



Structures for Scaling Up Intercultural Learning & Mentoring

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INSTITUTE FOR INTERCULTURAL
LEARNING AND MENTORING

Tips for Scaling Up Intercultural Initiatives

- Tap into already existing goals of your institution
- Collaborate with existing entities who are willing to join forces with you
- Obtain or reallocate financial resources
- Incentivize participation in your initiative



Study Abroad Intercultural Learning Worksheet

2014

1. [A] Please select below a few of the Purdue-defined intercultural learning objectives which you are committed to as priority outcomes for participants in your proposed program. {If you would like a refresher on the definition of these learning objectives, you can consult this [appendix to the University Senate source document](#).}

- Curiosity
- Openness
- Intercultural Empathy

- Verbal & Non-Verbal Communication
- Cultural Self-Awareness
- Worldview Frameworks

[B] If your program has additional intercultural learning goals, you may so indicate below:

- Global Citizenship
- Comfort with Difference
- Leadership &/OR Teamwork

- Tolerance of Ambiguity
- Another Intercultural Skill (please be specific)

2. For at least ONE of the core intercultural competence skills you selected above, please select a proficiency level on the [Purdue-AAC&U rubric](#) which you'd be pleased to have at least 80% of the students attain or demonstrate.

EXAMPLE	
Knowledge <i>Cultural self-awareness</i>	Level Two: Recognizes new perspectives about own cultural rules and biases.

Required of all Purdue program leaders; or the program does not get approved.

Study Abroad Intercultural Learning Worksheet

2014

[A] Formative Instruments: Preview & download an instrument by clicking on its title, or simply check one that matches your objectives. All instruments have been validated by research, and except as indicated, are free for educational use.

<input type="checkbox"/>	Intercultural Attitudes, Skills & Knowledge Survey	ALL SIX elements of the Purdue-AACU rubric
<input type="checkbox"/>	Curiosity & Exploration Index	Curiosity
<input type="checkbox"/>	Food Attitude & Behavior Survey or Attitudinal & Behavioral Openness Scale	Openness
<input type="checkbox"/>	Communication Flexibility Scale	Communication (Same Language)
<input type="checkbox"/>	Cohen's Language-Learning Strategies Inventory	Communication (Foreign Language)
<input type="checkbox"/>	Scale of Ethno-Cultural Empathy	Intercultural Empathy
<input type="checkbox"/>	Intercultural Stress Intensity Index	Self-Awareness
<input type="checkbox"/>	Cultural Values Mapping Exercise	Worldview Frameworks
<input type="checkbox"/>	Miville-Guzman Universality-Diversity Scale	Comfort with Difference
<input type="checkbox"/>	Tolerance of Ambiguity Scale	Tolerance of Ambiguity
<input type="checkbox"/>	Kolb Learning Style Inventory [\$16/student] or Intercultural Conflict Style Inventory [\$11/student]	Teamwork

Worksheet includes links to 21 research-derived formative or summative assessment tools (not including the AAC&U rubrics); most of them free.

<https://www.studyabroad.purdue.edu/resource/InterculturalLearningWorksheet.pdf>

Intercultural Pedagogy Training

2016...

Fall 2016

~100 study abroad leaders

- Take IDI & get individual debriefing
- Complete on-line readings & quiz on model behind the IDI
- Complete 4 two-hour workshops combining theory & experiential intercultural learning activities
- Using Backwards Design techniques, make an action plan for incorporating above into SA program
- Implement plan & report assessment outcomes
- **EARN \$3000**

Fall 2017

~70 study abroad leaders

- Continuation of program with ~50 new faculty and staff study abroad directors
- NEW Advanced program mentored a cohort of ~20 leaders who completed the first level in 2016

Fall 2018

~80 study abroad leaders

- Completion of pedagogical training and data collection will become mandatory for study abroad supplemental funding eligibility

Accountability

2017

Purdue Faculty/Staff-led Study Abroad Program Intercultural Learning Feedback Form

Name of Program Leader _____

College of Program Leader _____

Name of Program _____

Dates of Program _____

Number of Student Participants _____

Intercultural Learning Outcome/s _____

(as listed on Purdue Intercultural Learning Worksheet submitted with Approval Form)

Assessment Tool _____

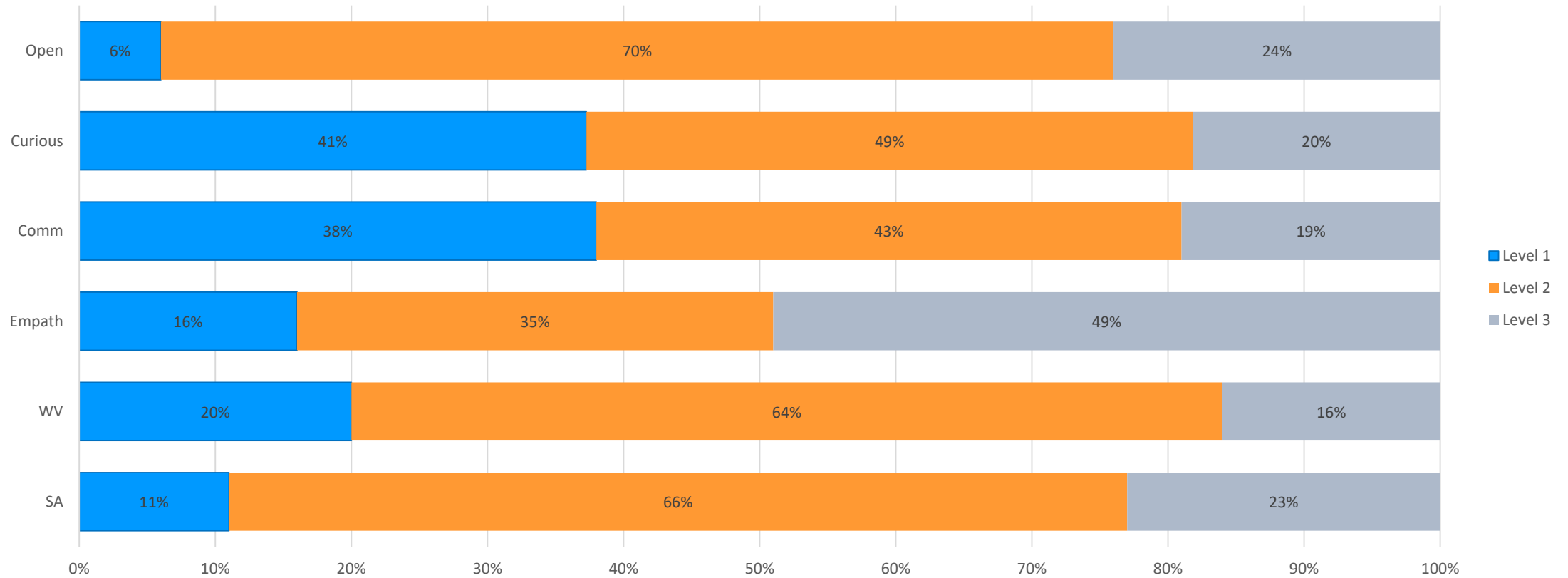
(as listed on Purdue Intercultural Learning Worksheet submitted with Approval Form)

Results

Faculty Led Study Abroad Reflective Data

2016

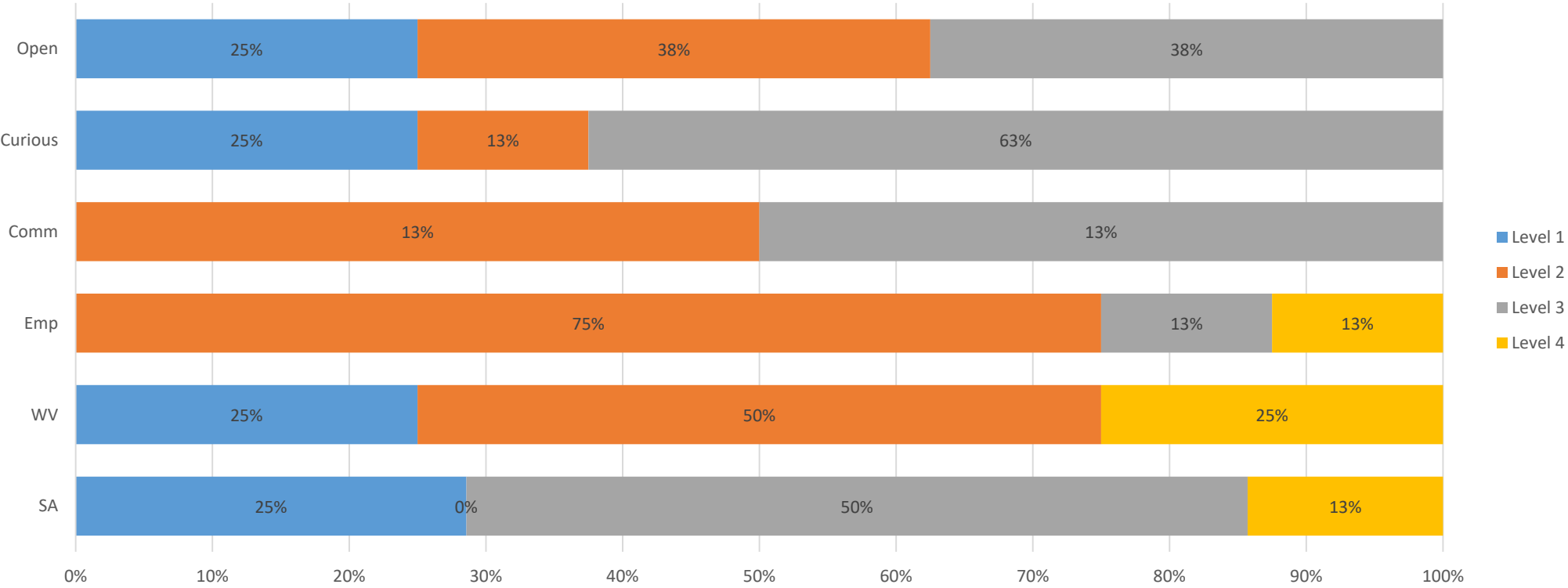
Chart A



Faculty Led Study Abroad Reflective Data

2017

Chart D



At Purdue, Scaling UP Means...

- Broadening the focus of intercultural learning beyond study abroad
- Taking advantage of a diverse campus (25% international)
- Emphasizing learning in co-curricular programming
- Embedding intercultural outcomes in curricula across campus



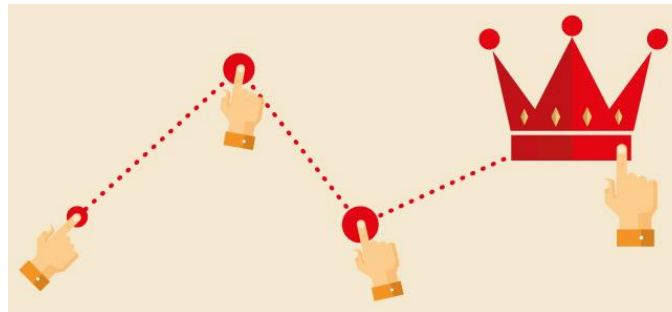
Models for Embedding Intercultural Learning



The Gateway Approach



The Blackbox Approach



The Touchpoint Approach

The Gateway Approach: COLLEGE OF SCIENCE



Method: utilize first year seminars to emphasize the value of intercultural competence development in students' disciplines and introduce experiential learning activities (often with foundational attitudes like curiosity about and openness to cultural differences)

Advantages

- Catches students early in their program of study
- Connects intercultural learning to professions (motivates students)
- Does not require buy in of entire faculty (advisors teach 1st year seminars)

Drawbacks

- One learning intervention is not as effective as a series would be
- Requires a local "champion" and training of 1st year instructors (differentiated)
- Hard to sustain with high turn over

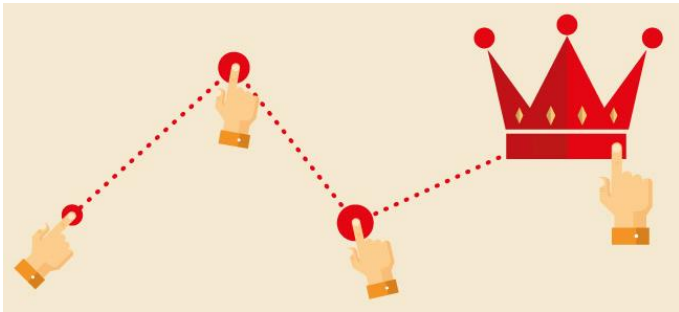
The Blackbox Approach: PURDUE POLYTECHNIC



Method: pretest students in the first year, then provide a range of elective intercultural experiences for students to engage in throughout program of study; use post-testing in the fourth year to identify the “delta” of intercultural competency

Advantages	Drawbacks
<ul style="list-style-type: none">• Accommodates a variety of students by giving them choices• Documents the impact of various options• Easier to convince curriculum committees of elective plans than mandatory requirements for graduation	<ul style="list-style-type: none">• Students may opt out of more beneficial experiences• Four year delay before option impacts are analyzed and curriculum revised• Administrative cost to keep track of which students are doing what to fulfill graduation requirements

The Touchpoint Approach: ENGINEERING



Method: identify mandatory or high-enrollment courses throughout the program of study and embed scaffolded formative assessments and experiential activities to develop knowledge, skills, and attitudes systematically

Advantages

- Reaches the majority of students
- Intercultural learning intertwined with disciplinary content and professional preparation (e.g., teamwork)
- Carefully constructed longitudinal approach likely to have greater impact than uncoordinated one-offs

Drawbacks

- Complicated and time-consuming to plan and implement
- Funding source likely needed
- Requires buy in and coordination from team of faculty
- TAs implementing curriculum need training and support

Questions for Discussion



- What structures might work best for you?
- How might Scaling UP look different in your contexts?
- What questions do you have for us?



Overcoming Resistance to Intercultural Learning

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Common Reactions to Encountering Difference

- **Uncertainty** – “I would like to adapt, but how exactly do I do that?”
- **Resentment** – “Why do I have to be the one to adapt?”
- **Distrust or Dislike** – “Why would I want to do things differently when my way is better?”
- **Inauthenticity** – “Can I adapt while still being true to myself, and how can I adapt without feeling manipulative or being perceived as mocking?”
- **Indifference** – “This is not that big a deal, so why should I bother adapting?”

From an activity by Dr. Michael Vande Berg, based on the Intercultural Development Continuum



Pair and Share Activity



- **Get Personal:** Which emotional reactions to encountering cultural difference resonates most strongly with you – **uncertainty, resentment, distrust/dislike, inauthenticity, indifference**? What are some specific situations in which you have felt one or more of these (or something different)?
- **As a Mentor:** Which of these emotions do you hear your students expressing on campus and/or on study abroad – **uncertainty, resentment, distrust/dislike, inauthenticity, indifference**? How have you responded to students who express these emotions? Can you imagine any experiences, activities, discussion prompts, etc. that might help your students cope with their emotional reactions to cultural differences?