THE TITLE GAME

WHO CREATED YOUR TITLE?

WHAT DO YOU WISH YOUR TITLE WOULD BE?

YOUR JOB TITLE

WHAT DOES YOUR TITLE MEAN TO OTHER PEOPLE?

WHAT DOES YOUR TITLE MEAN TO YOU?

Adapted from
Stringer, D. M., & Cassiday, P. A. (2009). My name is. In *52 Activities for improving cross-cultural communication* (pp. 157-159). Intercultural Press.

THE TITLE GAME *(handout)*

- How did it feel to share this information?

- Any surprises in what people chose to share?

- What did you learn?

- How is this introduction different from what you normally get in an introduction? What impact do these differences have?

SYMPOSIUM PANEL
Overview

- Format: 90 minutes for individual presentations and ICL activities, followed by 30 minutes for discussion

- Justification: Exposure does not guarantee intercultural development.
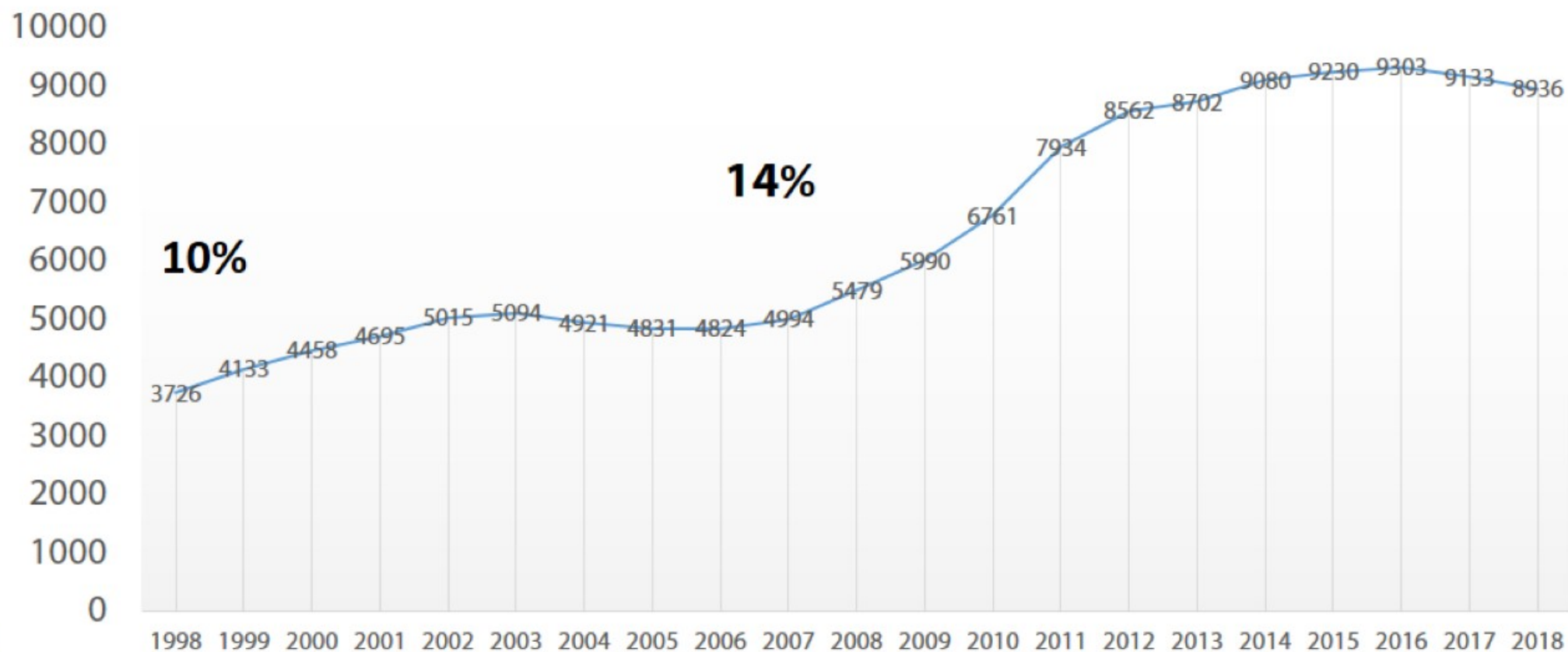
AGENDA
TOPICS OF PRESENTATIONS

1. The Title Game (Icebreaker)
2. Introduction of CILMAR
3. "What Do *You* Want Students to Learn?": Faculty-Led Programs
4. The Global Science Partnerships Learning Community: The First Six Years
5. Universal-Cultural-Personal Activity
6. Introduction of Intercultural Learning Hub (HubICL.org)
7. Mentored Intercultural Learning Courses for Semester Abroad
8. Tasks and Directives for Intercultural Communication in Short-term Study Abroad
9. Discussion

Introduction of CILMAR

NEED FOR INSTITUTION-WIDE CULTURAL CHANGE

- 2012 Faculty Senate identifies intercultural knowledge and competence as embedded learning outcome

- Priority shifts from numbers in study abroad/study away to working on intercultural skills

- Top-down & bottom up leadership and expertise: Dean of International Programs, ICL educators already on campus

Jones, D. C., Campbell, M. M., Acheson, K. R., & Yngve, K. N. (2019). Summary of Intercultural Learning in Semester Abroad Programs: A Comparative Analysis of Mentoring Programs. (Version 3.5). https://hubicl.org/publications/71/4

CILMAR:

Center for Intercultural Learning, Mentorship, Assessment and Research

Our Vision:

An inclusive and interculturally proficient Purdue community that moves the world forward.
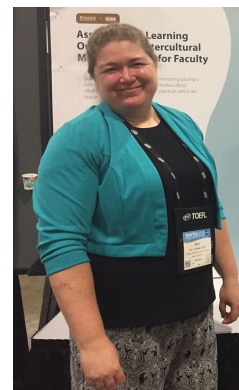
OUR MISSION STATEMENT

We facilitate intercultural learning opportunities for all Boilermakers.

CILMAR promotes and facilitates intercultural learning at Purdue and beyond. We foster inclusion, belongingness and community. We cultivate the knowledge, skills and attitudes of intercultural competence. We provide opportunities and resources for engaging with, adapting to and **bridging across difference**. We mentor intercultural leaders, support innovative scholarship and encourage best practices in teaching and learning.

LEADERSHIP

Katherine Yngve
Associate Director of Intercultural
Outcomes Assessment

Dr. Kris Acheson-Clair
Director

Annette Benson
Senior Public Relations Consultant

SPECIALISTS

Dr. Aletha Stahl
Senior Intercultural
Learning specialist

Dr. Lan Jin
Research Specialist

Dr. Daniel Jones
Intercultural Learning Specialist

LIAISONS WITH <u>EVERY</u> COLLEGE

Intercultural Learning Officers

- Leaders who foster intercultural learning
- 1-2 lunch meetings/semester
- Dissemination of information

International Program Officers

- Leaders who support faculty in developing study abroad/away programs
- 1-2 lunch meetings/semester
- Consultations with faculty

GROWING INTERCULTURAL LEADERS (GIL)
Professional Development for On-Campus Teaching and Mentoring

- 3 levels, each lasting a year

- Personal and professional intercultural goals

- Individualized mentoring

- Financial incentives for levels 2 & 3

- Competitive

WORLDVIEW WORKSHOPS
Professional development for faculty & staff in public-facing positions

- 6-session certificate program

- Experiential activities and facilitated dialogue

- Cultural self-awareness, other awareness, communication, empathy, bridging difference

- Publicity leads to faculty connections
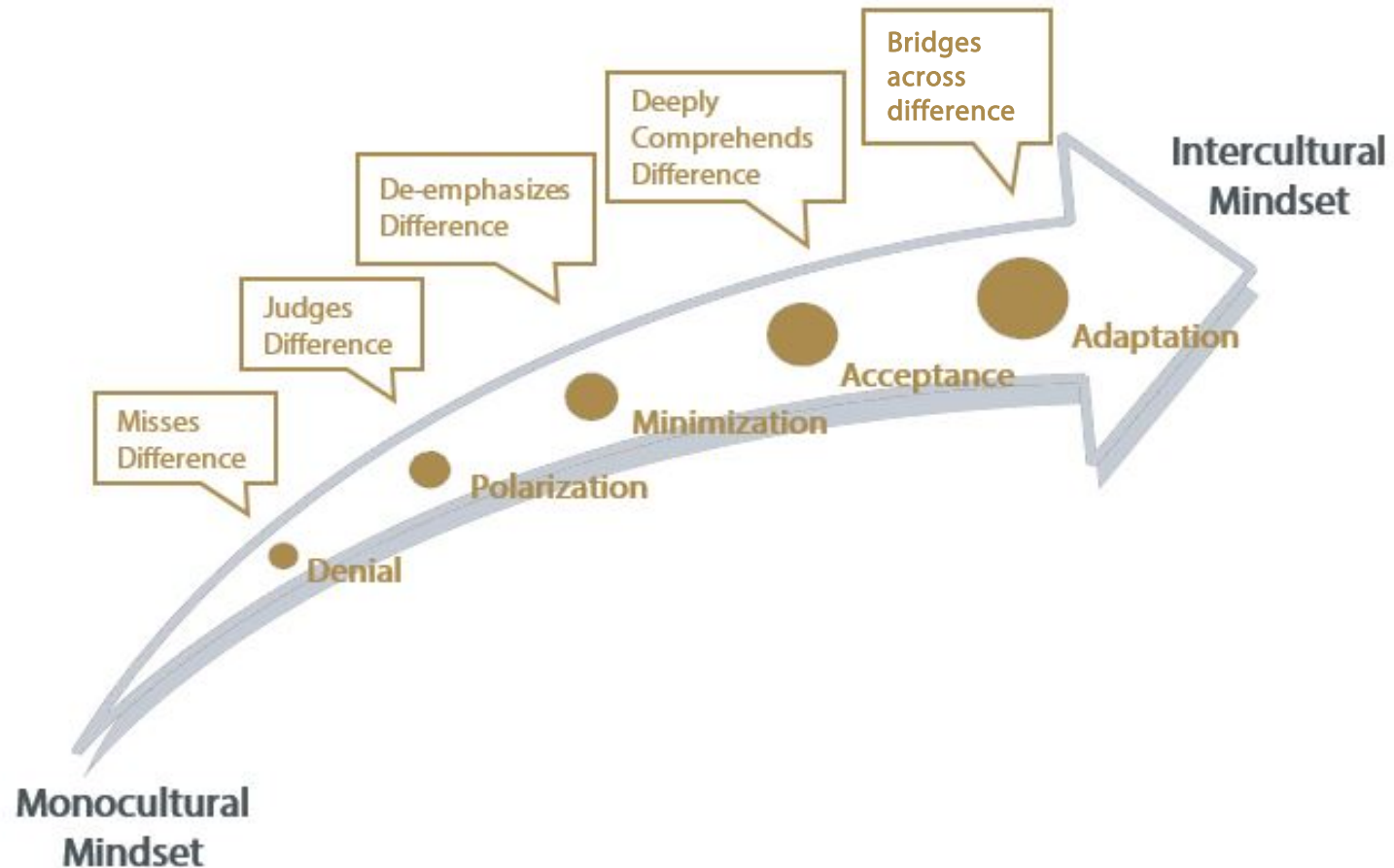
PROGRAMS FOR STUDENTS

- **Different Lenses**: Workshop series fostering social justice and inclusion

- **Semester Abroad in Intercultural Learning (SAIL) Scholarship**: Individual and group mentored courses for students on semester programs

- **Peace Corps Prep**: Curricular and co-curricular certificate program in partnership with Peace Corps

ASSESSMENT

- CILMAR supports many tools

- Brings people from diverse units together

- Most common:
  - Intercultural Development Inventory (IDI): 150 QAs on campus
  - Intercultural Effectiveness Scale (IES)
  - Beliefs, Events and Values Inventory (BEVI)
  - Attitudes, Skills and Knowledge Short Scale (ASKS2 and ASKS2+)

INTERCULTURAL DEVELOPMENT INVENTORY
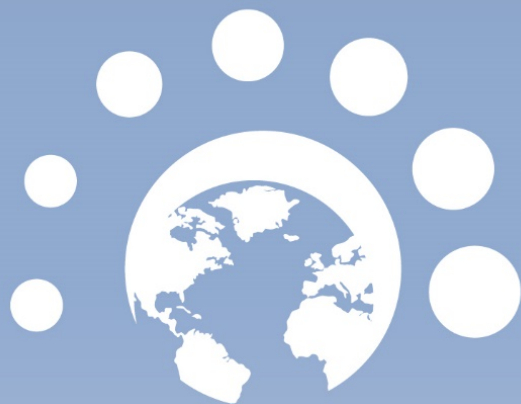*Orientations toward cultural difference*

RESEARCH

- **Mini-Grants:** Up to $2000 for faculty, staff and doctoral students working on ICL topic

- **Writing Group**: Weekly meetings for faculty and staff working toward publication of ICL research

"What Do *You* Want Students to Learn?": Faculty-led Programs

Presenter: Dr. Aletha Stahl
Co-Author: Dr. Kris Acheson-Clair

SITUATING MYSELF: 1996-2018

- PhD in Comparative Literature
- Professor of French and Francophone Studies
  - Comparative Languages & Linguistics
  - African and African-American Studies
  - International Studies
- Teaching and Learning Consultant
- Co-Director, Center for Social Justice
- Scholarly activities related to translation and language politics in French-speaking Caribbean
- Off-campus program development and leadership
  - May terms: Haiti, Benin, Montreal
  - Semesters: France, Martinique
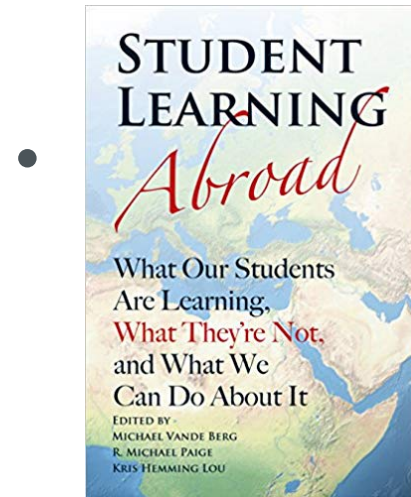
DRIVING QUESTIONS

- What are student takeaways in 10, 20 years?

- How can I help students navigate certain kinds of intercultural challenges when I'm uncomfortable with them?

- How do I, a tenured faculty leader, bridge cultural differences within my department and institution to create institutional change?

CILMAR: personal and professional growth

STUDY ABROAD/STUDY AWAY
Early Target for Intercultural Learning

- 2013 - 2018: 85% increase in participation, mostly in departmental (faculty-led) short-term programs

- "obvious," "low-hanging fruit"

-

Yngve, K. N. (2019). Intercultural Development Outcomes of 24 Purdue Short-term Study Abroad programs. https://hubicl.org/publications/22/1

IMMERSION

Who needs scuba gear?

Immersion will help you learn to breathe underwater.

HUMANS LEARN AND DEVELOP

1. by being immersed in cultural difference

2. by reflecting on how they & others frame experience,

3. and by re-framing their experience

To help students interact more effectively and appropriately, educators need to intervene.

Vande Berg, M., Paige, R. M., & Lou, K. H. (Eds.) (2012). *Student learning abroad: what our students are learning, what they're not, and what we can do about it.* Sterling, VA: Stylus.

INSTITUTIONS LEARN AND DEVELOP
a tongue-in-cheek adaptation

1. by being immersed in institutional practices

2. by reflecting on how various stakeholders frame the experience of those practices,

3. and by re-framing the experience – maybe even changing those practices

To help institutions achieve their goals more effectively and appropriately, administrators need to intervene.

STRUCTURAL SUPPORT FOR ICL IN SA:
Development through reflection and reframing

- Required intercultural learning outcome and assessment

- Intercultural Pedagogy Grant (IPG)

- Grant to leaders for SA programs

- 1:1 leader consultations with CILMAR

STRUCTURAL SUPPORT BEGINNINGS:
ICL Assessment

Fall 2014: ICL Worksheet required for SA program application

- Prepares leaders to assess one ICL outcome

- Backward design

- Links to 21 research-derived assessment tools + AAC&U rubrics

Yngve, K. N. (2019). Teaching Faculty to Value Rubrics and Become Better Intercultural Mentors: An Outcomes Study. https://hubicl.org/publications/31/1

CHALLENGE #1 OF ICL ASSESSMENT:
Authority and ownership of curriculum

- How can a non-academic dean (Dean of IP) impose a learning outcome on a departmental program?

- Who sees the post-program assessment report? Fodder for someone else's research? Administrivia?

- "What happens if I don't make my target ICL outcome?"

CHALLENGE #2: DISCIPLINARY PERSPECTIVES

- Disciplinary trends in desired outcomes lead to "too many options" on worksheet
    - Engineering: intercultural teamwork
    - Social sciences: social justice, power, privilege
    - Health: empathy, communication

- Skepticism of psychometric tools

- Lack of familiarity with backward design

- Limited familiarity with assessment

Yngve, K. N. (2019). Enhancing and Assessing Intercultural Learning at Purdue, 2014-2016: Part One (Capacity Building). https://hubicl.org/publications/26/1

CHALLENGE #3:
TIME!

- ICL Worksheet: 10 min – 2+ hours

- ICL data collection, analysis, report: 1 – 10+ hours

- Time spent on ICL outcomes of program: ??

ADDRESSING THE CHALLENGES:
Intercultural Pedagogy Grants (IPG)

For faculty and staff who take students abroad/away

Program leaders complete workshops on intercultural mentorship and assessment. They receive a financial incentive and are eligible to apply for program grants to reduce costs for students.

GROWTH OF INTERCULTURAL PEDAGOGY GRANTS

- **2016 spring**: pilot with 18 participants, QA training for IDI

- **2016 fall**: 100 participants in 4 x 2-hour workshops. IDI QA dropped; backward design, discretionary award added.

- **2017 fall**: 48 participants, advanced IPG added at request of faculty

- **2018 and 2019**: 63 participants. Required for possible program grant. Advanced IPG morphs into new GIL program.

January 2020: 215 IPG-trained SA program leaders

Yngve, K. N. (2019). Teaching Faculty to Value Rubrics and Become Better Intercultural Mentors: An Outcomes Study. https://hubicl.org/publications/31/1
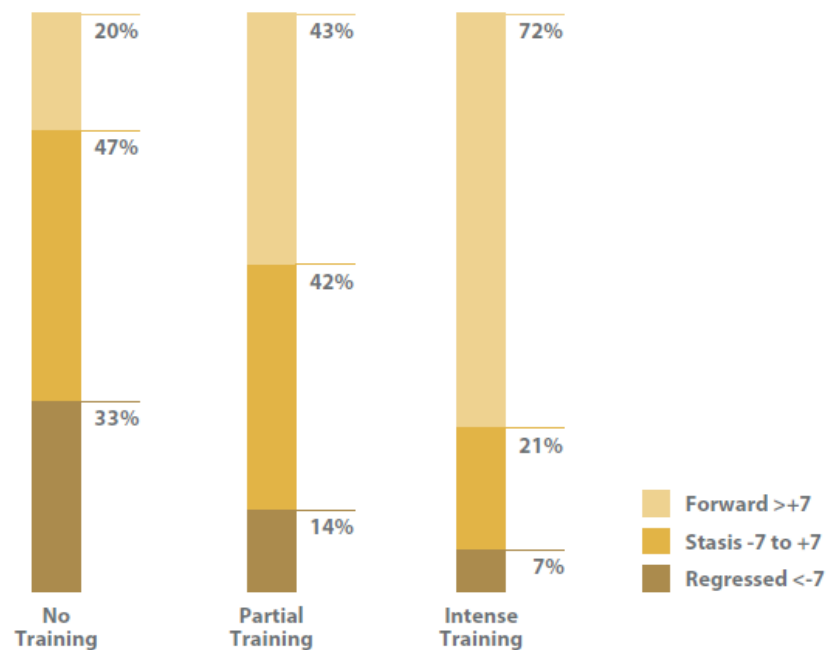
EVALUATION OF IPG:
Leader Perspectives

- Funding appreciated
- Enhanced learning for students observed, so IPG valued
- ICL becomes research focus for a few
- Time challenge on and away from campus still felt by some
- Verbal feedback: "This is great!" to "Just help me get my $2000!"
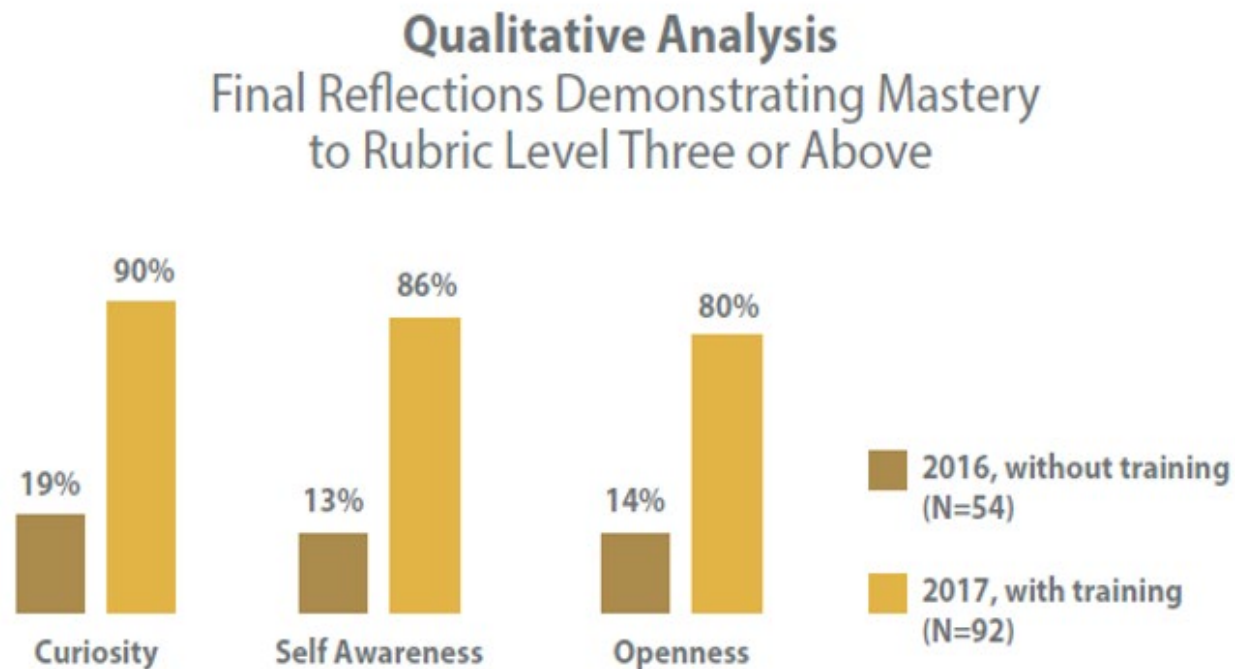
IMPACT OF IPG:
Students Learn!

2017-18: 24 departmental programs, 336 undergrads

Percentage of Learners showing
Pre-Post Change of 7 or more IDI Points

	No Training	Partial Training	Intense Training
Forward >+7	20%	43%	72%
Stasis -7 to +7	47%	42%	21%
Regressed <-7	33%	14%	7%

Forward >+7
Stasis -7 to +7
Regressed <-7

Yngve, K. N. (2019). Intercultural Development Outcomes of 24 Purdue Short-term Study Abroad programs. https://hubicl.org/publications/22/1

IMPACT OF IPG:
Students Learn!

Results of Spring 2016 Pilot Program Faculty Training, using rubric-based analysis of student artifacts of learning (e.g. journals and final essays).

Qualitative Analysis
Final Reflections Demonstrating Mastery
to Rubric Level Three or Above

- 2016, without training (N=54)
- 2017, with training (N=92)

	Curiosity	Self Awareness	Openness
2016, without training	19%	13%	14%
2017, with training	90%	86%	80%

But not every leader enrolls in IPG…

Yngve, K. N. (2019). Teaching Faculty to Value Rubrics and Become Better Intercultural Mentors: An Outcomes Study. https://hubicl.org/publications/31/1

NEW STRUCTURAL SUPPORT:
1:1 Consultations on ICL Outcomes

- **2018-19**: Consultations with CILMAR staff required for all SA leaders

- **2019-20:** Same requirement with streamlining underway

NEW AND ONGOING CHALLENGES WITH 1:1s

- **Authority & Time**
  - "Another hoop and time sink" vs. "This is exciting!"
  - Mixed reaction from IPG-trained leaders

- **Disciplinary Perspectives for Non-IPGers**
  - Qualitative vs. quantitative
  - Learning curve

- **CILMAR demand**: 115 consultations in 2018-19

ADDRESSING THE CHALLENGES:
Structural Strategies 2019-20

- Offer options for experienced and/or IPG-trained leaders

- Enhance information sharing

- Let leaders know how, where their reports are used

- Support autonomy where it is proposed: HHS

ADDRESSING THE CHALLENGES:
Consultation Strategies

- "What do *you* want students to learn?"

- Direct toward AAC&U, A.S.K.S.2

- Introduce experiential activities

- Point to pre-departure opportunities

- Emphasize ways to integrate ICL into existing program activities

- Discern what feels manageable, will be owned

CONCLUSIONS

- It pays to focus on faculty ownership of student ICL.

- SA is toe-hold for embedding ICL in on-campus curriculum. (GIL, IPG faculty reports)

- Reflection and reframing process leading to institutional change requires listening to faculty, assessing student learning.

- We observe impacts on discourse and practices across campus, but Purdue is very much in process.

The Global Science Partnerships Learning Community: The First Six Years

Presenter: Dr. Laura Starr

GLOBAL SCIENCE PARTNERSHIPS

- A living learning community for first-year College of Science students

- Domestic and international students reside together

- Upper class mentors help integrate students into Purdue, the College, and their major

- First-year students participate in the Global Science Leadership Seminar (1 cr)

GLOBAL SCIENCE PARTNERSHIPS LEARNING COMMUNITY

Demographics of GSP LC Cohorts

GLOBAL SCIENCE LEADERSHIP SEMINAR LEARNING OBJECTIVES

- Introduce students to global collaborations in Science

- Develop intercultural competencies

- Enhance abilities to team and lead multicultural communities

Monthly dinner meetings with cultural programs

Cultural events & field trips

Community service

CHALLENGE AND SUPPORT

In educational contexts, learning (& attitudinal change) fails to occur when contact situations create boredom, anxiety or aversion for participants.

High Support

STAGNATION
Low expectations
Low achievement
Low standards
Complacency
Cosy morale
Lack of knowledge
of new initiatives
Frustration

MAXIMUM GROWTH
High expectations
High achievement
High standards
Co-operation
Risk taking
Tolerance of mistakes
Trying new ways
High morale

Low Challenge

High Challenge

DISENGAGEMENT
Very low expectations
Very low achievement
Very low standards
Alienation
Isolation
Avoidance of
new initiatives
Low morale

RETREAT
High expectations
Uneven achievement
Variable standards
Competition
Aversion to risk
Blame culture
Fear of failure
Low morale

Low Support

Rose-Redwod, R., & In Bigon, L. (2018). *Gridded worlds: An urban anthology.*
Sanford, N. (1968). *Where colleges fail: A study of student as person.* San Francisco: Jossey-Bass.
Vande, B. M., Paige, R. M., & Lou, K. H. (2012). *Sudent learning abroad: What our students are learning, what they're not, and what we can do about it.* Sterling, Virginia: Stylus Publishing, LLC.

ASSESSMENT:
Intercultural Development Inventory

Intercultural Development Inventory (IDI) used for both **formative** and **summative** assessment

IDI produces **Developmental Orientation** (DO) score: **DO** indicates one's primary orientation toward cultural differences and commonalities. The DO is the perspective someone most habitually uses in those situations where cultural differences and commonalities need to be bridged.
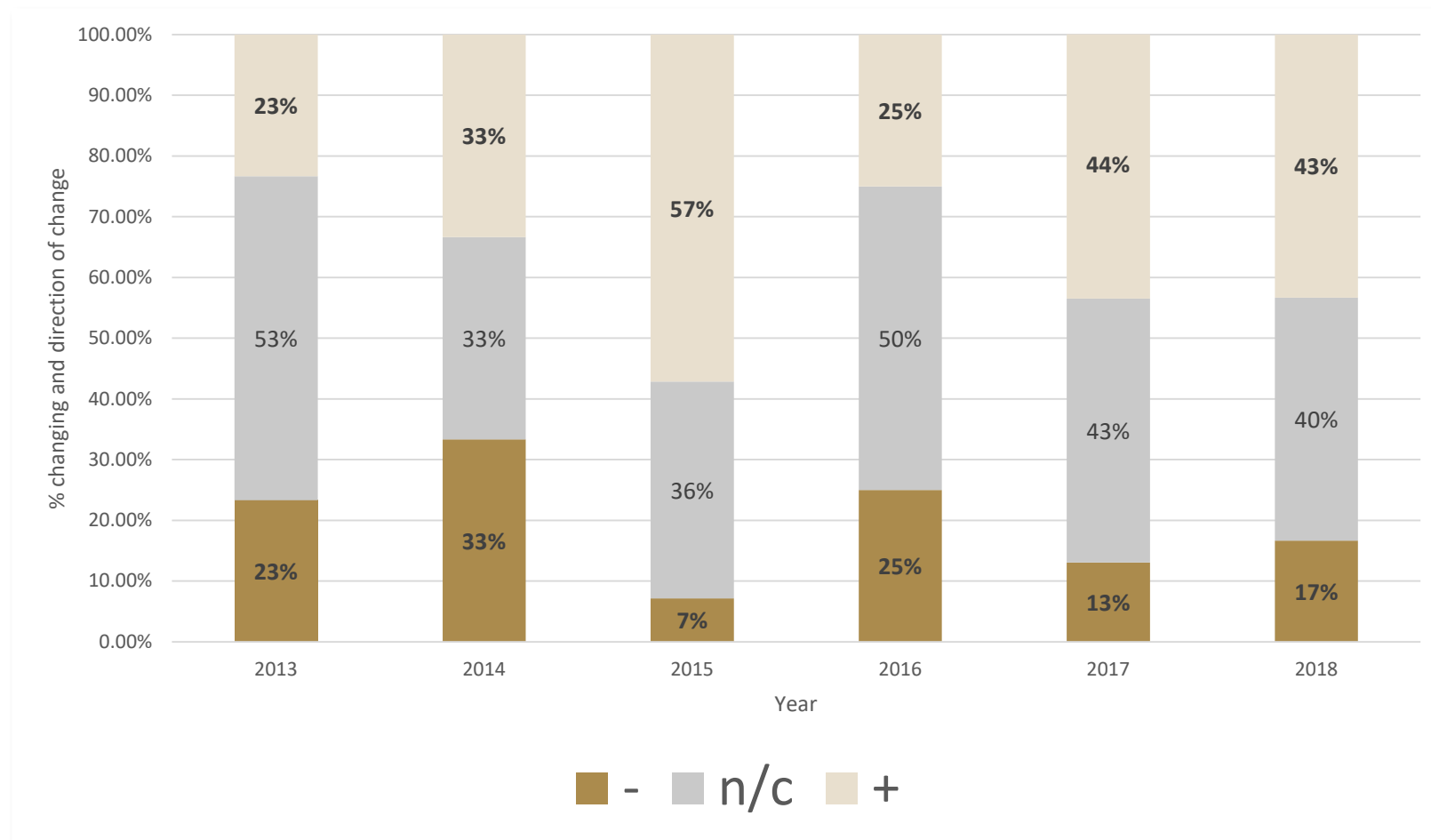

Intercultural Development

The material found in this graph is adapted from The Intercultural Development Inventory (IDI) by Charles A. Calahan.

"**Ethnocentric** (difference avoiding) is when our own culture is experienced as central to reality in some particular way."
– Janet M. Bennett, Ph.D., 2013

"**Ethnorelative** (difference seeking) is when our own culture is viewed in the context of other cultures."
– Janet M. Bennett, Ph.D., 2013

34% 34%
14%   14%
2%   2%

IDI Developmental Orientation Score   55   70   85   100   115   130   145

DENIAL: An orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.

POLARIZATION: A judgmental orientation that views cultural differences in terms of "us" and "them". This can take the form of either an uncritical view or a critical view of our own cultural values and practices.

MINIMIZATION: An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.

ACCEPTANCE: An orientation that recognizes and appreciates patterns of cultural difference and commonality in one's own and other cultures.

ADAPTATION: An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.

PURDUE UNIVERSITY

CENTER FOR INTERCULTURAL LEARNING
CILMAR
MENTORSHIP • ASSESSMENT • RESEARCH

THE ASSESSMENT:
Initial Developmental Orientation (DO) Scores

On average, students begin the learning community on the cusp of **minimization**.

Year	Number of students	Mean DO
2013	30	84
2014	27	87
2015	14	86
2016	12	87
2017	23	85
2018	30	84

As measured by the Intercultural Development Inventory (IDI)

PRE-POST CHANGE (BY STAGE)

Starr, L. J., Yngve, K. (2019). Global Science Partnerships Learning Community: The First Six Years. https://hubicl.org/publications/82/1

CONTENT ANALYSIS

1. Success! Discuss one significant intercultural challenge or conflict you have **successfully** faced since arriving at Purdue.
   a. Describe the challenge and why you consider it to be an intercultural problem;
   b. Discuss what you have learned from the experience;
   c. Reflect on how this experience may help you in the future.
2. Discuss two intercultural **challenges** that you have faced since arriving at Purdue. These challenges should reflect situations you faced that you believe interfered with effectively accomplishing the goals you identified in Step 3 of the IDP. For each challenge:
   a. Describe it;
   b. Discuss what made the situation stressful;
   c. Reflect on how these stress points act as barriers to you being as effective as you would like to be.

AAC&U MILESTONE LEVEL 3

Knowledge: Cultural Self-Awareness	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).
Skills: Empathy	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.
Skills: Verbal & nonverbal communication	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.
Attitudes: Openness	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.

PERCENT OF COHORT AT AAC&U RUBRIC LEVEL 3 OR ABOVE

With special thanks to:
Katherine Yngve & Dan Jones

ITERATIONS OF PEDAGOGY

I. **2013-14**: Took what students have in common for granted. Assignments emphasized differences. Too much challenge, not enough support.

II. **2015-16**: Very small cohorts, better balance of challenge and support, including additional exercises in cultural self-awareness, finding common ground, ability to perceive others accurately and non-judgmentally, and distinguishing between stereotypes and cultural generalizations.

III. **2017-18**: Challenge and support in balance, even more emphasis on cultural self-awareness, including individual IDI debriefs & intercultural development plan as part of course assignments.

IV. **2019-** : Add exercises in differentiating the cultural from the personal and universal.

DIFFERENTIATING THE CULTURAL FROM THE PERSONAL & UNIVERSAL

https://hubicl.org/toolbox/tools/75/links

Universal-Cultural-Personal?
- Eating with chopsticks
- Women walking five steps behind men
- Walking rather than riding the bus
- Feeling sorry after accidentally stepping on someone's foot
- Respecting your elders
- Making a slurping sound when eating soup or noodles
- Wearing warmer clothing when it is cold
- Being depressed after the death of a loved one
- Sleeping with a light on
- Shaking hands with someone you first meet

Storti, C. (1999). What culture is not. In *Figuring foreigners out: A practical guide* (pp. 15-18). Intercultural Press.

CONCLUSIONS

Situations and activities that students find particularly challenging:
1. Residing together with students from different cultures;
2. Finding ways to accommodate differences in their everyday lives;
3. Activities that require students to explore their differences with other participants openly and directly.

Situations and activities that help students learn ways to bridge differences:
1. Reflection on their own cultural backgrounds and behaviors in intercultural situations;
2. Exploration of what they have in common with other students;
3. Working together in equal roles to achieve a common goal.

Introduction to HubICL

Presenter: Dr. Daniel Jones

WHAT IS HUBICL?

- An online space in which to collaborate on ICL projects

- A repository of intercultural research

- An interactive toolbox of experiential & reflection exercises, media, assessments, and curricula

www.hubicl.org/register

HubICL.org

Groups

Research Repository

Collections

Toolbox

HubICL TOOLBOX

Mentored Intercultural Learning Courses for Semester Abroad

Presenter: Dr. Daniel C. Jones

ADVANTAGES OF INTERCULTURAL INTERVENTIONS

Supported by research:

Left on their own, students do not learn intercultural competencies through immersion alone. There needs to be guided intentional intervention.

Vande Berg, M., Connor-Linton, J. & Paige, R.M. (2009). The Georgetown Consortium Project: Interventions for Student Learning Abroad, *Frontiers: The Interdisciplinary Journal of Study Abroad, v18,* 1-75.

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.* Stylus Publishing, LLC.

SAIL COURSE OFFERINGS

- Online during Semester Abroad
- 1 credit hour courses:
  - 1-1 mentored courses
    - College of Science (SCI 39500)
    - College of Engineering (ENGR 39700)
    - Entirely online in VLE- BlackBoard Learn
  - Group mentored course
    - Lamb School of Communication (COM 30301)
    - Hybrid course – online modules & webinars
- Participation incentivized with a scholarship

STUDY OF SEMESTER-LONG PROGRAMS

- Semester Long Study Abroad Programs

- 376 Purdue Undergraduates

- Treatment Groups:
  - Control Group – No intercultural intervention/mentoring.
  - Group Mentored – Blended Learning intervention of 20 online modules paired with reflection and peer feedback, followed by 4 mentor-facilitated webinar class meetings
  - Individual Mentored– Weekly interactive assignments aligned with AAC&U rubrics, paired with individualized, IDI Stage-based mentoring and feedback, followed by required 2-turn discussion

SAIL COURSES

PURDUE GLOBAL
COMPETENCE COURSE

PURDUE 1-ON-1
MENTORED COURSE

RESULTS FROM INTERVENTIONS

Average gains from Pre- to Post-IDI: N = 376

P-values show statistical significance in average differences among all groups with a 90% degree of certainty.

OUTCOMES OF SEMESTER ABROAD

Average DO Change by Treatment Group

Jones, D. C., Campbell, M. M., & Acheson, K. (2019). Intercultural learning in semester-long study abroad: A comparative analysis of the effectiveness of one-on one versus group-mentored interventions. *Journal on Excellence in College Teaching, 30*(4), [1-29].

Findings also published as a White Paper in HubICL.org: https://hubicl.org/publications/71/4

CHALLENGES

- **Distance learning challenges**
  - Technical issues, multiple platforms
  - Multiple time zones
  - Response time
- **Mentoring challenges:**
  - Varying levels of expertise and commitment among mentors
- **Administrative challenges:**
  - Managing large numbers of mentors and students
  - Administering assessment tools
  - Managing professional partnerships

Tasks and Directives for Intercultural Communication in Short-term Study Abroad

Presenter: Dr. Lori Czerwionka
Co-author: Michael Bittinger

INTERCULTURAL COMMUNICATION

- Intercultural communicative competence is the "ability to communicate effectively and appropriately in intercultural situations" (Deardorff, 2006, p. 247-248).
  - It relies on sets of knowledge, skills, and attitudes (e.g., Bennett, 1993; Bennett, 2008; Deardorff, 2006; Gertson, 1990; Gudykunst, Ting-Toomey, & Wiseman, 1991)

- Intercultural competence research strengths include theoretical and practical insights into knowledge, skills, and attitudes (Spitzberg & Changnon, 2009 for review).

- Efforts to develop intercultural competence also address knowledge, skills, attitudes, mindsets, etc., but often ignore communicative aspects (Fantini, 2009 for assessments; Holmes, 2015).

Considering the primary aim of intercultural communicative competence, effective and appropriate communication must be a main focus practically and theoretically.

To what degree and how do study abroad programs direct students to practice intercultural communication?

RESEARCH QUESTIONS

1. With what frequency do short-term study abroad programs include curricular tasks and directives for communication with locals?

2. What are characteristics of exemplar tasks?

3. What barriers to these types of tasks exist?

RESEARCH METHODS

- Participants
  - Faculty leaders of short-term study abroad during the last 2 years
  - 39/117 respondents (33.3% response rate)

- Instruments
  - Questionnaire

PURDUE
UNIVERSITY

1. In your short-term study abroad program, have you included curricular tasks or targeted directives to have students engage with local residents of their host city?
   - If yes, please briefly describe your directive(s). Or, if you have instructions for the activities and are willing to share, please upload them below.

2. Are there barriers that discourage you from assigning these types of curricular tasks? If so, what are they?

STUDY ABROAD
PURDUE

PURDUE
UNIVERSITY
School of Languages and Cultures
COLLEGE OF LIBERAL ARTS

RESEARCH METHODS

- Participants
  - Faculty leaders of short-term study abroad during the last 3 years
  - 39/117 respondents (33.3% response rate)

- Instruments
  - Questionnaire

- Analysis
  - Categorization and quantification of results: Heavily-structured, Semi-structured, or Not a target activity
  - Qualitative analysis of exemplar characteristics in structured activities
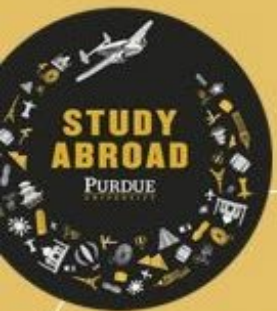 - Qualitative analysis of barriers

RESULTS

RQ1. With what frequency do short-term study abroad programs include curricular tasks and directives for communication with locals?

Quantitative results

- Yes, I have included tasks/directives to engage students with local residents of their host city.
    - 22/39 (56.4%)
    - Possible response bias?
        - 22/117 (18.8% of those who received the questionnaire)

- Of the 22 positive responses
    - 18 were heavily-structured
    - 2 were semi-structured
    - 2 were not a target activity

HEAVILY-STRUCTURED DIRECTIVE EXAMPLES

"An activity to compare professional life in France and in the US that requires students to go to an employment office, describe it according to a series of specific questions (…), and to interview employees about the different ways to find a job in France. They have to write a report afterwards."

"I have my students conduct three field assignments that task them with engaging with locals. #1 is a scavenger hunt; #2 has them in small groups formulating a brief survey of 12-15 locals; #3 is a more in depth, one-on-one conversation that is meant to 'get below the surface'."

"Working in bi-national teams with host university students, students interview local entrepreneurs and NGO's about their beliefs, values, goals and challenges. Students must share their learning module with Village leaders and families and document the exchange of ideas in video or photovoice."

SEMI-STRUCTURED DIRECTIVE EXAMPLES
(suggestion rather than curricular activity)

"To go into a supermarket and ask specific questions about products which may be similar or different from what they are accustomed to. And to interview hotel or restaurant managers when possible about service systems or other issues."

"I talk regularly about the importance of talking to and building relationships with Tanzanians during program - this is the heart of cultural immersion and what most of my students reflect on when sharing their experiences. Much of this is not formally structured - students work in rural schools for 14 days which requires such communication consistently. I do encourage students to get to know Tanzanians, asking questions and sharing information about their own lives. <u>The students are given a set of questions to ask the local staff in Kiswahili in groups</u> or individually and they take selfies with every member of staff during the program. We also include Tanzanians in our ongoing activities (e.g., competitions, city visits) to provide as many opportunities as possible for engagement."
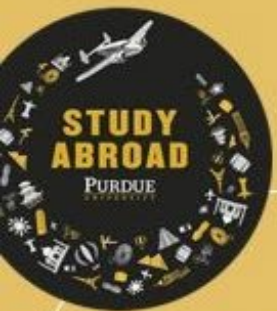
NOT A TARGET ACTIVITY EXAMPLE
(no student-driven initiative to engage)

"Students have a writing assignment related to a presentation from a local expert in business. While in Madrid, they hear from three local experts: 1) a Universidad Europea professor who focuses on sports management (and then he provides a tour of the Real Madrid soccer stadium), 2) a marketing director of a Spanish wine and olive oil manufacturer, and 3) a business director of a museum in Madrid (either Reina Sofia or Museo Sorolla). I've attached the rubric for that assignment."

"We work within local schools while in the Village. These connections with students then become organic conversations in the community as many of the parents work in the stores, restaurants, etc. and have heard about the Purdue Students at school. It has been fun to watch those families look for the new groups of Purdue Students to arrive each year!"

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RESULTS

RQ2. What are characteristics of exemplar tasks or programs that elicit engagement/interaction with locals?

- Multiple tasks or directives during the program ($n = 2$)

- Development of long-term relationships ($n = 1$)

    (e.g., email relationship 3 months before visit plus tasks during program)

- Collaborative work with locals ($n = 4$)

    - (e.g., project collaboration over program with local students, report to local communities)

- Assessment included in the curriculum ($n = ?$)

    (e.g., report, reflection, document exchange of ideas, report to local community, daily debriefs)

RESULTS

RQ3. What barriers to these types of tasks exist?

- Barriers for learners
  - Language ($n = 6$)
  - Personality/Introversion/Nervousness/Comfort zone ($n = 2$)

- Barriers for program leaders
  - Lack of awareness of need/how to create and implement activities ($n = 7$)
  - Time during program ($n = 1$)
  - Integration with course/program outcomes ($n = 1$)
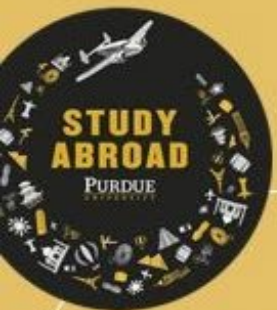 - Assumption that English allows access to the community ($n = 1$)

Faculty comments
"No. Just never thought of it."
"Not knowing specific activities"
"It was my first time running a SA experience, so I am learning how to help students engage."
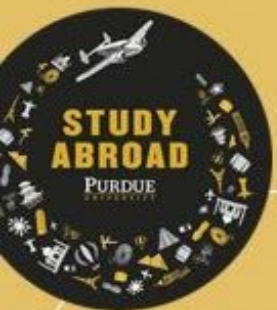"No. I really like the idea posted and think we could do more!"

FINDINGS

- Approx. 60% (or fewer) of study abroad leaders incorporate intercultural communication directives into programs

- Most of the directives do not incorporate exemplar characteristics:
  - Multiple tasks or directives during the program
  - Development of long-term relationships
  - Collaborative work with locals
  - Assessment and inclusion in the curriculum

- Barriers exist for students and faculty leaders

In faculty-led short-term programs abroad, we need greater emphasis on intercultural communication and cultural mentoring.

CULTURAL MENTORING

Theoretical

- Immersion + **Contact**
- Cultural content
- Cultural learning strategies
- Cultural reflection
- Intercultural learning throughout the experience cycle
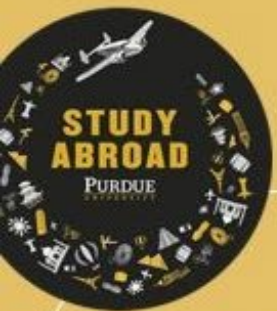- Comprehensive intercultural **intervention**

(Anderson, 2016)

Practical

- Directing/challenging students to engage
- Using everyday experiences as a basis for instruction
- Making space for formal & informal intercultural-oriented discussions

(Paige, keynote address at CILMAR's Scaling Up conference, Feb. 2018

"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…" (Anderson, 2016, p. 169)

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Discussion

Full panel with audience

STRATEGIC SCALING UP THEMES

- Working with faculty
- Intentional engagement among diverse student populations
- Developing as educators: reflection > reframing > revision
- Creating a community of ICL practice & support across silos
- Incentivizing involvement (scholarships, grants, training, etc.)
- Culture of mentorship
  - For students, including engagement with people in host settings
  - Training and mentoring of mentors
- Approaches to fostering IC development – mindsets vs. behaviors

Are there other themes that need to be addressed?
Of those above, are there themes we want to discuss further?

For specific questions for specific presenters, we will be available after the session.