INTERCULTURAL LEARNING AS A BRIDGE BETWEEN STUDY AWAY AND STUDY AT HOME

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PLAN

• Inter-Cultural Competence
• Intercultural Education
• Intercultural Learning, Cultural Intelligence (CQ)
• Discussion
• Susquehanna Global Opportunities Program
• IFSA-Butler
• Activity: Exploring Community and Culture
• Discussion, Questions

GOALS

• Share best practices, challenges
• Methods to connect study away and study at home
• Tools for your campus/program
INTERCULTURAL EDUCATION

The rapidly expanding horizons of study abroad have given new urgency to the question of exactly what is meant by ‘global citizenship’ or ‘inter-cultural competence’, how they should be addressed pedagogically in programs, and how they should be assessed.

-M.J. Bennett; Vande Berg 2009

The intentional and systematic effort to foster intercultural learning through curriculum design, including pre-departure, on-site, and re-entry activities, and/or course content emphasizing subjective culture and intercultural interaction, and/or the guided facilitation of intercultural experience.

-The Moving Beyond Mobility Conference on best practices in intercultural education
INTERCULTURAL LEARNING

• Intercultural Agility
• Emotional Intelligence
• Cultural Intelligence (CQ)
  • Engage with others and Others
  • More effective gauge of success in intercultural interactions than emotional intelligence (EQ)
# Diagnosing Your Cultural Intelligence

These statements reflect different facets of cultural intelligence. For each set, add up your scores and divide by four to produce an average. Our work with large groups of managers shows that for purposes of your own development, it is most useful to think about your three scores in comparison to one another. Generally, an average of less than 5 would indicate a need calling for improvement, while an average of greater than 6.5 reflects a true CQ strength.

Rate the extent to which you agree with each statement, using the scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total 4</th>
<th>Score</th>
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<tbody>
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<td><strong>Cognitive CQ</strong></td>
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<td>Before I interact with people from a new culture, I ask myself what I hope to achieve.</td>
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<td>If I encounter something unexpected while working in a new culture, how do I tend to figure out new ways to approach doing business in the future?</td>
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<td>I plan how I'm going to relate to people from a different culture before I meet them.</td>
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<td>When I come into a new cultural situation, I can immediately sense whether something is going well or something is wrong.</td>
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<td><strong>Physical CQ</strong></td>
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<td>It's easy for me to change my body language (for example, eye contact or gestures) to suit people from a different culture.</td>
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<td>I can alter my expression when a cultural encounter requires it.</td>
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<td>I modify my speech style (for example, accent or tone) to suit people from a different culture.</td>
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<td>I can easily change the way I act when a cross-cultural encounter seems to require it.</td>
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<td><strong>Emotional/motivational CQ</strong></td>
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<td>I have confidence that I can deal well with people from a different culture.</td>
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<td>I am certain that I can Barrier people whose cultural backgrounds are different from mine.</td>
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<td>I can adapt to the lifestyle of a different culture with relative ease.</td>
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<td>I am confident that I can deal with a cultural situation that's unfamiliar.</td>
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CONTEXT FOR YOUR STUDY ABROAD PARTICIPATION

Remember that we’re working with University Students who are experiencing transition and identity development

Look to Higher Education

Student Development theory
- Sanford’s theory of challenge and support
- Astin’s theory of involvement

High Impact Practices (George Kuh)

Academic/Study Abroad Advising
METHODS

1. Intercultural Mentoring
2. Experiences and Culture Shock
THE INTERCULTURAL MENTOR

- Faculty leaders
- Resident staff
- Exchange coordinators/advisors
- Well trained peer mentors or buddies

Those who met with a cultural mentor “very often” or “often” showed significantly greater gains in their intercultural development than those who met “never,” “rarely,” or “sometimes.”

(Sanford, 1966; Bennett, 2003; Lou & Bosley, 2008a)
Dealing with problems
Opinion
DISCUSSION: HOW HAVE YOU PROMOTED INTERCULTURAL LEARNING?

- Preparatory work: classes, workshops, surveys, etc.
- Mentoring
- Culture Shock
- Obstacles
HOW HAVE YOU PROMOTED INTERCULTURAL LEARNING?

- Student radio program - study abroad podcast where study abroad alumni interviews an international student or other returnee (Gonzaga)
- Online forums for students (topical - culture shock, communication styles, etc.)
- Leadership Certificate program – includes theories of intercultural learning, before abroad and after
- Students blog with two weeks after return, classroom experience with Japanese students to discuss culture (Trinity Uni)
- Students and faculty working together to develop a pilot faculty led program
- 4 credit leadership and intercultural development course, embedded cross cultural workshops (provider)
- International Student Week, each day a different day of activities related to various cultures on campus (UT Dallas)
- Shadowing a medical professional as well as 9 day immersive experience in a Spanish speaking country (A&M)
GLOBAL OPPORTUNITIES (GO) PROGRAM

Susquehanna University
1. GO Short (faculty/staff-led, about 55% of students)
2. GO Long (traditional semester abroad, about 40%)
3. GO Your Own Way (self-designed, about 5-10%)
GO LEARNING GOALS
FOR ALL PROGRAMS AND CLASSES

• 1. demonstrate a complex understanding of culture including the ability to
   a. develop a critical working definition of culture.
   b. articulate awareness of differences and similarities between their culture of origin and the one in which they are/were immersed.
   c. define and recognize ethnocentrism and ethnocentric assumptions.
   d. demonstrate critical awareness of their own cultural values and identity.

• 2. recognize how their attitudes, behaviors, and choices affect the quality of their cross cultural experiences.

• 3. reflect on their personal growth, social responsibility, and the value of active participation in human society.
MENTORING AND SHOCKING STUDENTS OFF THE VERANDA
1) GO AUSTRIA
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>To Do</th>
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<tbody>
<tr>
<td>Thu.Oct.20</td>
<td>Introduction</td>
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<tr>
<td>Tue.Oct.25</td>
<td>Where are you going, and what do you hope to gain there?</td>
<td>Short statement on your GO plans</td>
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<tr>
<td>Thu.Oct.27</td>
<td>Analyzing GO Learning Goals</td>
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<td>Tue.Nov.1</td>
<td>Muricans Dreaming</td>
<td>Kohls, “Values Americans Live By”</td>
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<td>Thu.Nov.3</td>
<td>You, the Diplomat</td>
<td>Americans Dreaming Paper DUE</td>
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<td>Tue.Nov.8</td>
<td>Practical Concerns, Observing</td>
<td>Emerson, “Fieldnotes in Ethnographic Research”</td>
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<td>Thu.Nov.10</td>
<td>Student as Colonizer</td>
<td>Ogden, “View from the Veranda”</td>
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<tr>
<td>Tue.Nov.15</td>
<td>Your Veranda?</td>
<td>Colonial Student Paper DUE</td>
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<td>Thu.Nov.17</td>
<td>Personal Travel Guide</td>
<td>Travel Guide DUE– use</td>
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<td>Nov.22-24</td>
<td>No class</td>
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<td>Tue.Nov.29</td>
<td>Discuss Final Site-Specific Paper, Wellness Plan, and Interview</td>
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<td>Thu.Dec.1</td>
<td>How will you engage?</td>
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<tr>
<td>Tue.Dec.6</td>
<td>Almost Ready!</td>
<td>Site-Specific Paper DUE</td>
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<tr>
<td>Thu.Dec.8 and Fri.Dec.9</td>
<td>Individual Interviews</td>
<td>Wellness Plan DUE via email 5am before Interview</td>
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</table>
3) GO YOUR OWN WAY PROPOSAL QUESTIONS

• Do you understand the SU Cross-Cultural Learning Goals?
• What do you plan to do? What brought this idea? How did you identify the provider/organization program? Why are you interested in this specific proposal/project/program?
• How will this experience be cross-cultural for you personally? Talk about your own culture and the culture in which you will be immersed during the project.
• Address how your experience will be a 24/7 immersion in a host culture. How do you plan on having direct contact with people from the host culture? What activities will you incorporate into your GO Your Own Way experience to ensure you will have authentic spontaneous interactions with people from the culture in which you are immersing? What contacts have you made to ensure that you are able to do these activities.
• How do you plan to demonstrate what you have learned from your participation in a GO Your Own Way experience? Will you write a journal? A blog? A photo journal? Will you conduct interviews? How will you define a project before you go?
• What are the details? Provide your initial thoughts about logistical arrangements: housing, transportation, length of experience, etc. Have you made contacts on-site? Who are they and how did you find them/meet them?
• Address any safety concerns that may be associated with the location of the experience and the activities in which you will be participating, e.g. how you plan to find a homestay placement, doing research on a boat, etc. What will you do to mitigate safety and security issues?
ASSESSMENT

• Class grades
• GO Short surveys
• GO Short Annual meetings – debrief of trip, budget and planning for future
• University cycle of assessing GO requirement as part of general education
• External tools
INSTITUTE FOR STUDY ABROAD, BUTLER UNIVERSITY (IFSA-BUTLER)

- Non-profit Study Abroad Provider, based in Indianapolis
- Founded in 1988 at Butler University
- Future Focused Study Abroad
  - Emphasis on building on the strengths of the student
  - Appreciative Advising with Participant Goal Setting
  - Emphasis on High Impact Educational Practices and Integrative Learning
  - Student experience is tailored for individualized impact

- Intercultural Agility: We want our students to build lifelong intercultural competencies and to embrace cultural diversity
• Specific course developed to encourage students to go deeper while abroad

• International Studies 379: Exploring Community and Culture
  • 3 credit course, offered at 15 programs
  • Teaches concepts of culture and identity with host city as learning laboratory
  • Mix of lectures, seminars and Community Based Learning
    • Students are required to join a club/society, volunteer or pursue an internship
    • Students develop a portfolio of research and reflective pieces

• Also Available online as IS 379: Exploring Community and Culture in a Global Context online
  • Taught by Dr. Deirdre Mendez, through Canvas (online platform)
EXPLORING COMMUNITY AND CULTURE LEARNING OBJECTIVES

• Knowledge of contemporary issues facing the host country/city/region in historical context

• Awareness of their cultural perspective and how that impacts their reaction and interaction with others

• Understanding of how to navigate cultural complexities in order to more productively and appropriately communicate across cultures

• Understanding that the cultural adaptation skills gained while studying abroad can be constructively utilized when engaging with difference in the future
C&C COURSE SAMPLE ACTIVITY

Should we promote a united British Identity?
Video: BBC The Big Questions
Host: Nicky Campbell

See handout
HOW DOES THIS CONNECT BACK TO THE HOME CAMPUS?

• Set the expectation that the student will remain engaged
  • Reflection course
  • De-brief session with campus advisor/faculty
  • Encourage the students to share their experience in classes
  • Peer Mentorship program (official or unofficial)
  • Help with Pre-Departure Orientation
  • Joining campus clubs or working on campus (Study Abroad alumni are fabulous campus tour guides and university orientation leaders)
• Career tie in
  • Resume workshop
  • Learn to give an elevator pitch that mentions Study Abroad
  • Professional networking with alumni
• Lessons from Abroad Conference or similar event
WHY DO ALL THIS WORK?

• Help students develop their CQ!
• Improve communication skills
• Prepare to work in a global economy
• Be engaged citizens

"The essence of intercultural education is the acquisition of empathy—the ability to see the world as others see it, and to allow for the possibility that others may see something we have failed to see, or may see it more accurately. The simple purpose of the exchange program is to erode the culturally rooted mistrust that sets nations against one another. The exchange program is an avenue of hope...."

- J. William Fulbright Bureau of Educational and cultural affairs
INTERCULTURAL LEARNING AS A BRIDGE BETWEEN STUDY AWAY AND STUDY AT HOME

Forum on Education Abroad Annual Conference
March 30, 2017
Seattle, Washington

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Lillian Read: lread@ifsa-butler.org