

What is Intercultural Mentoring and Why is it Important?

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Plenary Address for:

Scaling Up Institute on Intercultural Learning and Mentoring, sponsored by CILMAR, Purdue University

February 22, 2018

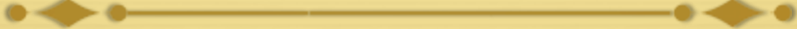
Introductions



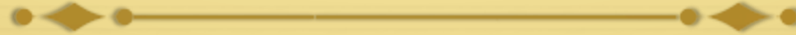
- ✦ **Form table groups. Briefly introduce yourself to the group.**
- ✦ **Pose a question or issue about cultural mentoring you would like us to address.**
- ✦ **We will post these on the flip chart and return to them later in the session.**

5 -7 minutes.

Frames of Reference

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- ✦ **Cultural mentoring is something that can be done by staff, faculty, students, and others.**
 - ✦ **Cultural mentoring often refers to providing support for learners to develop their intercultural skills, knowledge, and competence.**
 - ✦ **Cultural mentoring also refers to providing support for persons of diverse backgrounds (e.g. students of color, GLBTQ students, first generation college students, international students) in their transitions to new cultural environments and contexts.**

Frames of Reference



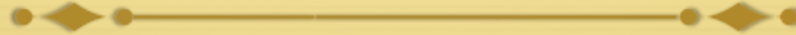
- ✦ **Cultural mentoring can support *intercultural transitions*.**
- ✦ **Cultural mentors can serve as *bridges* for those new to the environment.**
- ✦ **To become an effective cultural mentor requires developing intercultural skills, gaining cultural knowledge of self and other, and having an affective capacity to interact effectively with others.**

Cultural Mentoring



Cultural mentoring is defined as “an intercultural pedagogy in which the mentor provides ongoing support for and facilitation of intercultural learning and development.” (Paige & Goode, 2009: 333)

Cultural Mentoring



Research and practice have shown us that cultural mentoring is multifaceted and involves direct contact (online or onsite) between the mentor and the learner. CM means:

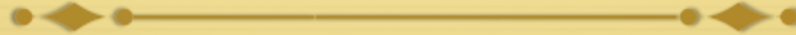
- ✦ **Using everyday intercultural experiences as the basis for reflection and discussion.**
- ✦ **Providing feedback on written work.**
- ✦ **Making space for formal and informal interculturally-oriented discussions with individuals and groups.**

Cultural Mentoring

Cultural mentoring also means providing:

- ✦ **Intercultural concepts/culture content to assist the participants in understanding the organization's culture.**
- ✦ **Strategies for culture learning.**
- ✦ **Opportunities to reflect on intercultural experiences.**
- ✦ **Opportunities to connect intercultural experiences and learning to the future (e.g., education, work, values).**

Intercultural Development Inventory (IDI)



IDI Scale Range 55 – 145 (90 points)

55 70 85 115 130 145

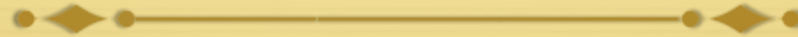
Denial Polarization: Minimization Acceptance Adaptation

Defense

Reversal

Hammer (2006, 2008)

Georgetown Consortium Study (Vande Berg, Connor-Linton, & Paige (2009))



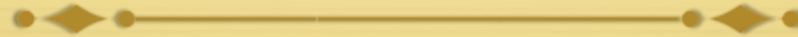
- ✦ **Purpose:** To see what factors have an impact on intercultural learning in a study abroad context.
- ✦ **Sample:** 1163 study abroad participants; 134 non study abroad controls
- ✦ **Assessment:** Intercultural Development Inventory (IDI) (Hammer & Bennett, 1998, 2003).
- ✦ **Students in 60 programs versus Students in AUCP**

1.32 points

12.47 points

(Pre-post change on a 90 point IDI scale)

Individual Cultural Mentoring on Site



<i>Frequency</i>	<i>IDI pre-post change</i>
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✦ Never	.778
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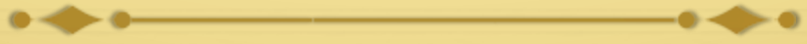
✦ Rarely	2.085
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✦ Sometimes	2.258
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✦ Often	3.932
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✦ Very often	5.478
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Group Cultural Mentoring on Site



<i>Frequency</i>	<i>IDI pre-post change</i>
✦ Never	.831
✦ Rarely	1.607
✦ Sometimes	2.178
✦ Often	3.143
✦ Very often	5.016

ITI Training Model

- ✦ **Bosley & Lou (2011) made a striking discovery about the impact of cultural mentoring. They compared international students who were mentored in an on line intercultural course with students who had the exact same content and activities, but were not mentored. Here are IDI (time 1 – time 2) change scores on a 90 pt scale:**

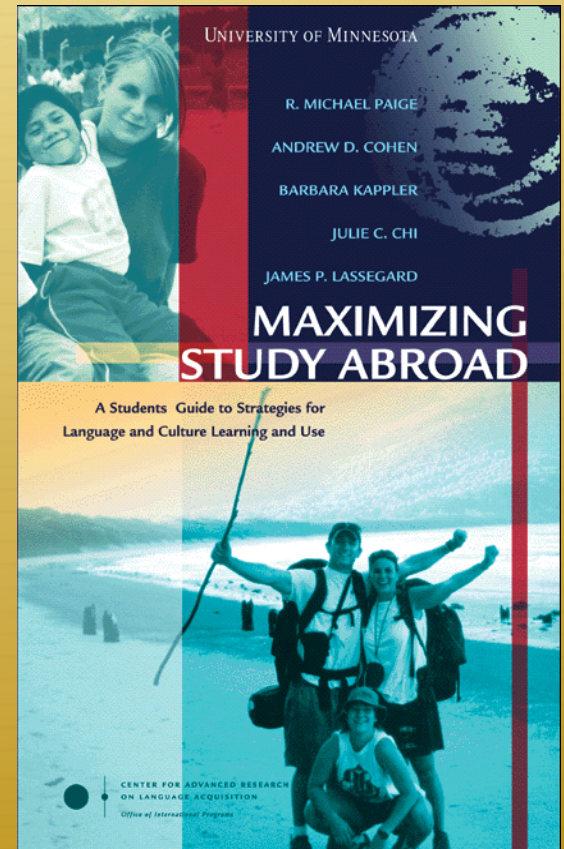
With mentoring: 10.17

Without mentoring: 1.94

Lou & Bosley (2012); Bosley & Lou (2011)

Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use (Paige, Cohen, Kappler, Chi, & Lassegard, 2006)

- ✦ Includes substantial culture and language content.
- ✦ Introduces learners to the intercultural development model.
- ✦ Employs a strategies-based approach to language and culture learning.
- ✦ Includes over 100 learning activities
- ✦ Relies on student self-directed learning with very limited cultural mentoring.



✦ Average IDI gain was only 3.82

Engle & Engle (2012) on Cultural Mentoring



The Cultural Patterns course was one of the most important venues for cultural mentoring: the course addressed ‘differences that make a difference to effective intercultural communication’: language use, nonverbal behavior, communication style, and cultural values.” The course “allowed students to make sense of their lived experience, finding meaning within a newly understood cultural context” (2012: 298).

The Broader Context for Cultural Mentoring

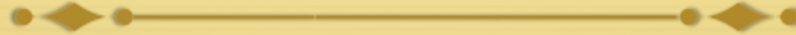


- (1) Cultural immersion and contact**
- (2) Cultural content**
- (3) Culture learning strategies**
- (4) Cultural reflection**
- (5) Intercultural learning throughout the sojourn cycle**
- (6) Comprehensive intercultural interventions**

Research Findings: Impact Factors in Study Abroad

<u>Program</u>	<u>Average IDI Point Gain</u>
1. Georgetown Consortium Study (60 progs.): Vande Berg, Connor-Linton, & Paige (2009)	+1.32
2. University of Minnesota Maximizing Study Abroad Paige, Harvey, & McCleary (2012)	+ 3.82
3. Bellarmine University and Willamette University- Lou & Bosley (2012)	+ 8.19
4. Council on International Educational Exchange Vande Berg, Quinn, & Menyhart (2012)	+ 9.20

Research Findings: Impact Factors in Study Abroad



Program	Average IDI Point Gain
5. University of Minnesota, Duluth Pedersen (2010)	+ 11.56
6. American University Center of Provence (AUCP) Engle & Engle (2012)	+ 12.50
7. Westmont in Mexico Doctor & Montgomery (2010)	+ 14.40
8. University of the Pacific Bathurst & LaBrack (2012)	+ 17.50

Research Findings: Short Term Study Abroad



<u>Program</u>	<u>Average IDI Point Gain</u>
9. University of Minnesota Short Term Study Abroad Anderson (2016); Anderson, Lorenz & White (2016)	+ 6.7

Research Findings: Facilitating the Learning

Interventions Average Pre-Post IDI Point Gain

1. Georgetown Consortium Study (60 progs.) +1.32

All but one of the 60 study abroad programs had very limited intercultural interventions on site. They were immersions in another culture without intercultural interventions/facilitation. The average gain was very small.

Research Findings: Facilitating the Learning

Interventions

Average IDI Pre-Post Point Gain

2. University of Minnesota

+3.82

The University of Minnesota's Maximizing Study Abroad online course was an intentional intercultural intervention that included a book (*Maximizing Study Abroad: A Students' Guide*) plus cultural reflection through journaling and bi-weekly papers. It emphasized student self-directed learning. The gain was an improvement but still small.

****In retrospect, not using the instructors as cultural mentors (and relying heavily on student self-learning) was a key missing piece.**

Cultural Learning Example from the Maximizing Study Abroad online course

The culture content provided in *Maximizing Study Abroad* still helped students see aspects of the new cultures where they were studying. Here are two examples:

- ✦ “The activity on the different types of communication was really helpful in figuring out what kind of communication I use and what I am most used to. I realized that not only does Ecuador use a more *indirect* style of communication they also use *circular* communication. (Student in Ecuador, Week 8)

Culture Learning Example from the Maximizing Study Abroad online course



- ✦ **“I really liked this section about nonverbal communication. I feel like every section I read, my reaction is, “Oh yeah!! I had forgotten to pay attention to that!!” Everything just seems so much more relevant while you’ re actually in the host country—all the examples that would have seemed abstract and unimportant to me 4 months ago now seem like important things to remember to apply or look for. (Student in Santiago, Chile, Week 8).**

Research Findings: Facilitating the Learning

<u>Interventions</u>	<u>Average Pre-Post IDI Point Gain</u>
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3. Bellarmine University, Willamette University	+8.19
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The Bellarmine-Willamette Intentional, Targeted Intervention program was an online course consisting of: culture content, learning communities of international and study abroad students, plus cultural mentoring by instructor. Research comparing mentored versus non-mentored learning communities showed a striking improvement when the mentor was present over self directed learning.

Research Findings: Facilitating the Learning

Interventions

Average Pre-Post IDI Gain

4. Council on International Educational Exchange +9.2

- ✦ Use of the IDI for intercultural learning and development.
- ✦ Each Living and Learning instructor was certified to use the IDI and coached on how to teach the seminar.
- ✦ Each instructor had all of the students' IDI scores.
- ✦ Instructors were to teach seminar content relevant to the students' level of ICD.
- ✦ As instructors gained more experience, the results became more powerful.

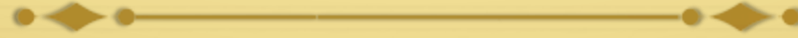
Teachers' Intercultural Development and Student Learning

- As the instructors' own intercultural development increases, their impact on student intercultural learning also increases.

Teacher	Average teacher	Average
IDI stage	IDI score	Student IDI Gain
Acceptance/ Adaptation	130.82	+6.10
High	104.19	+2.47
Minimization		
Low	90.42	0.45
Minimization		

**Vande Berg, M. Presentation at the EAIE Conference 2012.
Dublin, Ireland.**

Research Findings: Facilitating the Learning



Interventions

Average Pre-Post IDI Gain

5. University of Minnesota-Duluth

+11.56

- ✦ The UMD program is a semester long Psychology course embedded in an academic year study abroad program in England. There were many impactful elements, one of which was new: the students took the IDI and the instructor (a QA) gave them individual feedback so that they could direct their own intercultural learning. The course included intercultural content and interculturally relevant classroom activities, cultural immersions, and guided reflection through written assignments and journaling.

Research Findings: Facilitating the Learning



Interventions

Average Pre-Post IDI Gain

6. American University Center of Provence (AUCP) +12.5

The AUCP program incorporated many of the factors that promote intercultural competence: an on-site intercultural course with cultural content, target language instruction, a wide array of guided immersion activities, and intensive cultural mentoring. The results were striking, almost one full intercultural orientation gain at the conclusion of the three month program.

Research Findings: Facilitating the Learning

<u>Interventions</u>	<u>Average Pre-Post IDI Gain</u>
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7. Westmont in Mexico	+14.40
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The Westmont in Mexico program takes a comprehensive intervention approach to support intercultural development. The centerpiece is an intensive culture course, tailored to the student's level of intercultural development (culture content and cultural mentoring); Spanish language instruction; homestays for the duration of the program; and ongoing reflection on intercultural experiences in the course.

Research Findings: Facilitating the Learning

Interventions

Average Pre-Post IDI Gain

8. University of the Pacific

+17.5

The University of the Pacific program developed by Prof. Bruce LaBrack represents a comprehensive intervention that consists of semester-long pre-departure and re-entry courses plus a study abroad in the context of an internationalized academic program (2-3 years). Intercultural conversations are woven into the fabric of the course, so there is ongoing formal and informal cultural mentoring.

Research Findings:

Short Term Study Abroad

Interventions

Average IDI Point Gain

9. University of Minnesota

+ 6.7

Anderson (2016)

Findings:

**** Frequent and spontaneous facilitation emerged as the most important variable to guide students' intercultural learning. The three groups with student pre-to post-test IDI gains all incorporated this process holistically into their programs. To achieve these intercultural gains in a 3 ½ week, short-term study abroad context is impressive. *Cultural mentoring contributed significantly to the students' intercultural development.***

Additional Research Findings: Short Term Study Abroad

- ✦ **Context: 8 different Global Seminars, 3 ½ weeks.**
- ✦ **6.7 points overall IDI gain**
- ✦ **28% moved a stage**
- ✦ **73% made positive improvement**

Anderson, C. L. (2016). *Instructor Influence on Student Intercultural Learning During instructor-led, Short-Term Study Abroad*. Doctoral dissertation. Minneapolis, MN: University of Minnesota.

Additional Research Findings: Short Term Study Abroad

Best practices:

- ✦ ***Cultural content:*** “The interviews from instructor and students showed that students having a basic understanding of intercultural frameworks, along with frequent and spontaneous facilitation by the instructor, was the best method to mentor students to make greater intercultural sensitivity gains.” (iii)
- ✦ ***Cultural mentoring:*** “The most effective instructors are those who create a safe place for debriefing, explore challenges that can act as disorienting dilemmas and become the catalysts for perspective transformation...” (169)

Anderson, C. L. (2016)

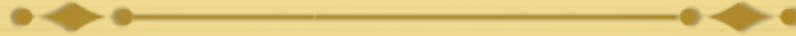
Additional Research Findings: Short Term Study Abroad

Best practices:

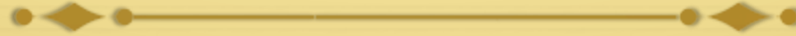
- ✦ ***Cultural mentoring:*** “Yet, the most important factor that emerged in this study is that the instructor must guide students through the incidents of cultural discord, in order to achieve the value and assumption introspection that is necessary for the perspective shift that is necessary to enhance intercultural sensitivity.” (169)
- ✦ ***Cultural mentoring:*** “What I didn’t understand was how frequent and spontaneous this instructor to student interaction needs to be.” (181)

Anderson, C. L. (2016). Refer also to: Anderson, Lorenz, & White (2016)

Group Questions



Thank You!



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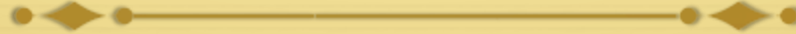
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