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Center for Intercultural
Learning, Mentorship,
Assessment and Research

LEARNER DEVELOPMENT IN THE SEMESTER ABROAD IN INTERCULTURAL LEARNING (SAIL) COURSE

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AGENDA

- *Opening Activity*
- *History*
- *SAIL Overview*
- *Intercultural Competence Assessment*
- *GLUE Curriculum Design*
- *Intercultural Experiential Learning Activity*
- *Q & A*

VOICES FROM THE PAST

- *Name*
- *Role and profession*
- *A culture you identify with*
- *A key message that you heard from someone influential in your life.*



DEBRIEF: VOICES FROM THE PAST

- *What did you learn?*
- *What surprised you?*

RATIONALE FOR SAIL



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HISTORY

The need for Study Abroad in Intercultural Learning (SAIL)

- The Georgetown Consortium Project- Intercultural competence development through intentional, guided, and facilitated interventions.
- Vande Berg, M., Paige, R. M., & Lou, K. H. (2012) . Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do about It
- International experiences, such as study abroad, are a signature feature of the Purdue commitment to quality education

STUDY ABROAD IN INTERCULTURAL LEARNING (SAIL) SCHOLARSHIP



- Distance learning course to assist intercultural development
- Each student receives a \$2000 SAIL scholarship upon successful completion
- Locations: Australia, Austria, Chile, China, Czech Republic, Colombia, Denmark, Ecuador, France, Germany, Greece, Italy, Ireland, Japan, New Zealand, Netherlands, Norway, Peru, Switzerland, Spain, Sweden, UK.

SAIL OVERVIEW



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VARIATIONS OF SAIL



- SCI 39500- Global Science Experience
- COM 30301- Mentored Intercultural Communication Experience/ENGR 39700- Global Engineering Experience
- Program Provider- CAPA; CIEE; IES; Semester at Sea

PHILOSOPHY

Mentored Intercultural Communication Experience

- Challenge and support
- Theoretically grounded
- Facilitated interventions
- Rapport building



GROWING, LEARNING, AND, UNDERSTANDING EVERYONE COURSE STRUCTURE



- 1 credit and 3 credit courses
 - 1 credit Live Session after 2 Units
 - 3 credit Live Session after every unit
- Cohort model
- Self-directed asynchronous modules and synchronous Live Sessions
- 8 Units- readings, assignments, videos, interviews, reflective discussions, and activities

BACKWARD DESIGN AND CONTENT MAPPING

Unit	Module	Theoretical Frameworks	Learning Outcomes	Learning Objectives	Assessment Plan	Content Development Notes: Asynchronous modules
U2: Self-Discovery	M2A: Pinpointing where you are	Intercultural Development Continuum & Pendulum Model	Self-Awareness	Learners will be able to: 1) comprehend a developmental model for intercultural competence; 2) describe their own orientation toward difference in different circumstances; 3) reflect on the gap between perceived and developmental orientations; 4) identify magnets that pull them towards too much focus on similarity and too much focus on difference	IDI or other developmental assessment, reflective writing on group results, learner artifact (Pendulum worksheet), discussion with peers and mentor	1) Review handout of developmental model - 5 min
						2) Video with debriefing of group assessment results - 20 min
						3) Interactive quiz to help process assessment results - 10 min
						4) Discussion board with peers in Brightspace about motivation to move along the IDC - 10 min
						5) Work through the Pendulum worksheet (magnets only) - 15 min
						60 min module total
	M2B: Charting your course	AAC&U VALUE rubrics & Self-Determination theory	Goal Setting	Learners will be able to: 1) articulate specific intercultural learning goals based on their current orientation toward difference; 2) reflect on their current level of concrete intercultural attitudes, knowledge, and skills using a formative assessment instrument; 3) identify areas for development and set targets for growth on the AAC&U VALUE rubric for Intercultural Knowledge and Competence; and 4) generate ideas for accessible learning opportunities.	ASKS, learner artifact (goal worksheet), reflective writing with peers, discussion with peers and mentor	1) Review AAC&U rubrics - 5 min
						2) Take ASKS survey - 10 min
						3) Discussion board with peers on ASKS results - 15 min
						4) Video on goal setting and self-determination theory - 5 min
						5) Read sample goals and goal writing tips (SMART) - 5 min
						6) Complete and submit goals worksheet - 15 min
						7) Jamboard or Miro board with peers to collaboratively brainstorm local opportunities to learn about culture and practice intercultural communication - 10 min
						60 min module total

CURRICULUM DESIGN

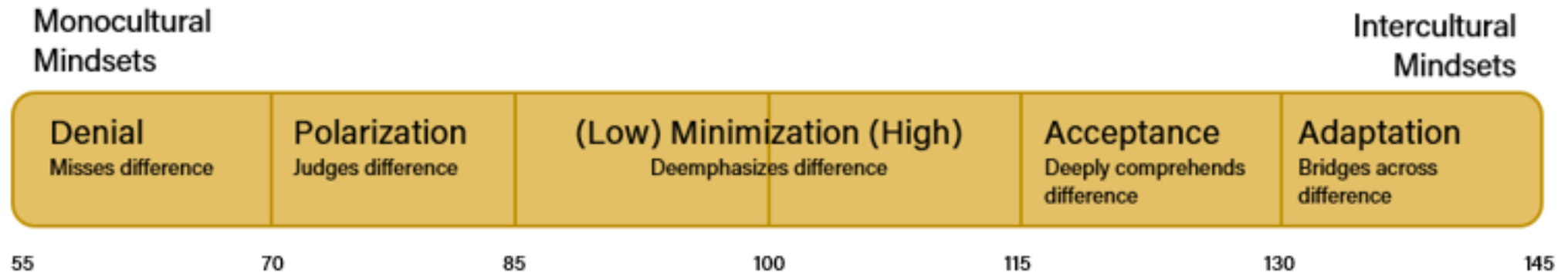


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THEORETICAL FRAMEWORKS

The Intercultural Development Continuum



THEORETICAL FRAMEWORKS

Strengths

DENIAL

You likely have a strong social network of people very similar to you; you minimize conflict by avoiding difference.

POLARIZATION

You meet difficult intercultural issues head on and are confident in your preferences (us or them).

MINIMIZATION

You are accepting & tolerant of people, and are motivated to get along well with others.

ACCEPTANCE

You are able to shift perspectives, seeing both others and yourself through the lens of other cultures.

ADAPTATION

You are able to consistently and effectively communicate across cultures in ways that are satisfactory for you and others.

THEORETICAL FRAMEWORKS

Challenges

DENIAL

You miss out on opportunities to grow, and you probably misunderstand or even offend those different from you.

MINIMIZATION

In focusing on similarities & surface-level differences, you will miss the impact of "deep" culture like beliefs, values & goals.

POLARIZATION

You will often find it difficult to work with culturally different others because your perspectives seem incompatible.

ACCEPTANCE

You may not be willing/able to act in ways that others see as appropriate, even when realizing there are different "rules."

ADAPTATION


While the urge to help will be strong, you will struggle with finding appropriate ways to serve as a bridge for others attempting to engage across difference.



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LIVE SESSION ACTIVITIES MAPPED TO IDC

 **HubICL**
Intercultural Learning Hub

HUMAN VALUES CONTINUUM STATEMENTS

1. Life is what happens to me.
Life is what I make it.
2. Competition brings out the best.
Cooperation is the way to get things done.
3. Change is good.
Stick with tradition.
4. People should "tell it like it is" even if it hurts.
Maintaining harmony is critical even if it means not telling the complete truth.
5. Group membership is essential for my success.
Group membership is not essential for my success.



THEORETICAL FRAMEWORKS

AAC&U: Intercultural Knowledge and Competence VALUE Rubric

- Focus of whole modules and specific activities.

Practice ▼

Activity

[Cultural worldview frameworks](#) are the elements important to members of a particular cultural group in relation to its history, values, politics, communication styles, economy, beliefs, and practices.

For the [Core Cultural Values & Culture Mapping worksheet](#), you will identify your own cultural value orientations and learn to frame cultural differences along a continuum.

For the [Country Comparison assignment](#), you will conduct research about cultural worldview frameworks using the [Country Comparison Tool](#) created by the researcher, Geert Hofstede. You will then use that research to analyze and discuss the variation in values across and within countries.

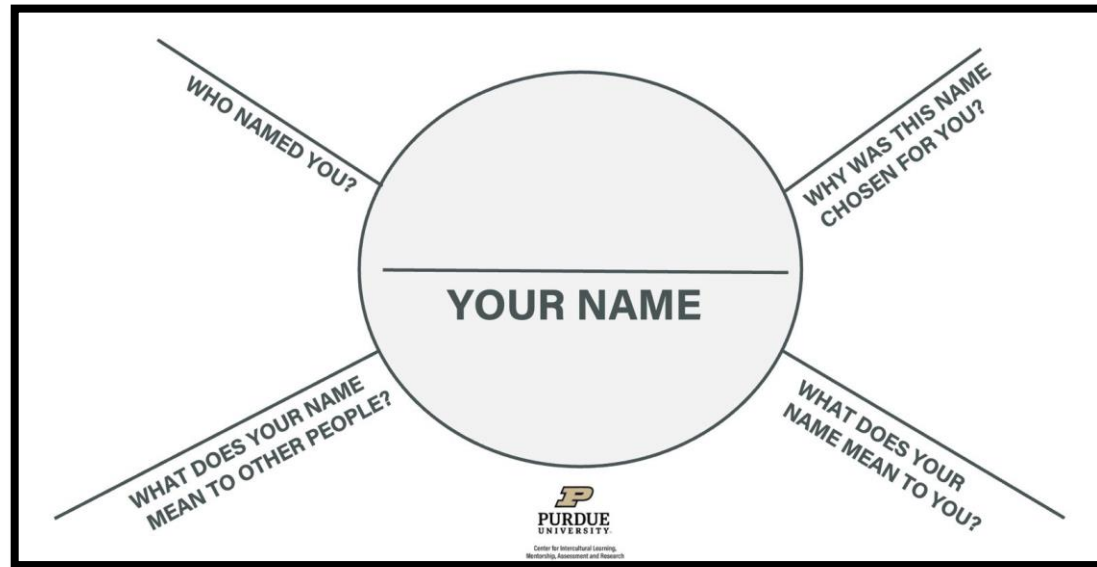
Upload / Create ▼
Existing Activities ▼

☰ [4.2 Core Cultural Values & Culture Mapping Assignment](#) ▼ ✓
📄 Assignment

☰ [4.2 Country Comparisons Assignment](#) ▼ ✓
📄 Assignment

	Capstone
	4
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.

LIVE SESSION ACTIVITIES MAPPED TO AAC&U



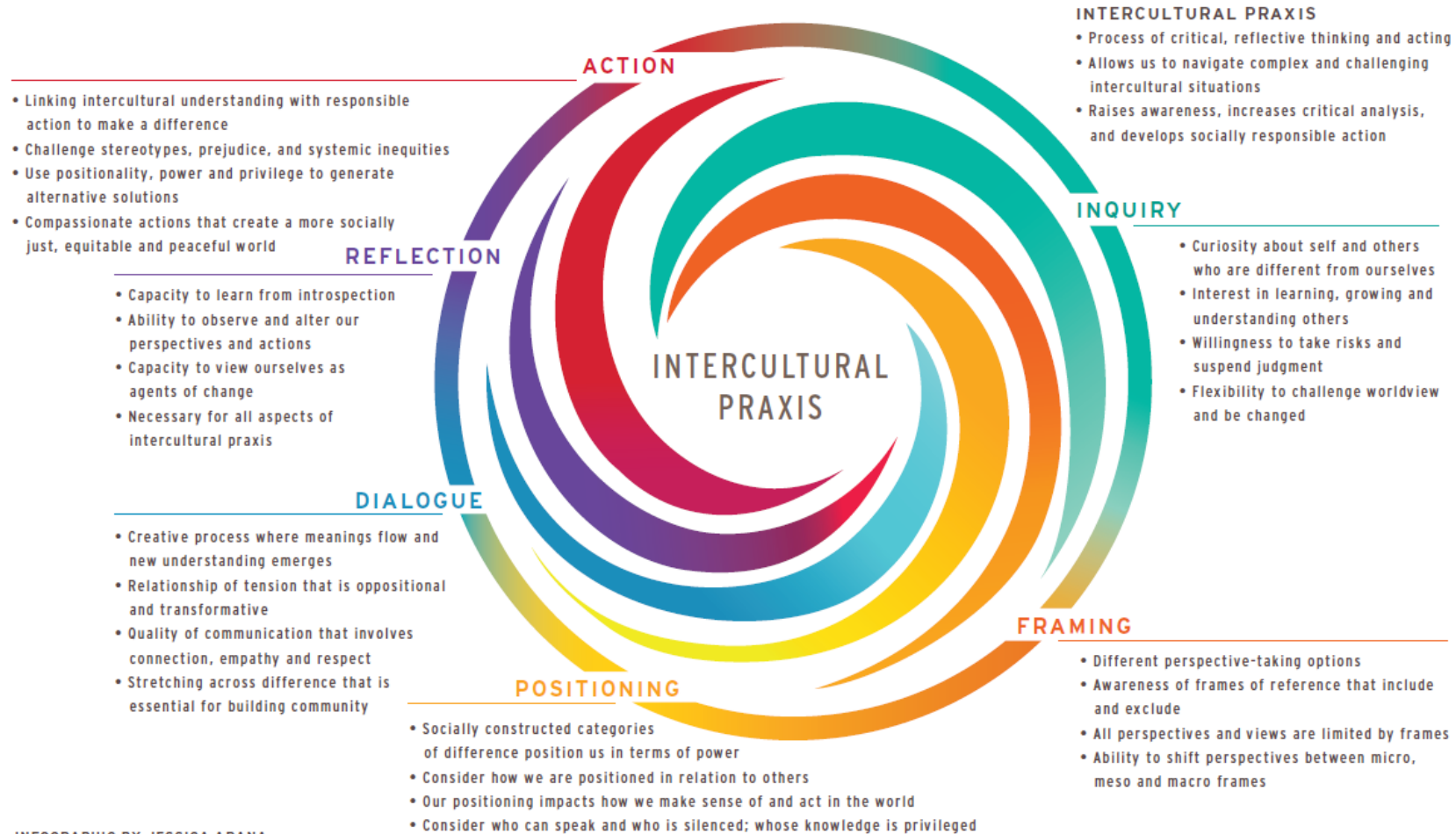
VOICES FROM THE PAST

- Name
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THEORETICAL FRAMEWORKS

INTERCULTURAL PRAXIS MODEL KATHRYN SORRELLS, PH.D.



INTERCULTURAL COMPETENCE ASSESSMENT



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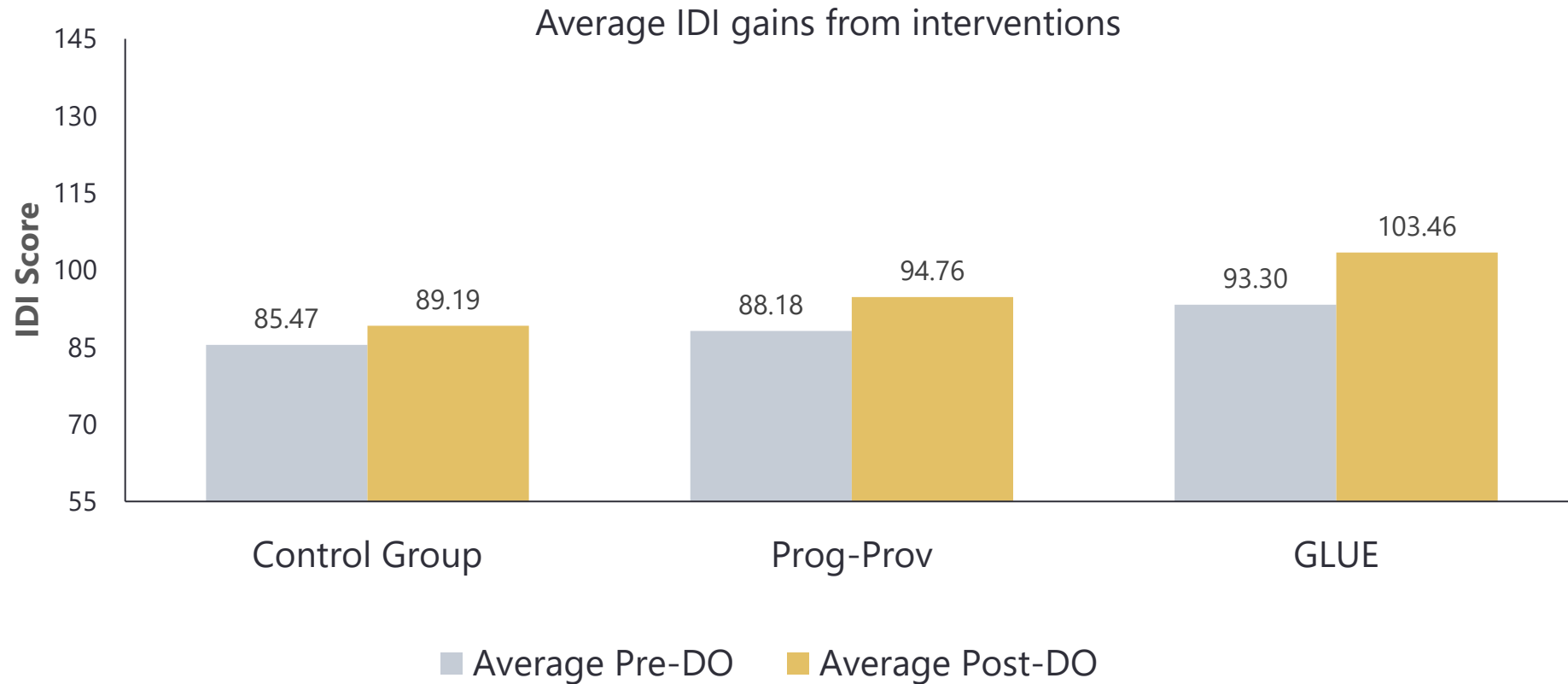
ASSESSMENT TOOL

The Intercultural Development Inventory (IDI) and Situated Intercultural Measure of Behaviors and Attitudes (SIMBA)

- Pretest and Posttest
- Group IDI Debrief – last Live Session
- Individual, and Group mentoring
- Data corroborates that the more facilitated the intercultural intervention is, the greater the gains in students' intercultural development.

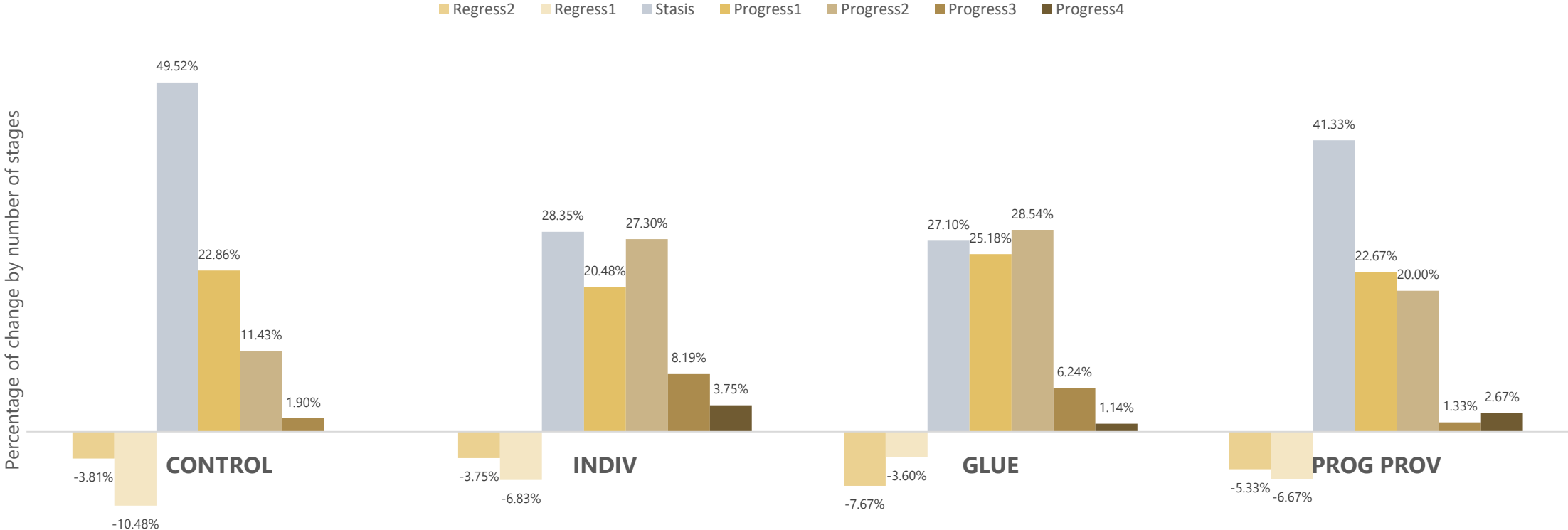


GAINS THROUGH GLUE 2017-23



OUTCOMES OF MENTORED INTERCULTURAL LEARNING EXPERIENCE

Average DO Change by Treatment Group



INTERCULTURAL EXPERIENTIAL ACTIVITY EXAMPLE



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INTERCULTURAL EXPERIENTIAL ACTIVITY EXAMPLE

SCENERY, MACHINERY, PEOPLE



SCENERY encompasses everything off in the distance worth looking at and talking about. Mountains. Clouds. Trees. Fascinating things. Confusing things. Fun to explore and great for conversation, but not a priority for the farmer.



MACHINERY is everything that helps the farmer accomplish goals and get work done. Tractors. Horses. Pitchforks. It exists solely to accommodate the farmer. Machine maintenance is hard work but worth it because the farmer's life is better when the machines work well. When they don't, they get scrapped.



PEOPLE are people. Family. Friends. Neighbors. Complex relationships that involve give and take. Emotions are invested, and benefits and challenges are mutual (although not necessarily balanced). People are also high maintenance but less likely to be scrapped because they hold intrinsic value.

SCENERY, MACHINERY, PEOPLE



The Native Americans off in the distance with their strange clothes and confusing rituals were definitely worth talking about and absolutely fascinating to watch... but not so significant day to day to the non-native farmer.
They were scenery.



The hired help—the farm hands—the transient laborers were good to have around, especially if you got a strong one at a low wage. They were incredibly helpful...until they weren't.
They were machinery.



The prime spot was reserved exclusively for those worth a relationship. Family, friends, neighbors and other farmers. Despite the fact that they were not the only humans in the picture, they had a category all their own.
They were the only people.

SCENERY, MACHINERY, PEOPLE

FOR WHOM ARE YOU...



?

FOR YOU, WHO ARE...



?

INTERCULTURAL EXPERIENTIAL ACTIVITY DEBRIEF

1. Who sees you in these categories? Why?
2. What does it take to move up a category?
3. How does empathy build relationships?
4. How can we use this activity to change our relationships or alter our perspectives?
5. What was unexpected about this activity?
6. How did this activity change your perspective on the people around you/in your life?

PRAXIS MODEL CONNECTIONS

1. How have you used your curiosity about yourself and others to better learn and understand?
2. In what ways have you suspended judgement in order to engage in challenging experiences? How have you been open to changing your own worldview?
3. How have you practiced respectful and empathetic communication?
4. When have you engaged in dialogue with the intent to understand and be transformed?
5. Have you had opportunities to build a sense of community with culturally diverse others? How so?



DISCUSSION QUESTIONS

1. What are your takeaways from the session? How would you adapt to your organizational setting?
2. What kind of initiatives does your institution have for student intercultural development? What are the challenges/strengths of these initiatives?
3. How do you build partnerships across the institution to be successful?
4. What kinds of activities do you use/could design for an effective intercultural learning experience?

FEEL FREE TO CONTACT US

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