

SCALING UP INTERCULTURAL LEARNING ON CAMPUS: CURRICULAR INNOVATION FOR ANY DISCIPLINE

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Center for Intercultural
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ICE-BREAKER

Who is your neighbor?

- **Pairing Up:** Pair up with the person sitting next to you.
- **Cultural Exchange:** This can include discussing traditions, festivals, languages, or any other cultural aspects.
- **Personal Stories about Names:** Tell your name it's origin/meaning and who named you?
- **Sharing Favorites:** Share your favorite foods and travel destinations.

Agenda

- Ice-breaker
- Intro to PIM and it's use on Purdue Campus
- Theoretical and Pedagogical Underpinnings
- Break Out Session: Team formation
- Break Out Session: PIM development
- Evidence of Effectiveness of PIM
- Resources
- Q&A



Debrief

- How did it feel?
- Did anything surprise you?

Portable Intercultural Modules (PIM)

- A series of educational modules designed to facilitate autonomous learning.
- These modules, accessible via Brightspace, are crafted for use by non-expert instructors, co-curricular facilitators, and student groups.
- Each PIM, which typically takes 60-90 minutes to complete, includes various activities such as videos, surveys, quizzes, and reflections.
- Theoretically and Pedagogically grounded.
- PIM target a broad range of learners, emphasizing adaptability to various educational and co-curricular settings.

Link: <https://www.purdue.edu/ippu/cilmar/learning/pim.html>

Why PIM?

- Turnkey solutions that address the needs of instructors or co-curricular leaders who don't see themselves as experts in these areas, especially STEM faculty
- Asynchronous options to be embedded in courses, can be completed in 60-90 minutes
- Fostered partnership across campus

Implementation of PIM on Purdue Campus

- 13,864 uses since 2020 = more than 3000 uses per year
- Heaviest users:
 - College of Science first-year departmental seminars
 - Nursing first-year course, senior seminar
 - Computer Science TA training
 - Computer & Information Technology required entry-level course
 - Chemical Engineering sophomore and senior seminars
 - Aeronautics & Astrophysics senior seminar
 - Organization Behavior & HR Management upper-level course

Theoretical Grounding



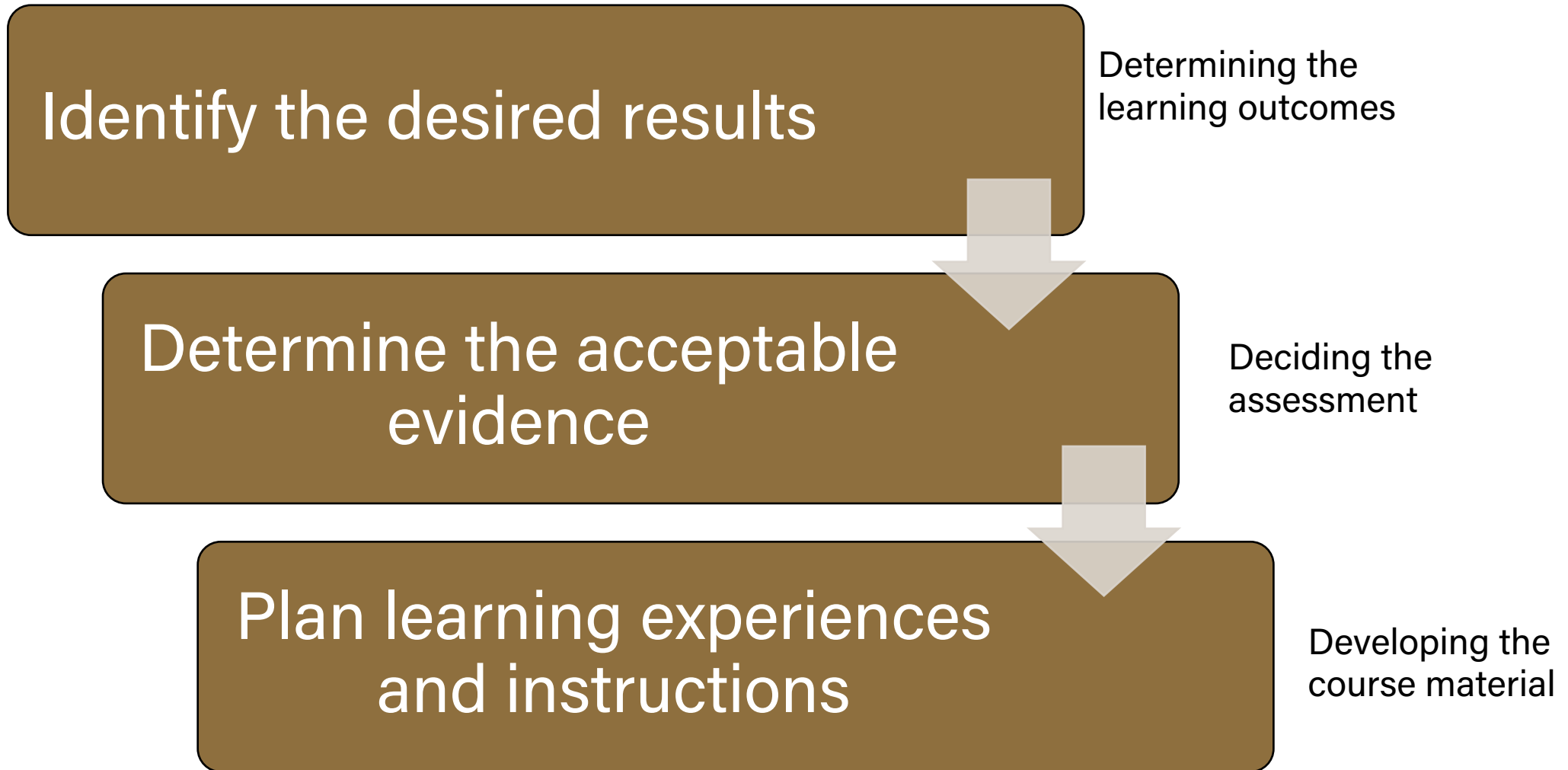
Developing content based on learner's interest

Should show real-world application

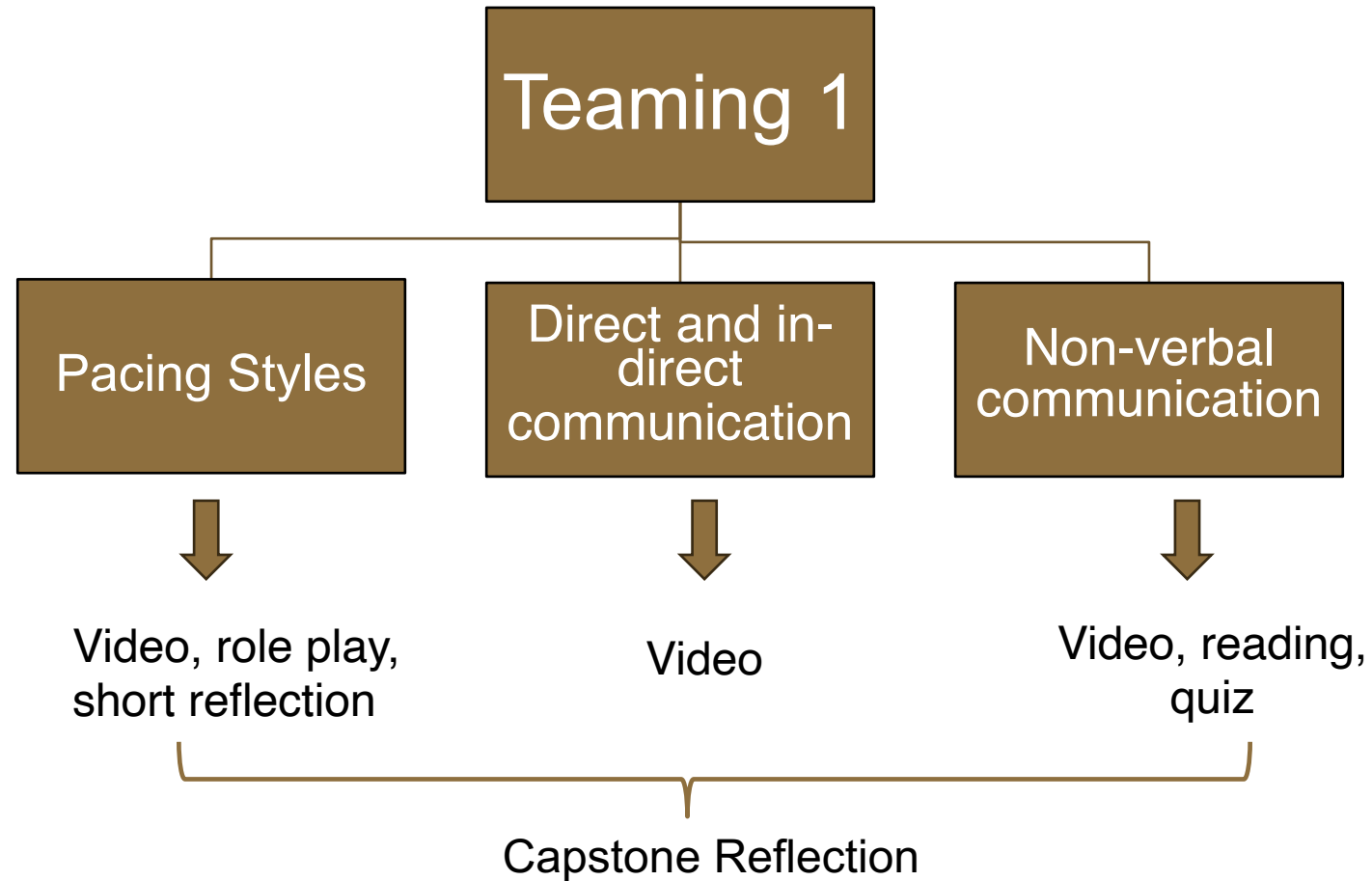
Should help learners to feel competent while working on the module.

Learners should be satisfied upon completing the module.

Backward Design model



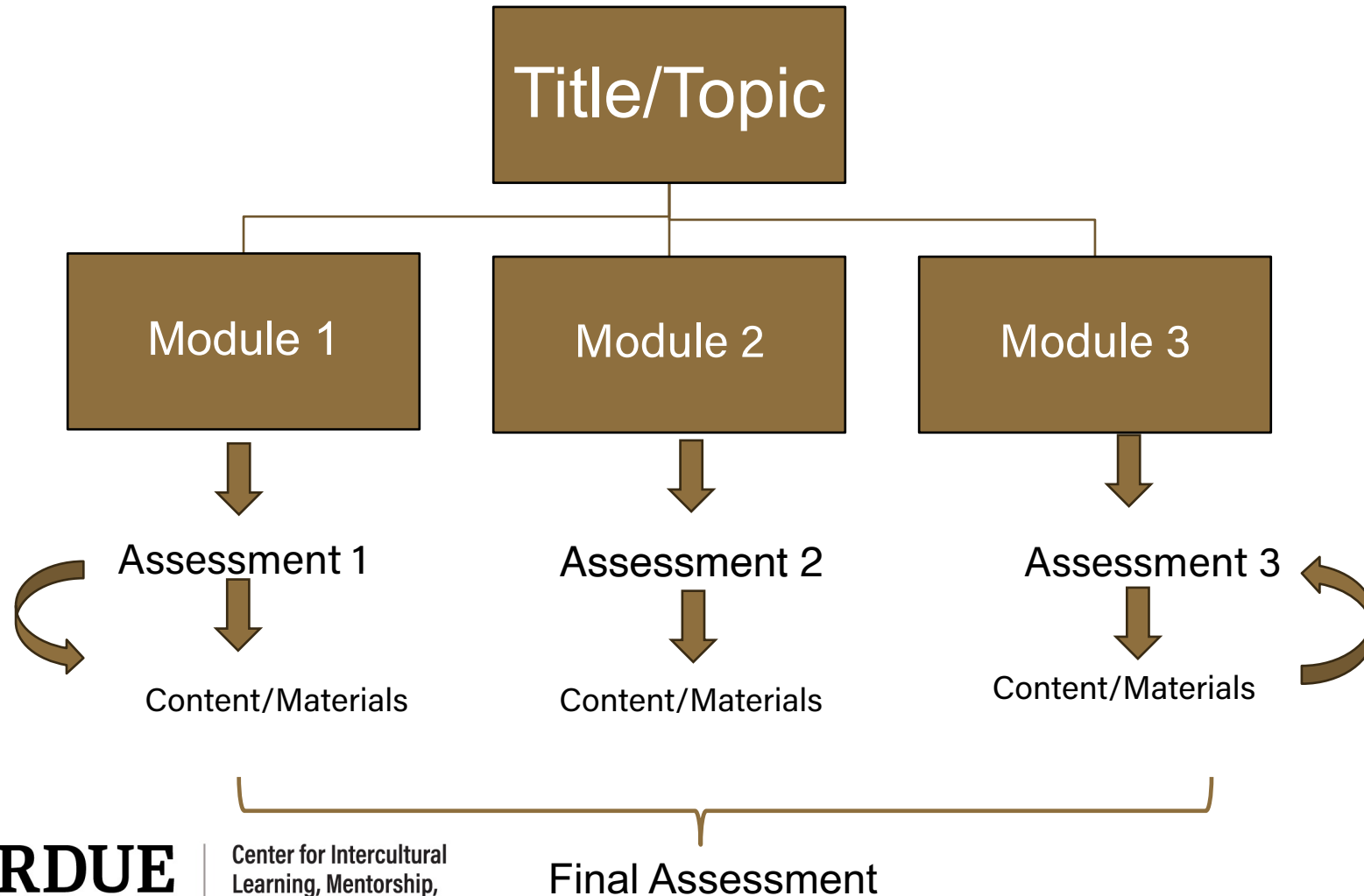
Example of a PIM



BREAKOUT SESSION: TEAM CREATION

BREAKOUT SESSION: DEVELOPING PIM

Basic Structure of a PIM



Materials for *Backward Design Model and Developing Assessments*.

Link:

https://drive.google.com/drive/folders/1eJr2PPfKu4nmG9BYaAWjJc9P8Mc8lWxg?usp=share_link



Materials

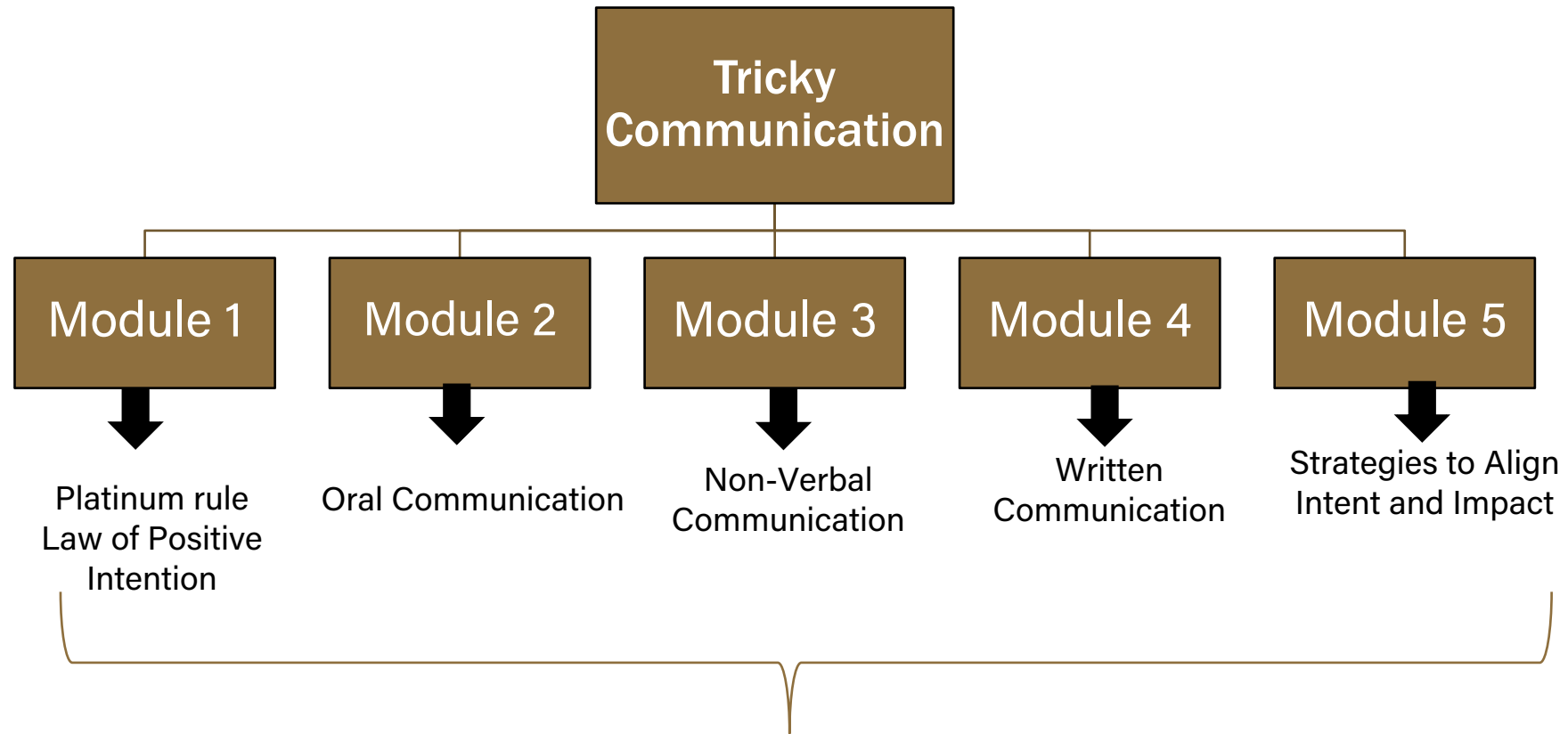
***EVIDENCE OF
EFFECTIVENESS OF PIM
FOR FOSTERING
INTERCULTURAL
COMPETENCE***



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Tricky Communication



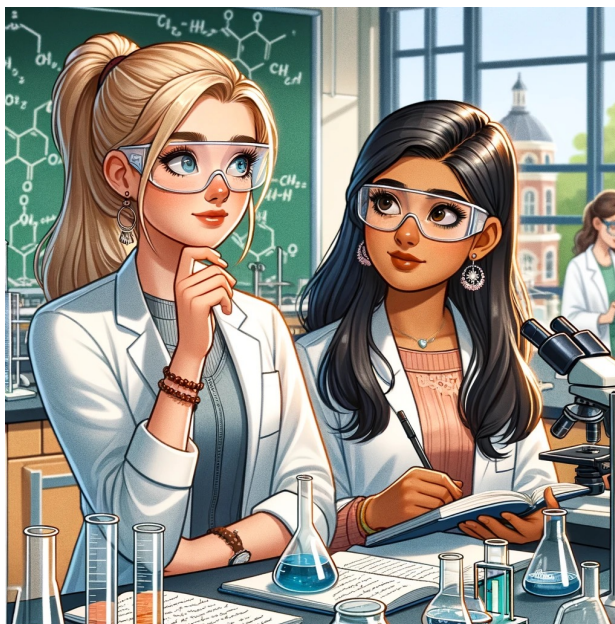
Capstone Scenario
Based Reflection

Scenario

White American

Languages:

- Learned Spanish in Junior High School
- Speaks only English



Melissa

Amishi

Indian American

Languages:

- Bengali at Home
- English at School

Grew up but in suburbs of the same Midwestern capital city but never met before.

Met at college and are assigned to be lab partners in a chemistry class

I hope these labs are as good as labs in my high school. We had a ton of special equipment. Did you even get a chance to do labs where you're from?



Of course! We had labs almost every week. There was also this college nearby, and we got to visit to see how they work with human cadavers.



Geez! Your English is so good. You don't even have an accent. Where did you learn it?





Reflection Questions

- What does each person intend?
- What is the impact?
- What strategies can Amishi and Melissa use in the moment to move through the situation toward a more positive relationship?
- What strategies can Melissa use in the future to avoid a similar situation?

Results

Category		Theme		Student Quote
Empathy	→	Showcased the attitude to perceive and empathize with the emotional struggles of Amishi in this scenario.	→	<i>"I can understand how Amishi felt, she didn't have a response to what Melissa said because she could've possibly felt upset or attacked."</i>
Understanding of Verbal and Non-verbal communication	→	Recognized the value and relevance of effective spoken communication in interpersonal connections.	→	<i>"Melissa came off rude, as her words came off as somewhat derogatory."</i>
		Showed the ability to understand the non-verbal communication patterns in the conversation between Melissa and Amishi.		<i>"Melissa's statement about the accent, made Amishi upset she reacted by staying silent as she has no idea what to reply back."</i>
Microaggression	→	Showed the ability to recognize instances of microaggression	→	<i>"There was an instance of microaggression as Melissa assumes that Amishi is not originally from the United States and assumes that English is not her first language."</i>
Understanding Others perspective	→	Showed the capability to embrace and adopt a broader perspective, being open and receptive to different viewpoints	→	<i>"Melissa did not intend to offend Amishi. I believe this could be fixed if Melissa and Amishi can discuss each other's feelings and point of view of the situation and how they can move forward with future interactions."</i>

Research Papers on PIM

1. Jaiswal, A., Karabiyik, T., Jin, L., & Acheson-Clair, K (2023). Enhancing Team Communication Skills via Portable Intercultural Module in a Systems Thinking Class. *130th American Society of Engineering Education (ASEE) Conference.*
2. Jaiswal, A., Starr, L & Stahl, A (2023). Assessing the impact of curriculum integration on the intercultural learning gains of first-year computer science students. *IEEE Frontiers in Education (FIE).*
3. Jaiswal, A., Thomas, P.J., & Karabiyik, T., (2023). Characterizing Intercultural Competence among Cybersecurity Majors. *IEEE Frontiers in Education (FIE, 2023).*
4. Jaiswal, A., Sapkota M., Karabiyik, T., & Thomas, P.J., (2023). Cultivating A Global Mindset in First Year Cybersecurity Students Through Internationalization of Curriculum. *16th annual International Conference of Education, Research and Innovation (ICERI, 2023). Seville, Spain*

Key Take Aways

- Effective step towards the internationalization of curriculum
- Easy to integrate into courses
- Helping create awareness of intercultural competence among students.
- Flexible: Motivated instructors can add, and modify, the PIMs

Discussion Questions

- What are the practices that you use on your campus to incorporate intercultural competence or internationalization?
- How do you plan to introduce internationalization or intercultural competence through curriculum integration?
- How would you apply the learnings from this session in your work context?
- What questions do you have for me?

Resources

- Free PIM Access
 - Motivation for Intercultural Growth
 - Why "Lazy Susan"?: Languages, Foods, and Getting to Know Each Other
 - What's in a Name:: On Naming and Intercultural Curiosity
 - Talking with People across Cultural Differences
 - Plan for Your Leadership Development
 - Tricky Communication
 - Psychological Safety in Global Virtual Teams
- Link:
https://www.eventreg.purdue.edu/ec2k/courselisting.aspx?1=%20&master_ID=6277%20&course_area=POL%20&course_number=418%20&course_subtitle=00



PIM Access

Resources

HubICL.org

- Science Gateway is open and free to use.
- Contains intercultural activities, research, and tools
- Create an ACCOUNT and access FREE.
- Link: <https://hubicl.org>



HubICL



THANK YOU

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