

Email not displaying correctly? [View in a Web](#)



**HubICL** H  
Intercultural Learning H

## A Word from HubICL Manager, Annette Benson

Did you know that if you look at the URL for each tool in the HubICL Toolbox, you can see the order of the Toolbox each tool was added?

For example, [hubicl.org/toolbox/tools/1/](http://hubicl.org/toolbox/tools/1/), [hubicl.org/toolbox/tools/2/](http://hubicl.org/toolbox/tools/2/), [hubicl.org/toolbox/tools/100/](http://hubicl.org/toolbox/tools/100/) were the first 100 tools that the HubICL curation team submitted.

We chose these tools as the first because they were tried-and-true resources commonly used by practitioners. We also put them there because we needed to have content when we began early versions of the HubICL at conferences in Fall 2018.

Now that we are two years down the road, you'll see URLs in the 600s and 700s. The tools are created for many different reasons.

For example, we came upon a selection of racial equity tools that we curated into the toolbox at [hubicl.org/toolbox/tools/689/](http://hubicl.org/toolbox/tools/689/)...[hubicl.org/toolbox/tools/698/](http://hubicl.org/toolbox/tools/698/) in order to strengthen the conversation around systemic racism.

Similarly, after attending a concurrent session on intersectionality at the 2020 NCORE conference, we added the session into the HubICL—Intersectionality: A History, [hubicl.org/toolbox/tools/699/](http://hubicl.org/toolbox/tools/699/); COVID-19 and the Hidden America: An Intersectional Perspective, [hubicl.org/toolbox/tools/684/](http://hubicl.org/toolbox/tools/684/).

Other times we log into the HubICL to find the surprise of a totally unsolicited tool in the toolbox, like children opening an unexpected gift. In the last few weeks, those gifts have come from [hubicl.org/toolbox/tools/706/](http://hubicl.org/toolbox/tools/706/)...[hubicl.org/toolbox/tools/707/](http://hubicl.org/toolbox/tools/707/), and from Susan Schaerli-Lim with her submission to the Toolbox called I DIVE. We'll hear more from Schaerli-Lim later in the issue.

Sometimes what the HubICL curation team puts into the HubICL are still the tried-and-true resources members are looking for. For example, this month we added W. S. Howell's (1982) "Facing the Future" [hubicl.org/toolbox/tools/681/](http://hubicl.org/toolbox/tools/681/). On the other hand, tools from the curation team are sometimes for training. This was the case with Dr. Kris Acheson-Clair's Counter-Storytelling, [/712 Purdue's Asian American Asian Resource and Cultural Center \(AAARCC\)](http://712.purdue.edu/Asian-American-Asian-Resource-and-Cultural-Center-(AAARCC)), for an ICL s

Other times tools are created and curated because your HubICL team has (seemingly) been learning. We see it everywhere, even when we are just listening to podcasts, Broadway with both "Who Writes History?" [hubicl.org/toolbox/tools/702/](http://hubicl.org/toolbox/tools/702/), and Intersecting Identities. Finally, sometimes we just like the challenge of someone saying, "Is there a study guide

We couldn't help ourselves; Tradition and Identity in Whale Rider, [/700/](http://700/), had to be created.

Do you have resources you'd like to share? Will your contribution be [hubicl.org/toolbox](http://hubicl.org/toolbox)

To get started sharing your own resources, go to [hubicl.org/toolbox/tools/new](http://hubicl.org/toolbox/tools/new) and fill out the form. We'll help you with the rest!

Happy Hubbing!

Annette Benson for all of the HubICL Curation Team

---

## CILMAR's Daniel Jones Leads Intercultural Competence Training in a "New Normal"

The COVID-19 pandemic has effectively shuttered study abroad across the United States. With the loss of these valuable, often life-changing programs, faculty, staff, and students are yearning for alternatives where they can cultivate intercultural skills and experiences. Dr. Daniel Jones, Senior Intercultural Learning Specialist at Purdue University's Center for Intercultural Learning, Mentoring, Assessment and Research (CILMAR), has worked the entire summer to adapt intercultural competence training originally designed for immersive study abroad programs for virtual environments.

Some workshops target how to design activities that facilitate teamwork through virtual environments, while others cover the same topics as how to use backward design to create learning activities.

While IPG participants complete readings and homework primarily synchronous, the program is more asynchronous.



Jones was first hired as an Intercultural Learning Specialist at Purdue after receiving his doctoral degree in German Language and Literature in 2017. In his current role, he oversees two flagship programs: the [Intercultural Pedagogy Grant \(IPG\)](#), which provides monetary support and training for faculty/staff who incorporate intercultural competence into their study abroad

programs, and the [Semester Abroad in Intercultural Learning \(SAIL\) scholarship program](#), which includes mentoring courses in intercultural learning for students studying abroad.

Because no students are currently studying abroad, the SAIL program is on pause. However, IPG is adapting to the “new normal,” and Jones has lead that transition.

In order to receive IPG grant funding, faculty/staff members are required to participate in a series of workshops on intercultural competence pedagogy. Normally, these workshops take place in classroom settings where faculty participants learn how to design and lead intercultural activities. However, this semester, the entire program has shifted to a virtual context, and the focus is now on embedding intercultural competence into [virtual exchange programs](#) rather than study abroad.

Previously, the IPG program consisted of four in-person, two-hour workshops (the materials associated with these workshops are available in a [collection on the HubICL](#)). This year, there will be 12 workshops total, and participants are required to complete eight: four compulsory for all participants and four self-selected.

articles, watching video through discussion board

“The synchronous part much more impactful,” about me delivering in the conversations that leading those live sessions me demonstrating best

Some of those best practice activities to virtual well as considering how during the first session discussed framing you seeing on the screen not as making your head at the other end. He also has three dimensions of the individuals on the

Additionally, Jones says closer attention to the the classroom: “Now to comfort and connectivity can we be more attentive individuals, and address perhaps be one of the are surely grieving the their planned study abroad

All of the materials associated will include short Power and other supplemental collection on the HubICL



The HubICL was created as a collaborative space for individuals to network and share resources from across the diverse and growing field of intercultural learning. This month, we feature one of our newest contributors, Susan Schaerli-Lim, Head of International Relations at the Zurich University of

Applied Sciences (ZHAW) School of Health Professions Institute of Nursing, whose I DIVE framework was published in the HubICL toolbox in August 2020.

Schaerli-Lim began her career as a registered nurse in Australia. Then, upon moving to Switzerland, she received her Diploma of Health Education, from Weiterbildungszentrum for Gesundheitsberufe in Aarau, Switzerland, and through her work as a nursing faculty member, became interested in intercultural learning and subsequently received her Master's in Intercultural Relations from University of the Pacific in Stockton, California. Schaerli-Lim's personal intercultural experiences have also influenced her career as she describes herself as a third culture adult with three passports who has lived in four countries and studied in five.

In her current position at ZHAW, Schaerli-Lim wears a variety of hats and gets to call upon her extensive experience in nursing, pedagogy, and intercultural competence. She's involved in developing curricula and programs, particularly for intercultural competence in nursing and for international exchange students; training nursing faculty, staff, and students in intercultural competence using the Intercultural Development Inventory; and facilitating nursing student and staff exchanges.

Schaerli-Lim's I DIVE (Impact, Description, Interpretation, Values, Evaluation) tool is an adaptation of the classic D-I-E (Description, Interpretation, Evaluation) framework.

“In the last couple of intercultural relations I quite a bit of research said. “So I thought it v additional “I,” to the c have “I-D-I-E,” and t decided to also add the whether cultural or per individuals interpret a

Schaerli-Lim chose to because she believes t available for free for a time creating somethin wheel, and that's fanta great, to share what w right? Why reinvent th who do good work?”

Another major project alongside a team of re is programming for tra This initiative stems fi Lim and her collaborat intercultural mentors a However, there's a hu an intercultural mentor What's the profile of a

To respond to this gap completed an extensiv profile for an interculti the process of creating to serve in mentor role

The first iteration of th November 2020 (altho due to the pandemic). intercultural nurse edu of nursing students, ar administer pre-and pos of their “train the train

Like many other critics of the framework, using the word “die” in an intercultural activity didn’t sit well with her, so she was inspired to create something that sounded less dark and ominous—and that more explicitly guided students through the process of interpretation.

She attended the Summer Institute for Intercultural Communication in 2009 where she took a course taught by Donna Stringer, who kept referencing impact and emotions. This inspired her to add the first “I” in “I DIVE.”

Beyond this project, S recently published book [\*Professions: A Critical\*](#) in both English and German with three other authors. The game with three other authors, *Puzzling Stories*. The Schaerli-Lim contribution

---

## CILMAR's Entire Virtual Webinar Series Archived a HubICL

Every other Friday, from April 17 through August 21, CILMAR hosted an episode of the Teaching for the New Virtual Paradigm (Virtual ICL) to support faculty and staff as they teach programs in virtual environments. Each episode features at least one guest speaker who is an expert in the intercultural learning field. Each episode has been archived in the Research Repository and materials are compiled in the [Purdue Virtual ICL Series collection](#).

### [Episode 1 - Introduction to the Spring and Summer Webinar Series](#)

- This introduction to the Intercultural Learning & Inclusive Teaching for the New series features the CILMAR staff as they offer a sneak peak into the contents of the series.

### [Episode 2 - Embedding Intercultural Learning into SLHS Study Abroad](#)

- Dr. Lata Krishnan describes the development, evolution and outcomes of two semesters of SLHS in Zambia (2012-2016) and SLHS in India (2017-2019).

### [Episode 3 - Embedding Intercultural Learning into a College of Science Study Abroad](#)

- Laura Starr discusses her COVID-19 forced pivot to remote learning for a historically scheduled as a spring break study abroad in Morocco.

### [Episode 4 - Embedding Intercultural Learning into the Purdue Polytechnic Institute Curriculum](#)

- Robert Cox discusses the evolution of his Technology and Global Society (TEC) course.

### [Episode 5 - Transforming a 24-Hour Field Study Tour Into a Hackathon](#)

- Dr. Svitlana Buko and Eithne Knappitsch discuss how they turned their 24-hour COIL project into a hackathon in May 2020.

### [Episode 6 - Embedding Intercultural Learning into World Languages: Italian at Purdue](#)

- Dr. Tatjana Babic Williams and Dr. Annalisa Mosca discuss their move to creating COIL projects during the pandemic and an upcoming COIL project to fill in the gap left by a popular student organization.

### [Episode 7 - Let's Talk About Color](#)

- This webinar features a panel of Purdue students, moderated by Natasha Harris, who discuss the impact of bias and discrimination outside of the classroom that can affect their performance in their courses, both in and out of the classroom.

### [Episode 8 - Creating Inclusive Classrooms and Programs](#)

- Panelists from Purdue University's cultural and disability centers answer questions about inclusive practices and learning outcomes, how they measure learning in their programs, and how they align with the university's mission. This panel was moderated by Dr. Nastasha Johnson.

### [Episode 9 - What the BEVI Tells Us About the Difference that Identity Makes in Online Learning](#)

- Using data from the Belief, Events, and Values Inventory (BEVI), Dr. Shalyse Isom discusses how identity makes a difference in online versus face-to-face classes.

---

## Announcements

## **HubICL Tools Promoted on Facebook:**

Looking for intercultural learning tools to use in a classroom or program? You can find Toolbox promoted each weekday morning at 8:00 on the CILMAR Facebook page. In the HubICL Research Repository with posts on Tuesdays at noon and Collections of look for special Assessment posts from Katherine Yngve. To see any or all of these, go to [facebook.com/PurdueCILMAR!](https://facebook.com/PurdueCILMAR)

## **Call for Papers on Virtual Exchange, COIL, and Distance Learning:**

Have you been collecting data related to virtual exchange, COIL, distance learning, or other research? Do you have a home to publish your research project? Consider submitting to the HubICL Research Repository. Write your research into our [white paper template](#) and submit your document at <https://hubicl.org/publish>. We will then assist you with formatting and filling out the appropriate fields.

## **Upcoming HubICL Presentations:**

HubICL Tool Demo: Moving From F2F to DL. Kris Acheson-Clair and Aletha Stahl, presenters. October 1, 2020. InterCultural Learning Community of Practice (PICLCoP).

Resources for Global Learning in the HubICL. Kris Acheson-Clair, presenter. October 1, 2020. Global Learning.

How to Share Your Own Learning with Other Intercultural Learning Practitioners Using the HubICL. Kris Acheson-Clair, presenter. October 10, 2020. SIETAR NED Talk.

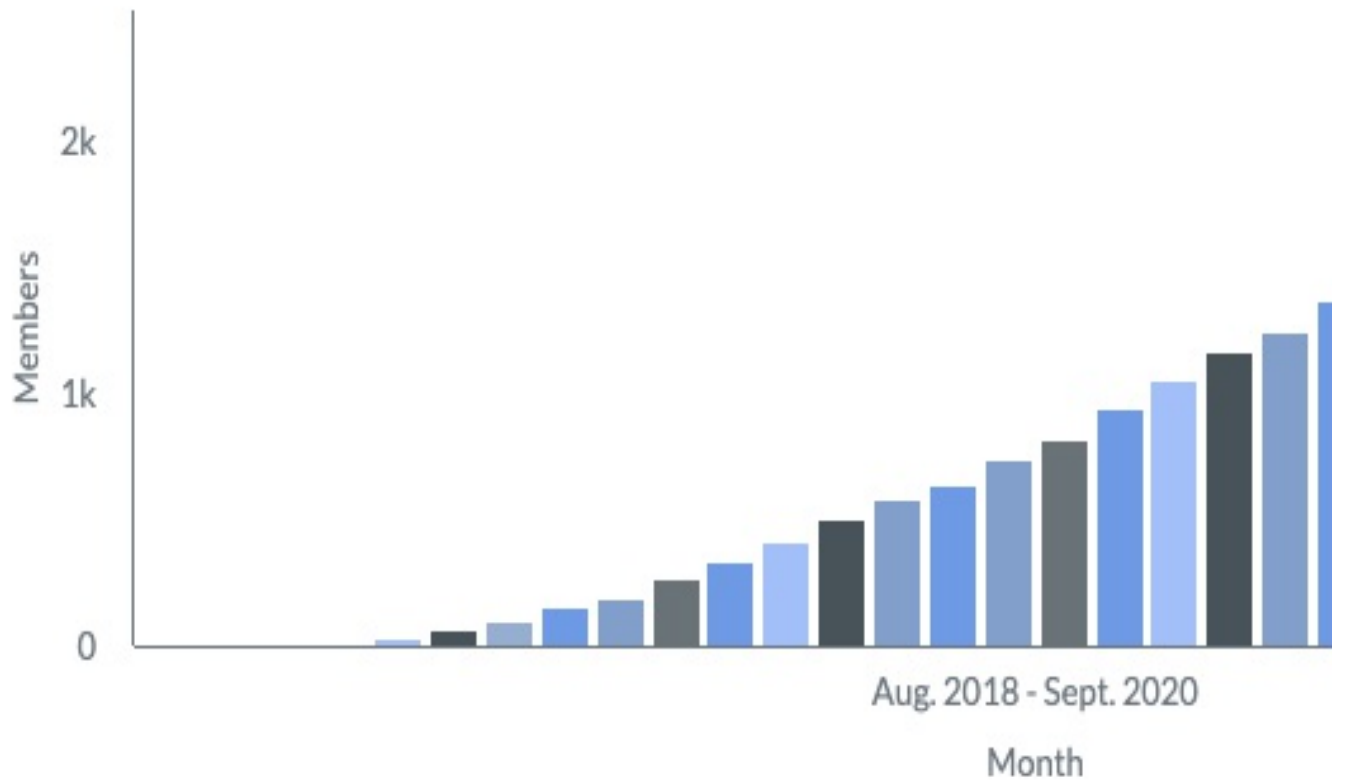
Intercultural Learning Hub (HubICL). Annette Benson, Lindsey Macdonald, Claire Stirland, presenters. October 21, 2020. Science Gateways Community Institute Annual Conference.

Using the Intercultural Learning Hub (hubICL) to Assess Intercultural Development through the HubICL. Annette Benson, moderator. October 28, 2020. 2020 Assessment Institute.

---

## **HubICL Growth**

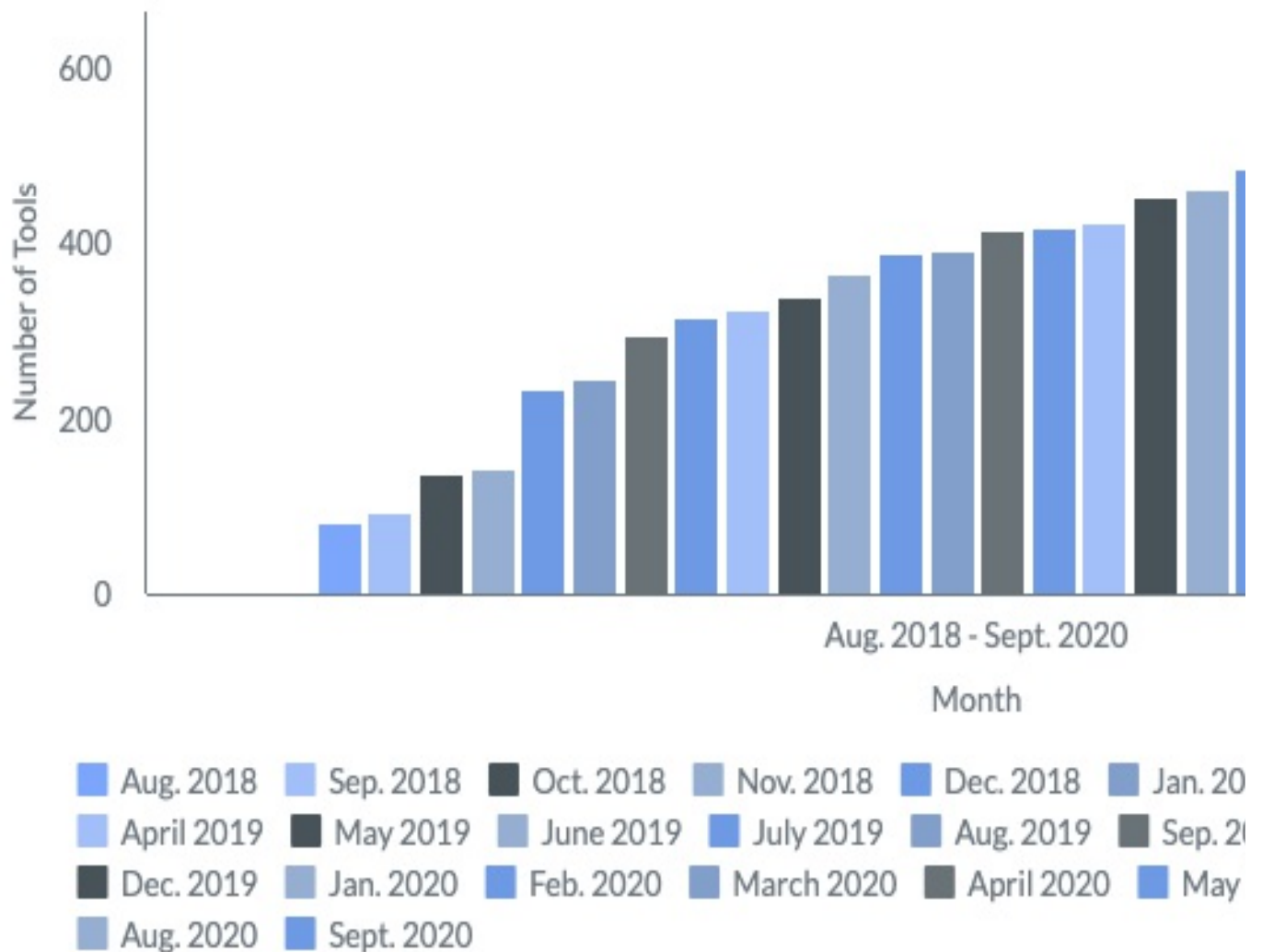
# Total Members Per Month



- Aug. 2018
  Sep. 2018
  Oct. 2018
  Nov. 2018
  Dec. 2018
  Jan. 20
- April 2019
  May 2019
  June 2019
  July 2019
  Aug. 2019
  Sep. 2
- Dec. 2019
  Jan. 2020
  Feb. 2020
  March 2020
  April 2020
  May
- Aug. 2020
  Sept. 2020



## Total Tools Per Month



**As of September 30, 2020, the HubICL has reached 2,395 members and 632 membership spans 655 institutions of higher education, 169 private/nonprofit/government institutions. Additionally, 368 members are from 67 countries outside the United States.**

---

*The HubICL was created by Purdue University's Center for Intercultural Learning, Mentor.*