum. When I first walked into the museum something felt different. I don’t really know what the feeling was or why I felt it, but something was different. Some of the group stayed together while others broke off into smaller groups of 2 or three or walked alone by themselves. I first sort of went off by myself walking around the museum, but
then met up with Michelle and gazed at the artwork and discussed it with her for a while. I really loved this because this was the first time I really spent time with Michelle which was great because she is such a sweet girl, but this was also the first time I walked around in a museum and philosophically discussed the artwork. Then after strolling with Michelle for a while we split up and I walked around the museum alone. I walked along every inch of that museum and took my time looking at all the artwork.

I saw so many beautiful paintings and different pieces of art. I was looking at this one painting of a woman and then turned the corner and came across this painting of a man. The painting wasn’t really anything special. There weren’t any secret meanings or really bright, new colors or new painting or brush techniques. It was just a portrait of a man in a hat. I don’t even remember the name of the painting, but as I was studying it I saw something in the bottom right corner. So I leaned in to see what it was and right there beautifully painted in black paint was the name “Picasso”. Then all of a sudden I felt a rush of emotions fill my body. My body felt like it was paralyzed, my arms and fingertips were tingling, I felt my cheeks begin to warm and flush and then my eyes begin to well up. In that short 20 second moment I got lost in that painting. I was thinking about Picasso. I thought about him painting that portrait of the man and then began to picture him painting all of his artwork. I couldn’t believe that I was standing right there, in that moment, looking at the artwork of one, if not the, most amazing artists of all time.

I learned a lot on this trip, not just about Spanish culture and history, but about myself as well. I really got to see how I truly felt, handled, and reacted internally to this new environment, new surroundings, new people, unfamiliar language, all the things we learned in class. From the beginning I knew that I was going to be learning a lot while I was in Spain, but I just figured that it was going to be mostly about our class discussions and through our tours of the city, but this trip impacted me so much more than that.

5.11 Taylor Nelson

I learned a lot in Spain, not just about the culture but about myself. Three weeks in Spain was nowhere near long enough to properly learn about the culture, the group of people I traveled
with, or the amazing homestay family I was introduced to. Over all, it was an experience I will never forget and one I can never relive.

The day I found out that I would be going to Spain I went to Vons [bookstore] and bought a book about traveling through Spain. The book covered all of the main cities and attractions, so I thought I was decently prepared. In high school I took three years of Spanish and tested out of two semesters in college, so I thought that I would be okay. I knew I was not fluent and that I had problems with conjugations, but I thought it would be enough to get by. Later I found out that I was nowhere near ready.

Nothing could have fully prepared me for what I was going to find in Spain. The language barrier was intimidating and the structure of Valencia was unknown to me. I could grasp words and some phrases when I was being talked to, but everyone talked fast and I kept getting words confused and spacing when asked direct questions. My homestay mom and sister both spoke English. I thought that was going to be a blessing and help me find some comfort, but they were both determined to teach me basic conversational Spanish. It felt like a test every time we talked. I kept asking them to repeat things and if they could talk slowly. They did so gladly and by the time I left I could translate most of what they were saying, but I still struggled to respond. This was much more than I thought I could learn in three weeks.

One of the most meaningful experiences I had in Spain was with my homestay family. During the first week, they had some of their friends come over for dinner. My homestay family and I communicated well but I was having trouble bonding with their friends. Everyone was so kind though. Every time I said anything in Spanish I would get applauded. Even if it made no sense or I used the wrong words; they were just so excited that I made an attempt and that I was trying. There were nine of us, and we all sat at that table for hours. We were still talking long after the food and wine were gone. I had no idea what was being said most of the time, but I kept listening and when I was being talked to the conversation would slow down a bit so I could attempt to translate and respond. It was almost like I could actually speak Spanish. That dinner made me feel amazing and I felt very comfortable in Spain. That night I gained a sense of belonging and
confidence that I had been lacking for a while. It was a change that I would never have expected and I absolutely loved it. Those new feelings made me love and appreciate everything a little more; including the actual classes and classwork we were done.

5.12  Jasmine Su

To be honest I was not sure what I was going gain from this experience. I knew we had a class to take but I was more interested in the traveling and the tourism part. However after these three weeks, I learned and experienced so much more than I could have ever imagined. I was extremely nervous about being with this new group of people. After going to the meetings, I felt like I was the only one that did not know someone else. I get a lot of anxiety from meeting new people, but literally I felt awkward with this new group of people for about half a day. The rest of the trip we were like best friends and I’ve learned to just be open about everything that way no one can judge you.

Since I did not know a single person on this trip before we left I told myself to “just keep to yourself and depend on yourself” because I was very nervous to meet new people. Thankfully, everyone was just as nervous but they were welcoming and I felt like I had known these people for years when I’ve just met them for half a day. All we had for these three weeks were each other and all of us were so unselfish and giving. When anyone needed something, almost everyone jumped in to help and it taught me the important of corporation and teamwork. We used each other’s strengths and weaknesses to get through obstacles together. I learned through this trip that I love working with others and helping others to get to a common goal.

This trip has been such an amazing experience. There were way way way more highs than lows. To be honest, I was so nervous about being on this trip because I have anxiety when it comes to meeting new people and living with them for three weeks was just terrifying. Never have I been so thankful for this opportunity to travel with such a crazy awesome group of people and the most unselfish professors. I got to see things I would have never imagined and indulge in the culture instead of just looking at it like a tourist. This trip has taught me to not be scared of something new, instead try it with an open mind. After reading all my journals, it feels like going
to Spain was just dream yet I learned so much from it. The thing I miss most would be probably the funny stories everybody had because we were so confused with everything. We were all silly and clumsy in our ways but it was just a blessing to be with these people and I’m so thankful for them. However getting used to everything at home is definitely a change. I noticed that I compare a lot of things in America to Spain now, for example food or clothing. To be honest, I still wish I was in Spain exploring and learning because coming back to the real world is tough and not as fun.

5.13 Glenda Hernandez

I was definitely expecting to grow from this experience and I am really glad I did. I was not exactly sure how I was going to do it, but I did not imagine it was going to be related to my relationship with my parents. I was not expecting to get much of a cultural shock either, but I definitely did. I was told by my aunts and uncles that the Spaniards would be a bit stuck up about being European as opposed to being Latin American. I never once felt that way. When people found out that I was from Honduras, they just smiled and said they noticed my Latin American Spanish accent. I also was shocked at how liberal the locals were. Since there are a lot of Catholics in Spain, I assumed it would be a very conservative country. I was really glad to see that I had been wrong.

My views on Spain have definitely changed for the better. I am not saying I thought they were bad people or anything, but I had instilled in my mind that they were judgmental about Latin Americans which is obviously personal to me. I now know that Spaniards are really nice people who accepted me for being an American and Latin American. This experience has impacted my global view of different cultures because it taught me not to base my judgments based on others’ judgments. A difference I liked about Spain was how liberal their country was despite being more Republican. Homosexuality and abortion were pretty accepted throughout the country based on the natives I asked. I strongly believe those two things should be widely accepted. Unfortunately in America, they are not which really bothers and frustrates me. A difference that I also loved was their universal health care and free / low-cost higher education. I am aware that their taxes are ridiculously expensive, but I believe that is a worthy trade-off. The only thing I
did not like about their culture is their ability to eat dinner so late. Here in America, I eat dinner at around 5 or 5 and I am in bed before 9pm. It was so hard adapting to their time schedule.

My favorite museum was definitely the Picasso Museum. I was not expecting to enjoy this museum at all. It was definitely a shocker; I even promised my best friend that I’d go to an art museum with her since I know she loves going to them. She tried to go with me once and I absolutely refused. I loved the Picasso Museum so much and it was actually one of my favorite parts about the entire trip since it made me realize art wasn’t boring. I didn’t know Picasso was from Spain, and I didn’t know of any of his artwork. I was stunned at how many paintings he had created. I now understand why he is so famous. My favorite Picasso painting was “Charity and Science.” It was astonishing seeing how his style drastically changed over the years. Overall, I completely enjoyed this trip. I still can't believe how much I learned about my culture, the Spanish culture, art history, myself, others on this trip, and of course global leadership in just three weeks.

5.14 Sarah Angley

It’s weird to not be in Valencia, and to know that I will not be going back there. Looking back, three weeks really isn’t that long a span of time, and it feels like it’s been far too short, but it also feels like I haven’t been home in years. It just doesn’t feel like this should be coming to an end so soon. I still remember unpacking that first day in Valencia, realizing that while the apartment I was going to live in was fairly large, there was not nearly enough space for all of our stuff. And I remember meeting my house mother, who speaks just as much English as I do Spanish – none.

This trip was also an incredible experience. I tried so many new things and saw sights I will remember for the rest of my life. I met amazing people and ate amazing food. I learned more about myself and this place, and I have grown as a person because of it. I even traveled through Spain with just two other people, and climbed a mountain to a medieval castle.
Perhaps one of my most meaningful experiences was at the Paella restaurant. I feel like we experienced a great deal of authentic Spanish culture there. Hearing Toni talk about his crops and seeing everything homegrown; and then watching him make one of their signature traditional dishes was just really great. I loved being able to try all of the tapas, most of which I had never experienced before.

I really enjoyed seeing the fields and all of the fresh crops. It was really fun trying to figure out what everything was and seeing that it was all grown right there and picked right before we were eating it. I also really, really enjoyed the tour they gave us. It was great having Manuel there to translate. The tour guide was really nice and really into what he was talking about. I loved seeing all of the old tools and the dried vegetables. It was cool hearing his story about how he has crops that can no longer be found, and how he grows his corn old school so there is no genetically modified food.

I also really liked the carriage ride. It was so cool going out to that little house and seeing the drying process and all of the fields and orange trees. It was really beautiful and so different from the city, which was all that we had seen at that point. When I got back from the carriage ride they had started making the paella, which was really, really cool experience to have. Just the fact that it was such a big pan was an incredibly unique sight, and it smelled so good. That whole day just really stuck with me.

5.15  Colleen Jones
This experience as a whole was much more emotional for me than I had anticipated. I feel like I have definitely learned so much about myself and the world around me. My typical way of doing things were entirely turned upside down. I constantly found myself being challenged with new situations and being forced to recognize different things about myself, both good and bad. Not only did I have to face the basic challenge of never having travelled anywhere, but I also had to face many challenges I did not expect to have within myself. I was more and more surprised throughout the course of the trip how much I began to recognize certain things about myself I hadn’t previously considered.
This really began at the beginning of the trip with the lecture on intercultural sensitivity and again during the Enneagram discussion. One huge problem I have in my life is knowing who I am and what I value without changing it depending on the people or the situation I am dealing with. I think this is a horrible problem and I have been really trying to fix it. While I recognize that I have still not conquered this entirely, I feel that being able to see how I handle situations and the ways in which I think and feel about things greatly assist me in being able to fix the problem. This experience has truly benefited that aspect of me greatly, and words on a page can’t ever give my growth in this area justice.

I freak out when things do not go according to the plan in my head. The first week we were in Spain a few of us from the group were all walking back pretty late at night. I did not mind walking home at all, and my roommate and I had decided earlier that day that we were for sure going to save money by not taking a cab. Some people had yelled obnoxiously out their car window and the girls I was with instantly freaked out and put their arm out for a cab immediately. I had no choice but to ride with them and pay the cab fare, even after I expressed my opposition for going against the initial plan. I had a pretty bad breakdown when I had gotten home, but after my emotions had ceased I learned that accepting small changes and not freaking out over such minuscule situations is something I had to learn to do better. I had not anticipated being able to recognize these things about myself in order to better them for the future. I really wanted to feel more independent and confident in myself as a result of going abroad with this program. While I feel I definitely grew in these aspects, I was surprised with how much more of a personal impact it had on me than just that. I had nothing but a positive experience in Spain and I loved every minute of it. I’m forever grateful I got to be part of such a great experience, and it exceeded my expectations more than I could have ever imagined.

5.16 Emily Strobl

It’s strange looking back over my journals and seeing how I felt at certain times about the various cities we visited as opposed to how I see them now. First and foremost Valencia was home; a home that I initially took for granted. Just before the trip to Barcelona I was feeling a little down
about Valencia. I had this attitude that I had already done and experienced everything the city had to offer. I was even worried I may be bored for my final days there. I loved Barcelona in the sense that it was an amazing experience. There were a million things to see and do. Going to Guell Park, seeing the works of Gaudi, visiting the Picasso Museum, conquering a castle, eating at Tacos Tacos, these are all things I will never forget. It was a bit overwhelming for two days, but I felt I squeezed every minute out of it. The weekend excursion really put things into perspective for me. While Barcelona was incredible, and kept me occupied every minute, there is no way this city could ever be a home to me. To be fair my two day experience of Barcelona was in a hostel in the middle of a downtown touristy area, so this is hardly a fair comparison. Still there was a certain feel Valencia had. It was a more laid back city. Especially in the area of our home stay it had a very “collegely” feel to it. Valencia had everything. Mountains, ocean, a beautiful downtown area (old Valencia), parks, museums, and a fruit stand or bakery on every corner.

Toledo; holy Toledo! I have never seen a more gorgeous city in my entire life! If there are any hard feelings about Spain, it's that we didn't get to have a full day to explore Toledo. Our walking tour was wonderful. We hit some important spots, and I loved learning about the Greco, seeing the banners being hung for the festival of Corpus de Cristi, and the Moorish influence in the architecture. It was almost too much beauty for one day! Despite its incredible beauty, I wouldn't have wanted to live there either. It was quaint, but very touristy. It wasn't a place you could make a home. Ending in Madrid was perfect because it was my least favorite. It honestly just felt like any other city to me. I loved going to the Prado and the contemporary art museum, but there wasn't anything special about the city itself. That made it so much easier to leave. All-in-all my trip was pretty close to perfect. I felt like I got as much out of the trip as humanly possible. I went in with high expectations of seeing and doing so many things, but in the back of my mind I never thought I would accomplish it all (except for getting to go dancing). A huge part of what made this experience was our home stay family. Although I wasn't initially happy about it, I'm really grateful we switched. Having a place that felt like home was a security I wasn't prepared to need until I didn't have it. I wouldn't have changed a thing about this trip; mishaps and all.
5.17 Zachary “Michelle” Lizano

Our weekend trip to Barcelona was a dream come true for me. Ever since I read about the famous architect Antoni Gaudí, and his work, I was in love with the city. Barcelona was practically designed by Gaudí himself. Seeing the Sagrada Família was amazing, and breathtaking. There was so much detail put into that cathedral. Pictures cannot begin to really show how beautiful it was. Not only did I get to see the cathedral, but also his house and Park Güell. It was the best part about my trip to Barcelona. My hostel experience was interesting. I have never stayed in a hostel, so that was new. It was hard sharing a bathroom with eight girls. Although, I do have to say that being at the Hostel did help me get out of my comfort zone and talk to more people in our group. I opened up more to them than I have in this entire trip. It will be hard not seeing everyone everyday again.

My home stay experience was wonderful. I loved everything about it. The best part of my homestay was being able to call our homestay “mom”. We had a conversation one night and she talked about how if it were her daughters going to another country she would want someone to take good care of them and that is why she goes out her way to make sure that we were comfortable and felt at home. I turned around and asked if I could call her mom because she really deserved it. I loved seeing her smile every time we did. It’s hard not to get attached to someone that genuinely cares about you. I will miss her and the rest of the family very much. I hope to see my homestay again sometime in the future.

Being on this trip helped me understand how important it is to be able to adapt to different situations, but especially how to be on my own…I keep thinking of all the freedom I had in Spain. It was so easy to get around and there were so many places to go. I miss being with the people on this trip and I miss getting lost. Getting lost was usually not a big deal because we had nowhere to be at a certain time during the afternoon. The trip was very calming and peaceful. Coming back home I feel as if I have been put into a prison, this is largely because here in the U.S you need a car in order to go anywhere. You cannot really get around without one. I’m having a harder time adjusting to being home than I did in Spain. I miss being adventurous,
which is something I have always wanted to be. I got that opportunity in Spain. It’s like a food you really like. Once you tasted a bit of it you always want it. It’s addictive.

5.18 Katie Rose Murphy

I’m glad I was able to experience life in Valencia because it made Spain seem more like just another place people live rather than a tourist destination. Living in the homestay really helped this view. It showed the more casual life compared to what I had previously seen only in Madrid and Toledo. It makes me think of how people see the United States. Our major tourist destinations include places like New York City but the majority of life outside of these cities is much different. It was great to see the area that was just farmland around Valencia. I was able to relate this to living in Indiana because much of the area around where I live is farmland. I had never even thought of rural or farm life in Spain until seeing this. My whole experience in Spain makes me want to see different cultures but not just the immediate thoughts of them. I didn’t really know much about Valencia before going on this trip so this is what I want to experience in different cultures. The major cities in different countries can give an idea about different cultures but I think being in the less touristy areas and especially living with families in the area gives a whole new perspective of cultures. I got to see the real Spanish life and I’d like to see how other cultures can be different from urban to rural areas.

The day we spent volunteering at the Spring Festival gave me insight into typical Spanish family life which I could compare to my experiences at home. In my hometown, I work at a nursery so I see how a lot of families interact. I loved seeing how Spanish families interacted with their young children. The Spanish parents were very affectionate with their children, giving them a big kiss before sending them off to play. I was really impressed with how different parents in the park acted. They were so quiet except for yelling to their children that it was time to go. At home, people are so much louder and seem to have to yell even in small groups. I know this is a typical stereotype of Americans but I didn’t notice it as much until I saw it at the park. Later in the trip, even with other people in the Horizons group, we were able to pick out the Americans walking on the street just from how loud they were talking. It was definitely interesting to see tourists from a different point of view.
This trip has been one of the most amazing experiences of my life. I’m so grateful for Horizons because without this program I would have never been able to study abroad. I learned so much about Spain and even myself. Staying with the homestay family was so rewarding because I was able to really immerse myself in the culture. It made me adjust to things quickly and was a great way to actually experience the cultural difference. I’ve taken so many things away from this trip but the friendships I’ve made are the most important.

5.19  Emily Kozack

Studying abroad has been one of the best experiences I have ever had. Being immersed in the environment and culture of another country and in another part of the world was something that I will never forget, and hopefully experience again someday. One of the things I loved most about studying abroad was staying in the home stay…it was really positive and I loved it. My home stay mother was one of the nicest people and she has such a great personality. She made me feel welcomed in her home the second I walked in. I thought this was a good opportunity for immersing yourself in the culture. I got to see how [Spanish families] live, how they eat, when they eat, and their living habits. I was really happy that I got to practice speaking Spanish with a native speaker who was really patient with me. I enjoyed all of the home cooked meals and being able to feel like I am at home rather than staying in a hotel. My house family was really helpful in acclimating Sarah and I into the new environment. I think that this helped me feel more comfortable in an unfamiliar environment. I think that if we had stayed in hotels throughout the whole trip, it wouldn’t have been the same experience.

I feel that this trip made me more independent than I was before. Coming to college made me feel independent but not as much as this trip to Spain did. While at Purdue I lived in the residence halls and I had an RA to kind of keep things inline or be there if I needed them. I also had my sister and friends at Purdue with my parents only living two hours away. In Spain I still had a great support group but I felt that I was more on my own. We had to figure out the bus systems, figure out directions, try to order food, and make our way around, all in a foreign country with the people speaking a different language. I was really glad that I had experience with the Spanish language. I could usually communicate pretty well with the people; but
sometimes they would look at me like I was crazy so I had to try to think of a different way to say what I needed. I really think that the trip to Xativa that I took with Sarah and Henry made me feel grown up. We figured out the train and how to get there all on our own. I was a little nervous but I took the risk and it turned out to be one of my favorite days in Spain.

Hoping to have a career in Hospitality and Tourism Management, I believe that Global Leadership is a key role; in this field as well as any other field. For me I see global leadership as being flexible and being able to work with everyone in a positive way. Additionally it is being able to understand other cultures and being open minded when you don’t understand. I think it’s important to know what is going on in other cultures and other parts of the world to be a global leader. I know that all of this could apply to a job within HTM and I hope to be able to do that someday.

5.20 Alex Meyer

My study aboard experience gave me a chance to reach out and try new things. From the first day, when we were forced to try the fish with its head still on, to each day experiencing a new environment or culture, gave me a chance to step out of my comfort zone. This trip also gave me an opportunity to meet new people. Back at Purdue I typically do not like going out of my way to meet new people, and normally stick with people that live on my floor, or the people that were in my learning community. Going to Spain forced me to push myself and meet new people and make some new friendships that will hopefully last long into the future. Finally, this trip gave me a chance to learn about myself and to compare how I live to the Spaniards that I had the opportunity to meet. It also gave me a chance to compare American customs to a foreign culture. An example of this was the fish, I would of never had guessed that people were actually served fish with its head still attached. Even small examples like that first meal gave me the chance to learn a lot as well the starting me down a path of becoming a more open person.

I think my most meaningful experience was volunteering at the elementary school. This event gave me a chance to work with extremely poor children for the first time. It was very eye opening to see poverty in a first world country. When we showed up the kids were begging to get
more sandwiches, after they just inhaled their previous sandwich, which was heart breaking to watch. It made me realize that hunger is not only an issue in impoverished countries, but also countries that are typically seen as advanced, such as Spain. This event helped open my eyes to similar issues in America. This experience, I hope, will give me a chance to grow, as a person. I have seen firsthand that just because overall a country is a first world country, does not mean that it still doesn’t have issues with hunger and other issues of poverty. Hopefully this trip helps me to be less ignorant towards issues facing the world to look beyond what things appear to be on the surface. Finally this trip has helped me to realize that even though I may not want to take part in certain activities I should be more open to the opportunity as I do not know what I may gain from it.

5.21 Marcos Navarrete

Studying abroad in Spain has been an incredible experience in my college career allowing me to see and try new things. I believe something that I was not accustomed to was how European and Latin-American cultures are very different, which caught me off guard. Coming into the trip I thought it was going to be just like my family culture, but instead certain things were different. In Spain, the diet is different from what I’m used to, portion sizes are different and so is the schedule you eat. Another aspect that was dissimilar in Spain was family values. Although both Spanish and Latin-American cultures family values is still the basic social structure, I thought that Spanish families members are more independent and less united than in Latin-American families. These changes to culture pushed me out of my comfort zone allowing me to adapt. Over the course of the trip I became better at adapting to new experiences and acclimating to change.

My study abroad experience in Spain has allowed me to develop not only as an individual but as a professional leader as well. Before going to Spain, I set a goal of becoming more of a leader because I felt I lacked certain leadership qualities. In one of the lectures, I learned that it is important to keep your drive and never lose persistence. I learned this by listening to my teacher’s personal life story of how persistence and a focused goal impacted her leadership style. Beforehand, I did not know that a person’s personal life can influence their leadership skills; I
just assumed that you should develop leadership separate from personal life. Hearing this topic made me think about how I can motivate myself using past stories to drive my leadership development more sharply. In my opinion, I am more polished and have a better sense of direction in relation to my leadership qualities. As a leader, I am more confident, motivated, open-minded, and professional coming back from my study abroad experience in Spain.

Reflecting back on the trip I realized how much of an impact it made allowing me to grow as an individual. Going through journal entries, pictures, and remembering memorable moments makes me appreciate this experience very dearly. Before travelling abroad I read a quote by Ralph Waldo Emerson, “Do not go where the path may lead, go instead where there is no path and leave a trail”. After returning from Spain I gained a lot of experiences that impacted me personally. I would say Emerson was right, making a new path instead following one demonstrates leadership and confidence, which is something that I accomplished while being in Spain. In my opinion being pushed outside my comfort zone allowed for great things to happen and without that I would have not learned as much as I did. This experience was amazing and helpful and I would always remember the great time I had in Spain.
Chapter 6 Study Abroad Agency Feedback

6.1 Overview

Throughout the study abroad program the Horizons leaders taking part from Purdue University relied heavily on the ISA Valencia staff to assist in the day to day operations while in the host country. Immediately following the study abroad trip the leaders discussed the positive and negative components of the trip to share with ISA leadership for customized programs.

6.2 Josh Milligan

ISA is an incredible organization that will work hard to provide the optimal trip for students. We had a very specific list of desires that fell outside of the normal scope of a trip of this nature, however, ISA did everything they could to meet our requests. They were even willing to make changes to the schedule onsite in order to accommodate our needs. Knowing the schedule further in advance would have been helpful in our preparation, however, I recognize that it took a while to finalize such a busy schedule.

The ISA staff was phenomenal. I could not imagine a better group of people to work with. They were incredibly kind and always willing to help with any questions that we had as staff or students. This trip was a complete success in large part due to the hard work of the ISA staff. Manuel, Raquel, and Zaray were all very knowledgeable and accommodating to us. The ISA office was a wonderful resource to have access to.

The guest lecturers were well spoken and interesting. However, it seemed that some of them weren’t aware of the scope of our program and were under the impression that our students had a greater familiarity with Spanish history then they actually did.

6.3 Rosa Villarreal

If there is a program looking to student abroad with an outside agency, ISA is the one to choose. The care they take in customizing programs to their customer’s needs is invaluable. The attention to detail they take in arranging the itinerary is outstanding and the kindness and excitement they
exhibit while in the host country is contagious. ISA Valencia was a near perfect experience for us and we look forward to utilizing their services again.

The Resident Director, Manuel Gutierrez was outstanding, his attention to detail is impressive considering the workload he has. He loves his job and it shows, he was always concerned with our needs and was so energetic! ISA is lucky to have him. The ISA staff went above and beyond to serve all of our needs and never lacked in attention to our students. From the minute we arrived in Madrid to our farewell in the airport they were with us, with positive attitudes and excitement.

We appreciated and learned from each of the guest lecturers that ISA secured, they were engaging in their own way and many times students were so engaged that we ran out of time way too soon. The classroom facilities were easily accessible to the ISA office. We were provided with a room and AV technology upon our arrival. The staff was friendly and we felt welcomed when we arrived. It was a perfect set-up for our needs.

6.4 Student Feedback

I found the ISA on-site staff to be:

- All of the staff was great and there for us. The best however was Manuel who was there for us whenever.

- They all were great. Manuel, was the best out of them as he was the leader of the group and did the most with us.

- The on-site ISA staff members were absolutely AMAZING!

- They were absolutely very organized, helpful, nice, and super fantastic overall!! Manuel, Raquel, and Zaray were wonderful.

- I had a great experience with all of them and really enjoyed getting to know them.

- Manuel made it sound like we had unlimited bus trips, so I had to buy more bus passes. I wish he could have been clearer on this one aspect, but everything else was honestly great.
• Manuel was always there when needed and did everything to make our trip meet the needs of our unique group. He was also sociable and an enjoyable person to be around.

Homestay feedback: What were the best aspects of your housing and which aspects could be improved?

• Location and food. My homestay parents were wonderful.
• I love my housing, my host mom was great. I didn’t have any issues with her and I really enjoyed it.
• Location was too far.
• The best aspects of my housing were that we had the shortest walk out of everyone to the ISA office, the food was very good, and our host family was very welcoming.
• I couldn’t speak to my house mother because there was a total language barrier but the location and food were good and she was nice.
• I literally loved everything about my housing experience. The only issue was how far away it was, but it was such a great experience that I didn’t mind walking far.
• The location, food, and my family’s personality was the very best! I could NOT have imagined being with anyone better! I plan on staying in touch with my host family for a long time.
• I enjoyed the food, the family location. I don’t have complaints about the home stay.
• The location was good and bad. Great because of our balcony view but terrible because of the far distance.
• The location was far away from where most of my study abroad group was staying, but this forced me to get to know the city streets better. The food was phenomenal, and every other aspect of my home stay was perfect.
• The best aspect was the family itself and being able to meet them and our other home stay sisters from Germany and Italy. Everything about our home was very welcoming and accommodating but only the Wi-Fi could use an improvement if I had to choose something.

Please provide a summary quote about your experiences that may be used on future printed materials or website.

• This trip, even though a short time- changed me in many ways and made me grow as a person.

• This trip is an experience that I will never forget. Going to Spain with Horizons was one of the best decisions I have ever made, I don't think I would have experienced so much or made so many friends on this trip without them.
• This whole experience was one of the best journeys I have ever encountered and I am so blessed to have been a part of it.

• This was such an incredible experience and I would recommend everyone to study abroad at least once! This was my second school-related trip and I plan on studying abroad two or three more times.

• “The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience.” — Eleanor Roosevelt

• I never thought that I would study abroad; I am so happy that I did. This has been the best experience of my life.

• ISA packed more into this trip than I could have ever imagined to experience in my short time there.
Chapter 7 Evaluation

7.1 Student Learning Outcomes

Student Learning Outcome #1
Results: 100% / 15% 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% increase.

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% / 15% 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.
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.

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.

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
7.2 **Pre and Post Comparative Results**

Students were asked to rate their confidence in the areas of general knowledge, abilities, and skills according to the topics below (T1-T12).

![Bar chart showing pre and post-test results for T1-T12 topics.]

**T1:** Goal Setting  
**T2:** Navigation through unfamiliar environment  
**T3:** Cross-cultural communication  
**T4:** Ability to solve problems  
**T5:** Ability to solve conflict  
**T6:** Knowledge of your discipline in a global context  
**T7:** Ability to get a job in your field of study  
**T8:** Ability to perform your job in a global context  
**T9:** Ability to make a difference in the world  
**T10:** Ability to lead others  
**T11:** Achieving your life’s aspirations  
**T12:** Taking action to decrease other people’s suffering
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. We felt it important to prove the direct impact on confidence levels a study abroad opportunity has on students from underprivileged backgrounds and the overall growth they experience. In summary, student confidence levels increased by an average of 15% across all topic levels and individual topics each indicated a measure of increase. The topic that experienced the greatest growth in student confidence was their ability to perform their job in a global context with a 31% increase. Cross-cultural communication experienced an average increase of 27% while the topics of navigation through unfamiliar environments, knowledge of their discipline in a global context, and ability to get a job in their field of study each increased by 22%.

7.3 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=17
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:
Student’s were asked to rate how confident they are in referring to this experience in future job interviews or at career fairs.

![Confidence Bar Chart](image1)

Student’s were asked to indicate which of the following were important to them:

![Importance Bar Chart](image2)

N=17
The most valuable experience while abroad was:

- Learning about myself and about global leadership in general. I did not realize that global leadership had so many different aspects to it. I also really, really enjoyed my homestay experience.

- Being able to freely explore the community around me while also having the guidance of Horizons and ISA for special once in a lifetime cultural experiences.

- The homestay experience because it completely engulfed me in the culture right away. I learned more about the Spanish culture sitting a the dinner table with my family than I ever could in a class room.

- The entire homestay experience because I got to learn the culture first hand and get to know some great people. (3)

- Being able to immerse myself into another country’s culture and be able to appreciate it and accept it.

- When we helped out at the festival for one weekend. I enjoyed volunteering and bringing joy to so many children’s faces. It was a huge learning experience. (2)

- My homestay. I think that this was very valuable for me because I had the opportunity to practice speaking the language and to learn more about the culture. My homestay mother only spoke Spanish, that was good for me and I was able to better my Spanish speaking skills. I had a good experience with the homestay and build good relationships with my home stay mom, daughter and roommate while abroad. I also enjoyed the homestay because we got to have Spanish food made for us and also got to see how Spanish people live and adapt to their culture. It was great because we got to experience the homestay while also being able to see the big cities and other major cultural aspects of the country.

- Growing as an individual.

- Living with a homestay family who spoke little to no English. (3 responses)

- Being able to socialize and practice my language skills with my homestay family. Living within an independently operating family was a bit strange but they were so welcoming and helpful. I am still in contact with them and plan on staying in contact for years to come. I feel like their home was a great place to take in all the cultural information from that day and really evaluate what I learned and saw.
Please provide a brief comment on the effectiveness of the global leadership course and its instructors (Josh and Rosa).

- They did a fantastic job making the information educational, relevant, interesting, and thought-provoking.

- I must admit, going in I didn’t expect much from the class other than it being a small requirement for the rest of the trip. I assumed it would be easy and a lot of material that I already knew about. I quickly found out that I was dead wrong and I learned more about the world and myself than I could ever expect to have had.

- I was truly pleased with the curriculum of the trip. I felt like it was a great mixture of focused lecture, application, group discussion, and self reflection. I appreciated the instructors ability to engage the class by being knowledgeable on the subject, as well as open to sharing personal thoughts and experiences.

- The lectures were truly eye opening and in all honesty I was expecting it to be pretty much information I had already heard due to the fact that I felt that I have always been culturally sensitive but I was blown away by the different ways of thinking and the personal stories and the impact that the class had on me. Josh and Rosa definitely taught me lessons that I will never forget and that will use for the rest of my life.

- I really enjoyed the course and the class structure was very effective. The topics covered in class were interesting and useful for all different areas of study. The class was set up for discussion which was also very good. Josh and Rosa kept the class engaged and I personally did not mind going to class at all.

- I think for the first time since I have been in college, I was genuinely happy to go to class and learn. Rosa and Josh did a tremendous job teaching the global leadership course. I learned so much about myself and what it takes to lead in a global environment. I also believe that what I learned can be put into practice in my daily life since Purdue is global.

- The global leadership course was actually really great. I wasn’t sure what to expect at first, but I learned a lot about myself, my peers, and the world as well. Josh and Rosa were absolutely great instructors and perfect for teaching this course. They were very informative and enthusiastic. They went above and beyond with the lecture and really tried to incorporate us, the students, and make sure we understood what they were teaching.

- It really went into a lot of detail on what it takes to be a leader. Not only on the outside but also what you need to desire as a persona and willingness to be involved and help others. Our instructors were the best instructors I could have ever asked for. They were so unselfish and tried to accommodate everyone equally. They solved problems that came their way and I always felt safe with them.
• I ended up learning more than I expected in this course and mostly because my instructors took the time in finding concepts that related to us and the course. They did a great job with making sure we understood the material and that we benefitted from it.

• I thought that this class was very effective. I thought that Josh and Rosa both shared stories that helped them become global leaders and they are both great examples for us.

• I could not have asked for two better staff members to go on a trip like this. Josh and I have a lot in common, so we both get along that way and Rosa is very easy to talk to and always very nice. Both are excellent role models and teachers.

• The course was very effective. I never understood why going to Spain was going to help me be a global leader but then I faced many challenges and such, the class helped me realize what was going on.

• The course was very interesting and the way that both Josh and Rosa taught it made all the classes more fun, personal, and engaging.

• I think Josh and Rosa lead the program so well. They made me feel safe no matter where I was. They solved any problems I had and they never hesitated once to help me.

• They did a good job. They try to keep us in their lectures by relating to us and asking questions.
### Final Grades

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Appendix A
Co-Instructor Position Description & Application

Instructor Responsibilities

1. Passport required prior to study abroad departure.
2. Participate in all pre-departure meetings and assist in the collection of all required paperwork.
3. Travel alongside students to and from host country.
4. Act in a professional and responsible manner.
5. Contribute to student inclusion and camaraderie.
6. Assist in the development of course curriculum and co-teach the course as part of the program.
7. In conjunction with Instructor I, act as a 24-hour student point of contact in charge of the overall welfare of students.
8. Travel to service learning sites to assess student experiences.
9. Instructors will create and maintain a blog throughout their time abroad to relay their experiences to university networks.
10. Assist in resolving all student affairs related issues, including housing and student behavioral incidents.
11. Assist in supervising excursions or activities that form part of the program.
12. Be accessible to students at reasonable times in the case of emergency.
13. Support Instructor I with the evaluation process before, during, and after the service learning experience.
14. Support co-Instructor with the interpretation of data and timeline of events for reporting purposes.
15. 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 reach their own conclusions based on their experiences and observations.
Perspective Instructor Questions:

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

2. Participation in the study abroad experience will most certainly affect your professional development in higher education and possibly beyond, please elaborate.

3. How do you anticipate contributing to this experience and what leadership skills do you exhibit that will aid you in such a responsibility? How will this complement Rosa’s role as Instructor I?

4. Please explain what Instructor Professionalism means to you?

Lesson Plan:

Candidates are to develop a lesson plan for an hour long class centered on Global Leadership as it relates to career development. 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:

- Introduction of topic and objective
- Content outline
- Discussion Questions
- Group activity
Appendix B
Study Abroad Application & Scoring Rubric

Horizons Student Support Services
Global Leadership in Valencia, Spain

Eligibility Requirements:
- Must be a Horizons participant for at least one semester to apply
- Good academic standing is required
- Will not be graduating in May 2014
- Passport required

Required Information:

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<td>Major</td>
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<tr>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Overall GPA</td>
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Essay Responses:

Please attach an essay responding to each of the questions below. The essay must be typed with a minimum of 1000 words.

1. Why would you like to study abroad with Horizons in Valencia, Spain?

2. How do you see this experience impacting you both personally and professionally?

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?

Applications are due by February 17, 2014 along with your non-refundable $200 deposit

No Exceptions
## Study Abroad Application Rubric

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<th>Proficient</th>
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<td>Points: 10</td>
<td>Points: 20</td>
<td></td>
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<tr>
<td>The student’s response is poorly thought-out, or does not answer the question. Or the student’s response doesn’t reflect the goals/mission of the trip.</td>
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<td>Points: 20</td>
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<td>Question 2: “How do you see this experience impacting you both personally and professionally?”</td>
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<td>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?”</td>
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<tr>
<td>Essay far shorter than 1000 words, with many spelling and grammatical errors.</td>
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<td>Past Participation: If the student previously partook in a Horizon’s study abroad program what was their overall level of participation?</td>
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78
Appendix C
In-Country Program Itinerary

Purdue University
Valencia Summer 2014
Program Itinerary

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<th>Date</th>
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<td>Sunday, May 11</td>
<td>Departure from the U.S.</td>
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<td>Monday, May 12</td>
<td>7:40 am Arrival in Madrid-Barajas Airport and group airport pick-up;</td>
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<td>12:30 pm Travel to Valencia;</td>
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<tr>
<td></td>
<td>6:00 pm Walking tour of Valencia</td>
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<tr>
<td></td>
<td>8:00 pm Orientation Meeting</td>
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<tr>
<td>Tuesday, May 13</td>
<td>9:00-11:30 am Class day</td>
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<tr>
<td></td>
<td>5:00 pm Walking tour of Valencia</td>
</tr>
<tr>
<td>Wednesday, May 14</td>
<td>9:00-11:30 am Class day</td>
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<tr>
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<td>7:30 pm Movie Night at the Universidad of Valencia Nau Culture Center: “Nia Nia”</td>
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<tr>
<td>Thursday, May 15</td>
<td>9:00-11:30 am Class day</td>
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<tr>
<td></td>
<td>12:00 pm Bike tour of Valencia-Picnic by the Old Riverbed</td>
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<tr>
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<td>5:30 pm and 7 pm Sports activities arranged by staff: Beach volleyball &amp; running group</td>
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<tr>
<td>Friday, May 16</td>
<td>9:00-11:30 am Class day</td>
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<td>12 pm Paella cooking class and Huerta Valenciana experience</td>
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<td>Saturday, June 17</td>
<td>Service-learning activity ASPRONA</td>
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<tr>
<td>Sunday, June 18</td>
<td>Service-learning activity ASPRONA</td>
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<td>Monday, May 19</td>
<td>9:00-10:30 am Guest Lecture: “European Union and Current Events”</td>
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<td>Dr. Ruben Ortega</td>
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<td>&quot;Extra service learning activity&quot;</td>
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<td>Tuesday, May 20</td>
<td>10:00-11:30 am Guest Lecture: “Historical and Economic Perspectives of Spain”</td>
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<td></td>
<td>Dr. José Luis Hervás</td>
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<td>1:00 pm Enlightenment Museum of Valencia (MUVBE)</td>
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<tr>
<td>Wednesday, May 21</td>
<td>9:00-11:30 am Guest Lecture: “Global Leadership”</td>
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<td>Dr. Ignacio Merzan</td>
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<td></td>
<td>&quot;Extra service learning activity&quot;</td>
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<tr>
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| **Thursday, May 22** | 9:30-11:30am | Guest Lecture: “Water in Mediterranean landscapes”  
Dr. Artemi Cerdà  
Visit to the Tribunal de las Aguas  
5:30pm and 7pm Sports activities arranged by staff: beach volleyball & running group  
10:00pm Flamenco show |
| **Friday, May 23**  |               | Excursion to Barcelona (arranged by Purdue)                                        |
| **Saturday, May 24** |               | Excursion to Barcelona (arranged by Purdue)                                        |
| **Sunday, May 25**  |               | Excursion to Barcelona (arranged by Purdue)                                        |
| **Monday, May 26**  | 11:00 am      | Visit to the Ciudad de las Artes i de las Ciencias (CAC)  
IMAX Movie + Aquarium                                                             |
| **Tuesday, May 27** |               | Free day in Valencia                                                                |
| **Wednesday, May 28** | 9:00-11:30am | Class day  
Valencia scavenger hunt                                                        |
| **Thursday, May 29** | 6:00am        | Departure to Toledo  
1:00pm Arrival in Toledo  
Free time for lunch  
4:00pm Walking Tour of Toledo  
Sinagoga  
Catedral  
Santo Tomy y San Juan de los Reyes  
Free time  
Spend the night in Toledo |
| **Friday, May 30**   | 8:00am        | Depart for Madrid  
10:00am Walking tour of Madrid de los Austrias  
Free time for lunch  
4:00pm Visit the Museo del Prado  
Spend the night in Madrid                                                        |
| **Saturday, May 31** | 8:00am        | Wake up call and breakfast at the hotel  
9:30am Guided visit of the Museo Reina Sofia  
Free time for lunch and to explore the city  
Farewell dinner  
Spend the night in Madrid                                                      |
| **Sunday, June 1**   | 7:00am        | Wake up call and breakfast at the hotel  
8:30am Meet in the lobby for group drop-off at Madrid-Barajas Airport for departing flight at 11:50am |
Appendix D
Travel Itinerary

Ticket Information

STA Travel - Groups and Programs
585 N. Juniper Dr., Suite 250
Chandler, AZ 85226
Toll Free: 800-714-6003
After Hours Emergencies: 800-836-4115

Group Name: Purdue Madrid May 2014
Group Leader: Nancy Bennett
STA Travel Folder: 1133450
Iberia Airlines Confirmation: 7WXY9K/333EAI

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Have a safe trip!
Trish Black
Groups Logistics Coordinator
STA Travel Inc.
## Appendix E
### Pre Non Comparative Evaluation

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<td>Cross-cultural communication</td>
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<td>Ability to solve problems</td>
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<td>Ability to solve conflict</td>
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<tr>
<td>Knowledge of your discipline in a</td>
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<td>global context</td>
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<td>Ability to get a job in your field</td>
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<td>of study</td>
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<td>Ability to perform your job in a</td>
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<td>global context</td>
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<td>Ability to make a difference in the</td>
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<td>world</td>
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<td>Ability to lead others</td>
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<td>Achieving your life's aspirations</td>
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<td>Taking action to decrease other</td>
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<tr>
<td>people's suffering</td>
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</table>

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

- Learning a foreign language
- Knowledge of other cultures and ways of thinking
- Knowledge of global events
- Knowledge of your academic discipline in a global context
# Appendix F

## Post Comparative and Non Comparative Evaluation

<table>
<thead>
<tr>
<th>General Knowledge, Abilities, Skills</th>
<th>Not Confident</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Very</th>
<th>Extremely</th>
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<tbody>
<tr>
<td>Goal Setting</td>
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<tr>
<td>Navigation through unfamiliar environment</td>
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<tr>
<td>Cross-cultural communication</td>
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<td>Ability to solve problems</td>
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<td>Ability to solve conflict</td>
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<tr>
<td>Knowledge of your discipline in a global context</td>
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<tr>
<td>Ability to get a job in your field of study</td>
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<td>Ability to perform your job in a global context</td>
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<td>Ability to make a difference in the world</td>
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<tr>
<td>Ability to lead others</td>
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<tr>
<td>Achieving your life's aspirations</td>
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<tr>
<td>Taking action to decrease other people's suffering</td>
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</table>

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

- Learning a foreign language
- Knowledge of other cultures and ways of thinking
- Knowledge of global events
- Knowledge of your academic discipline in a global context
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</td>
<td></td>
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<td></td>
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<tr>
<td>Function in your host country's culture and society</td>
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<tr>
<td>Practice your discipline in different social or cultural settings</td>
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<tr>
<td>Professionally collaborate with persons in your service-learning environment</td>
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<tr>
<td>Work in a cross-cultural environment</td>
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<tr>
<td>Approach problems from different perspectives</td>
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<tr>
<td>I accept cultural differences and am tolerant of other cultures</td>
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<tr>
<td>I know one or more people from another culture to the point where my ideas about that culture have changed</td>
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<tr>
<td>I am much more confident and self-reliant since studying abroad</td>
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<tr>
<td>I have much more empathy for other people's suffering</td>
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<tr>
<td>I gained more from my experiential learning than I gave</td>
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</tbody>
</table>

Please rate from 1-10, with 10 being the most important, why you chose to study abroad with Horizons:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Growth</td>
<td></td>
<td></td>
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<tr>
<td>Affordability</td>
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<tr>
<td>Horizons Support/Community</td>
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<td>Professional Growth</td>
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<tr>
<td>Volunteerism</td>
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<tr>
<td>Cultural Exposure</td>
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<td></td>
<td></td>
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<tr>
<td>Language Immersion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: Valencia, Spain</td>
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</tr>
<tr>
<td>Long-Term Study Abroad Preparation</td>
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<tr>
<td>Home-stay Experience</td>
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<td></td>
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<tr>
<td>Resume Builder</td>
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</tbody>
</table>
**Please rate your overall study abroad experience:**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Exceptional</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Not Confident</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Very</th>
<th>Extremely</th>
</tr>
</thead>
</table>

**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 Rose).**
Appendix G
Course Syllabus

EDPS 490: Global Leadership in Valencia, Spain

Instructors:
Josh Milligan
Rosa Villareal

Office: Schleman 230
Office Hours: By request

Contact: 765-494-7094
Email: jmilligan@purdue.edu

Email: vilarr@purdue.edu

Course Description:
This course will include didactic content on global leadership while immersed in the city of Valencia, Spain. 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 Spain 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 Spanish culture and integrate these into their personal and professional world view.

Course 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. Ethnocultural 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.

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:

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in discussion, actively engage the material and apply it to the</td>
<td>100</td>
</tr>
<tr>
<td>overall learning process, ask questions.</td>
<td></td>
</tr>
<tr>
<td>Has some hesitation when engaging in activities, but demonstrates effort;</td>
<td>90</td>
</tr>
<tr>
<td>listens and participates.</td>
<td></td>
</tr>
<tr>
<td>Inattentive, unfocused, but still participates and successfully completes</td>
<td>70</td>
</tr>
<tr>
<td>activities.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated lack of effort, does not take class and participation</td>
<td>60</td>
</tr>
<tr>
<td>seriously.</td>
<td></td>
</tr>
<tr>
<td>Disruptive, distracted, failure to demonstrate ability to listen and engage.</td>
<td>50</td>
</tr>
</tbody>
</table>

*Open to instructor interpretation
Journals
80pts

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:

- Wednesday, May 14, 2014
- Friday, May 16, 2014
- Monday, May 19, 2014
- Wednesday, May 21, 2014
- Friday, May 23, 2014
- Monday, May 26, 2014
- Wednesday, May 28, 2014
- Sunday, June 1, 2014

Blog Assignment
20pts

Students will be required to submit one blog write-up that will include picture submissions. It is to be turned into Rosa Villarreal by 9 pm 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 student 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 Spain that may include but are not limited to their travel, homestay, service learning, social, language, food, culture, and classroom experiences. Supplemental assignment information will be provided in a separate assignment sheet.

Final Reflection Essay
100pts

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.

Due date: By 5 pm on Monday, June 16, 2014

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>270-300</td>
<td>A</td>
</tr>
<tr>
<td>240-269</td>
<td>B</td>
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<tr>
<td>210-239</td>
<td>C</td>
</tr>
<tr>
<td>180-209</td>
<td>D</td>
</tr>
<tr>
<td>79.0</td>
<td>F</td>
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</tbody>
</table>

*Students requesting any accommodations should contact their instructor prior to the start of the course.*
Appendix H
Journal Assignment

EDPS 499: Global Leadership in Valencia, Spain

Journal Assignment Guidelines

Journal Reflections:
- 500 word minimum, 750 word maximum
- Due by 9:00 pm on the due date
- Email all journal reflections to Josh Milligan at jmilligan@purdue.edu

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal#1</th>
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<tbody>
<tr>
<td>May 14th</td>
<td>In thinking about the next three weeks abroad, what are your expectations as it relates to the</td>
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<td></td>
<td>academic component of global leadership? Additionally, what are your personal expectations for</td>
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<td></td>
<td>study abroad and how do you suppose you will be impacted both socially and culturally?</td>
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<td></td>
<td>Reflect upon your first Horizon class based on the introduction of global leadership. What two</td>
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<tr>
<td></td>
<td>concepts are most salient to you and your future endeavors?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal#2</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16th</td>
<td>Please describe your initial impressions of the following:</td>
</tr>
<tr>
<td></td>
<td>Your homestay experience up to this point</td>
</tr>
<tr>
<td></td>
<td>The city of Valencia</td>
</tr>
<tr>
<td></td>
<td>The ISA Staff</td>
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<td></td>
<td>As it relates to our second class on intercultural sensitivity, what are three assumptions you have</td>
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<td>about the Spanish culture? What are three strategies you will use to help you overcome those</td>
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<tr>
<td></td>
<td>assumptions and become more culturally sensitive?</td>
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<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal#3</th>
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<tbody>
<tr>
<td>May 19th</td>
<td>Reflect upon a meaningful cultural experience you had over the weekend.</td>
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<td></td>
<td>Revisit the Horizons class on Authentic Leadership; please summarize your feelings about the</td>
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<td></td>
<td>effectiveness or ineffectiveness of authentic leadership as it relates to you and your leadership</td>
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<td></td>
<td>style. Have you exhibited traits of authentic leadership since your arrival in Spain?</td>
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</table>

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal#4</th>
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<tbody>
<tr>
<td>May 21st</td>
<td>Now that you are at the mid-point of this experience, please reflect on the following:</td>
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<tr>
<td></td>
<td>What have been the highs and lows of your homestay experience?</td>
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<td></td>
<td>What have you enjoyed the most about the city of Valencia?</td>
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<tr>
<td></td>
<td>What has been the most challenging aspect about the city?</td>
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<td></td>
<td>Reflect on your interactions with your fellow classmates (positive and/or negative)</td>
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<tr>
<td>Date</td>
<td>Journal #5</td>
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<tr>
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</tr>
<tr>
<td>May 23rd</td>
<td>Have you had any surprising experiences in the past week?</td>
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<tr>
<td></td>
<td>Please reflect on the following:</td>
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<tr>
<td></td>
<td>• What has been your most memorable moment in Valencia?</td>
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<td></td>
<td>• Who was your favorite guest lecturer and what made it so impactful?</td>
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<tr>
<td>May 26th</td>
<td>Journal #6</td>
</tr>
<tr>
<td></td>
<td>Please reflect on the following:</td>
</tr>
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<td></td>
<td>• What were some indicative comparisons between Barcelona and Valencia?</td>
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<td></td>
<td>• Which city do you prefer and why?</td>
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<td></td>
<td>• How would you describe your hostel experience?</td>
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<td></td>
<td>• How do you foresee wrapping up your homestay experience in Valencia?</td>
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<tr>
<td>May 28th</td>
<td>Journal #7</td>
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<td></td>
<td>Reflect on your most memorable ISA planned cultural experience (ex: Ciudad de las Artes, paella cooking class, movie night, bike tour, walking tours, etc.).</td>
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<tr>
<td>June 1</td>
<td>Journal #8</td>
</tr>
<tr>
<td></td>
<td>Now that you have experienced visiting multiple cities within Spain, what cultural similarities and differences did you notice? What were the highs and lows of both Toledo and Madrid?</td>
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<tr>
<td></td>
<td>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?</td>
</tr>
</tbody>
</table>
Appendix I
Final Reflection Assignment

EDPS 490: Global Leadership in Valencia, Spain
Final Impact Paper
Due Date: Monday, June 16, 2014

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 Spain?
      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?
      i. If you were expecting to change, was the change what you expected?
      ii. 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?
      ii. How might you incorporate these professional developments 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 Spain?
      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 Spain by responding to the following prompts:
      i. From what you had read/learned about Spain before this course, did you feel prepared for the European experience? Please explain why or why not?
      ii. Choose your favorite museum (Enlightenment, Picasso, Prado, Museum of Contemporary Art) and describe what you enjoyed most about it.
iii. As an American, how did you adapt to your new environment? If Spanish is not your native language, please discuss how you adapted to a language not of your own? If Spanish is your native language or you felt confident in your Spanish language skills please discuss the differences in the Spanish nuances that you encountered.

iv. Has your view points on Spain changed from this experience? Why or why not?
v. Has this experience impacted your global view of different cultures? What were some of the differences that you liked/disliked in Spain? Please explain.

b. Provide insight into your homestay experience and how this cultural immersion played a role in your overall experience.
   i. What were the pros and cons of living in a homestay?
   ii. Was your house family helpful in acclimating you to the new environment?
   iii. Was there a language barrier that you had to overcome and how were you able to navigate it?

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?