
In the spring of 2007 a group of Purdue University Cooperative Extension Service educators and community partners participated in a nine-day cultural immersion trip to Mexico. Through the collection of data from qualitative interviews, the study aimed to identify the role that a short-term international immersion experience could play as a professional development tool. By looking at what participants gained from the trip with regard to knowledge, cognitions, professional development and actions, the study provided an overall picture of learners’ self reported outcomes and also identified the motivations and reasons that individuals choose to participate. The study found that many participants shared motivations for choosing to participate; showed signs of changes in perspective, perception and attitudes; and perceived benefits to their professional development. More significant were the number of actions that participants took as a result of the trip.