

### Synopsis of Key Research on Intercultural Mentoring

Pub Date	Study Design	N=	Research Question(s)	Findings	Citation(s)
2009	Experimental	1159 SA participants; 138 non-SA	What elements of a study abroad program produce intercultural (IC) competence dev't? (shift from ethnocentrism to "ethnorelativism")	Only Intercultural (IC) Mentoring & guided reflection correlated to intercultural dev't; (not homestays, not courses with the locals, not language study not program, length).	Vande Berg, Connor-Litton & Paige (2009), <i>the Georgetown Consortium Project: Intervening in study abroad</i> , Frontiers Interdisciplinary Journal of Study Abroad, Vol. 18
2009	Prog. Eval	350 SA participants	To what extent does holistic intercultural mentoring move students from ethnocentrism to ethnorelativism?	40% of students moved into first stage of ethnorelativism; average gain 11 IDI points (more than half a stage).	Engle (2009) <i>Intervening in student learning abroad</i> . Paper presented at Forum on Education Abroad Annual Conference in Portland.
2010	Experimental	16 study abroad students receiving IC mentoring; 16 on same program not receiving mentoring	Is there a difference between students who receive intercultural mentoring & who don't while abroad on same program?	Mentored students' group average: 12 point IDI gain; non-mentored students' group average: 1.22 point gain. Students who had never been abroad before & were mentored averaged 25 pt gain.	Pederson (2010). <i>Assessing Intercultural Effectiveness in a Year-long Study Abroad Program</i> . International Journal of Intercultural Relations, Vol. 34.
2012	Experimental	144 US & Intl SA students receiving instructor mentoring; 56 receiving only peer mentoring	What outcomes differences exist between US & Non-US study abroad students who receive intercultural mentoring? To what extent can peer mentoring during study abroad drive intercultural learning gains?	Instructor mentored US students: AVG gain was 7.55 IDI points. Peer mentored SA students: AVG gain was 4.75 IDI points. Instructor-mentored Intl's: AVG gain was 10.17 points. Peer-mentored Intl's: AVG gain 2.6 points.	Lou & Bosley, <i>The intentional, targeted intervention model</i> , chapter 14 in Vande Berg, Paige & Lou, (2012) <u>Student Learning Abroad: What our students are learning, what they're not and what we can do about it.</u>
2012	Prog. Eval	13 Overseas resident directors of study abroad	What is the impact on student learning of training for faculty program directors in IC development & IC mentoring?	In semester one (prior to faculty training) students' avg IDI gain was 4.03 points. In semester two (after faculty training), avg IDI gain was 9.0 points.	Vande Berg, Quinn & Menyhart (2012) <i>The CIEE seminar on living &amp; learning abroad</i> ; chapter 16 in Vande Berg, Paige & Lou, (2012) <u>Student Learning Abroad</u> (op cit)
2014	Prog. Eval	9 Purdue students on 2-week program in Zambia	To what extent can short-term service-learning study abroad advance students' IC dev't?	Using reflection & stage-based intercultural mentoring, the group avg advanced 11 IDI pts.	Masters & Krishnan (2015) <i>Study Abroad: Zambia</i> ; ADVANCE for Speech and Hearing Online Edition
2015	Experimental	23 Purdue Engineering students on semester abroad	What is the impact on student learning of on-line intercultural mentoring course?	72% of group who received mentoring made IDI gains; group avg +7.7 pts. Only 17% of non-mentored group made IDI gains; 66% of this group <b>regressed</b> .	Yngve & Starr (2015) Paper presented at AAC&U Global Learning Conference in Ft. Lauderdale, Oct. 8-10.
(Forthcoming)	Prog. Eval	40 US 1st-yr students & 30 Int'l 1st-ys in a Purdue Learning Community	To what extent does participation in a globally-themed learning community develop intercultural competence in Science students?	Learning increased as leaders added more reflection and IC mentoring; from slight group <b>regression</b> in first cohort (2013), of -0.76 IDI points, to average gain of 14.17 points (2015 cohort).	Starr, Yngve & Jones (tbd) <i>Creating Intercultural Effectiveness in a learning community setting at an R1 university</i> .