

Cross-Cultural Engagement Training for Faculty: A Model for Faculty Preparation

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The evolution of cross cultural learning: Three stories in a hundred years*

- Three stories, the international education community's "dominant narratives," respond very differently to three questions about learning and teaching across cultural boundaries:
 - What is "culture"?
 - How do people learn in unfamiliar cultures?
 - **What role should educators play in order to support learning in unfamiliar cultures?**

* 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.

Story 1: Learning as Experience

- Culture is “out there” and imprints itself on us.
- Some cultures—“civilizations”—are superior to others
- Learners learn about unfamiliar cultures through traveling there and experiencing them
- Educators support learners by organizing trips to superior cultures, and prior to departure by teaching lists of do’s and dont’s.

Story 1 is hierarchical: Students encounter sophisticated, “civilized” people & places

- With the Grand Tour—this story’s original signature program—learning occurs through exposure to the new & different in privileged places, and through modeling and imitation



With story 1, we learn to cross cultural boundaries through emulating “civilized” models

- To learn, we climb up. . .



- And if we slide down. . .



Story 2: Cultural relativism undermines the assumption of cultural hierarchy

Our common humanity binds us together, and no culture is superior to any other



Story 2: Students learn *interculturally* through “Immersion” in difference

- All cultures address the same human problems & challenges: concepts of justice, fairness; religious beliefs and the relationship to the supernatural; rites of passage, rituals, ceremonies; concepts and organization of time, etc.
- Learning occurs through *engagement* in the new and unfamiliar culture—and true engagement means *immersion* in the culture
- Educators often teach students about several sorts of cultural differences before departure, and through structuring the learning environment

Second Story: learning through “immersion” in difference

Educators introduce, talk about cultural differences prior to immersing learners:

- Non-verbal communication
- Communication styles
- Learning styles
- Cognitive styles
- Value contrasts
- Culture Shock



**Second story: our community's core
immersion assumptions and practices**

- Maximize duration of experience
- Enroll students in host institutions
- Improve second language proficiency
- Maximize contact with host nationals
- Carry out “experiential” activities: Internships, service learning, field work, etc.
- House students with host families or host students



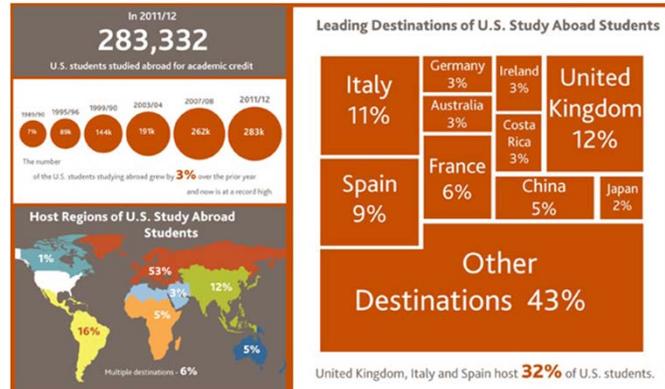
Evidence supporting first and second stories

We frequently cite the student report: “Study abroad transformed me”



Evidence supporting first and second stories

Frequently cited as evidence: “More and more of our students are going abroad!”



Open Doors, 2013: Report on International Educational Exchange. (2013). New York: Institute of International Education.

A striking convergence of disciplinary evidence challenges stories 1 & 2: “Constructivism”

- The History of Science (Kuhn)
- Cultural Anthropology (Hall, La Brack)
- Experiential learning theory (Kolb, Osland)
- Developmental theory (Piaget, Perry, Belenky, Kegan, Baxter Magolda)
- Intercultural Communication (Hall, Barnlund, Bennett, Bennett, Hammer)
- Psychology (Piaget, Lewin, Kelly, Savicki)
- Linguistics (Sapir, Whorf, Deutscher)
- Cognitive Biology (Maturana, Varela)
- Neuroscience (Zull)

Story 3: Developing interculturality occurs through reflection, bridging differences—and facilitation of learning

- Culture consists of “the learned and shared values, beliefs and behaviors of a group of interacting people.”*
- Learning is a process where **learners actively construct meaning**, rather than passively acquiring it.
- **Intercultural learning** is experiential, developmental, holistic, intentional, and requires considerable practice.
- Educators **intervene**, throughout the learning process, to support learners’ constructing of meaning, rather than simply transferring meaning to learners.
- * J. Bennett, 2013

Story 3: Educators help learners develop four core intercultural competencies

- Help learners increase their cultural and personal self awareness through reflecting on their experiences;
- Help learners increase their awareness of others within their own cultural and personal contexts;
- Help them learn to manage emotions in the face of ambiguity, change, and challenging circumstances & people
- Help them learn to bridge cultural gaps—which means **learning to shift frames and adapt behavior to other cultural contexts.**

**Assessing Student Intercultural Development:
Comparative Program Data (IDI=90-point scale*)**

<u>SA without facilitation at program site:</u>	<u>IDI Gains</u>
• Georgetown U. Consortium Study (60 progs.)**	+1.32
<u>SA with facilitation across program:</u>	<u>IDI Gains</u>
• U of Pacific training program	+17.46
• AUCP training program (Aix, Marseille)	+13.00
• Bellarmine U./Willamette U. ICC course:	+8.19
• CIEE training program (20 programs)	+11.34

- Intercultural Development Inventory (IDI): www.idiinventory.com; Hammer, M. (2012).
- Hammer, M. (2012). The Intercultural Development Inventory: A new frontier in assessment and development of intercultural competence. In Vande Berg, M., Paige, R. M. & Lou, K. H. (Eds.). *What our students are learning, what they're not, and what we can do about it*. Sterling, VA: Stylus.

**Attending to our own intercultural learning
and development: North American training venues**

- Workshop on Intercultural Skills Enhancement Conference (**WISE**; Wake Forest U. annually organizes in February, in Winston-Salem, NC)
- Summer Institute for Intercultural Communication (**SIIC**; annually in July in Portland, OR)
- Winter Institute for Intercultural Communication (**WIIC**; March 12-14, 2014 in Charlotte, NC)
- Queen University's International Educators Training Program (**IETP**; June 8-13 in Kingston, ON)
- Intercultural Development Inventory Qualifying Seminars (**IDI QS**; various dates/locations, including Kingston & Baltimore)