Enhancing the Study Abroad Experience With Online Intercultural Learning

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Greetings!

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AGENDA

1. GOALS & INTRO

2. SENTIO TOOL
   a. OVERVIEW
   b. SIMULATION
   c. PILOT RESULTS

3. CIEE TOOLS
   a. OVERVIEW
   b. SIMULATION
   c. PILOT RESULTS

4. DEBRIEF & Q&A
WORKSHOP GOALS
Your goals for this session

1. Why are you at this session? (Or what do you hope to take away from this session?)

2. What are your current challenges around providing intercultural learning to your study abroad participants (inbound and outbound)?
Our goals for this session

- Experience interactive elements from Sentio and CIEE’s online curricula
- Evaluate results from our field testing
- Apply concepts to your own continuums of student support
WHY ONLINE INTERCULTURAL LEARNING?
Research says students need facilitated, intercultural education.

Frontiers: The Interdisciplinary Journal of Study Abroad

The Georgetown Consortium Project: Interventions for Student Learning Abroad

Michael Vande Berg
Council on International Educational Exchange

Jeffrey Connor-Linton
Georgetown University

R. Michael Paige
University of Minnesota Twin Cities
Key Takeaways from the Georgetown Consortium Project

- Importance of effective cultural mentoring by skilled facilitators
- Need to share culture-general frameworks and culture-specific content up-front
- Including time for regular reflection in program design
- Necessity of a developmental approach
Why Online?

As intercultural learning becomes a cornerstone of education abroad, what role does online learning play in increasing the scope of meaningful intercultural learning?
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SENTIO TOOL
OVERVIEW
What?

- Pre-departure, on- and post-program support for any mobility participants,
- concerning intercultural skills and
- cultural adjustment.
1. Bring your own way of behaving into awareness.
2. Bring the other's way of behaving into awareness.
3. Manage your emotional response.
4. Adapt to the other's way of framing or behaving.
Learning goals:

Adapt to the other’s way of framing or behaving (Bridges to others)

10. Initiate and develop relationships with culturally different others.

11. Communicate and interact effectively and appropriately in different cultural contexts.
Approach:

- Experiential learning
- Modular/Developmental
- Peer learning
- Blended learning/Flipped classroom
- Content: Intercultural education and cultural adjustment
Benefits

- Global cohort
- Common Language
- Continuity and support throughout the learning journey
- Self-paced learning
- Addresses various learning styles
1. **Roadmap to intercultural learning**: This module maps out the process, as well as methods and benefits.

2. **Metaphors of culture**: What exactly is culture? In this module we’ll share one definition of culture and three metaphors to help us have deeper conversations about culture.

3. **“Me” as a cultural being**: Everyone has a culture, so what culture or cultures do the learners feel they belong to?
4. Stereotypes and generalizations: We all make assumptions about others. How can we make sure we’re making informed generalizations and not stereotyping?

5. Cultural values: Here we look at how certain powerful cultural generalizations help us understand difference, and how people and cultures fall on a continuum.

6. Communication styles: In this module, we explore the continuum of preferred communication styles to help understand how miscommunication might be linked to our cultural differences.
7. **When cultures collide**: Have you heard of “culture shock”? We explore how this works and the different levels of surprise, irritation, and

8. **Balancing challenge and support**: Now that we can identify a possible culturally rooted irritation or conflict, how can we deal with challenging moments?

9. **How to cope with the challenges**: What strategies will work for you when coping in your new cultural environment?
10. “Them” as cultural beings: We revisit the idea of cultural identities to help learners place their new cultural environment, and the people in it, in context.

11. Cultural surprises and irritations: Reflect on some examples from their recent experiences.

12. Navigating culture: It’s one thing to come up with strategies, and another to implement when it comes to coping in a new cultural environment. We ask learners: How is it going? What have you learned so far?
13. **Describe, Interpret, and Evaluate:** a framework

Here we give learners a concrete tool for analyzing situations and events without rushing to judgment.

14. **More cultural values:** a few more powerful cultural generalizations and a chance for learners to situate themselves in their new cultural environment.

15. **Dealing with conflict:** We’ve discussed why conflict might happen between cultures, but here we look at how “conflict” itself can vary across cultures.
16. Power and privilege: Another subtle type of conflict, called micro-aggressions, is common for dealing with people who are different from us. Often we don’t even realize they are occurring, and they can be seriously damaging, as they play on sensitive issue of identity, belonging, and privilege. We’ll learn how to identify, manage, and reduce them.
17. Making sense of the experience: This is the essential debrief to intercultural and experiential learning. We’ll ask questions and guide learners to reflect and make meaning from their experiences.

18. Taking action: We think the learning doesn’t end here; in fact, it’s just beginning! Here we ask learners to take what they’ve learned and apply it to make their world a more intercultural and peaceful place.
SIMULATION
What’s in it

- **Videos**: deliver content
- **Forums**: Peer learning
- **Quizzes**: Cognitive, reflective
- **Assignments**
- Participant **Handbook**
- **Dialogue** Sessions (4 * 1.5 hours)
- **In person** sessions (4 * 4 hours)
Module
Global Competence Certificate

Module Outline
Welcome!
- Welcome and Participant Handbook
- Participant Handbook (en Español)
- Participant Handbook (auf Deutsch)
- Survey

0% Complete

Start
1. Roadmap
   - Roadmap (Part 1)
   - Roadmap (Part 2)
   - Self-assessment

2. Metaphors of Culture
   - Metaphors of Culture (Part 1)
   - Metaphors of Culture (Part 2)
   - Quiz

3. "Me" as a Cultural Being
   - "Me" as a Cultural Being
   - Quiz
Sentio – GCC Video
What is your preferred communication style? Why?

154 Comments

GlobalCompetence

Join the discussion...

Clara · 4 days ago
I prefer to express directly what I want to say, so I prevent any misunderstanding

Sélas Blyaert · 8 days ago
I tend to be more of a low-profile communicator because I want to convey my messages as clearly as possible, without multiple possibilities of interpretation. I want to make clear what I want to say and for that purpose, I tell people exactly what I think. There are often multiple perspectives/truths in a situation; but when I communicate, I give my perspective/truth so that people know what I think of the situation. I don’t always use a lot of detail in spoken language, but when that makes a situation hard to understand, my conversation partner can always ask questions.

Viktoria Flück · 11 days ago
I prefer to use the direct way of talking, because I was taught so, I can avoid misunderstandings that way, it’s interesting to me how other think and it’s easier.
Maria Mosquera Duque · 22 days ago
When I talk with someone, I’d rather be direct, unless that situation requires otherwise; but at the time of writing, I prefer to use something more rodeos, before saying the main idea. by what was considered that I have something of those two styles.
According to the occasion, contexts and public there is more than one perspective or way of see them things.
It depends on the time and place, but I usually prefer to say things as they are, so people understand more easily and does not require making many efforts.

Luis Alejandro Paredes · 22 days ago
I always use the words I need to comunicate what I’m thinking because is easy and fast, if the people don’t understand what I want to say is a waste of time repeat again but in informal conversation with my friends I use irony or sarcasm to talk because is a better way to generate interesting conversations.

Sélas Blyaert · a month ago
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Anni Guzmán · a month ago
My style of communication is in the context, I always prefer to tell people what I think using appropriate words, since for me there are always several points of view and to avoid misunderstandings or simply do not understand me, I tend to detail things.
6. Communication Styles

Quiz

1 of 4
In high context cultures:

- People do not use much nonverbal communication
- People find nonverbal communication irritating
- People rely strongly on nonverbal communication cues
- All answers are correct
8. Balancing Challenge and Support

Quiz

A situation where you feel completely at ease is your:

- Comfort zone
- Learning zone
- Panic zone
11. Cultural Surprises and Irritations

Quiz

1 of 4

A Cultural Surprise is:

- An encounter with different cultural values
- An encounter with different cultural artifacts
- When culture sneaks up on you
PILOT RESULTS
Research

Currently > 1100 participants

**First phase:** Implementation research
Internal Sentio participants
June-Dec 2016
N = 69 to 474

**Second phase:** Learning impact research
Start Dec 2017
First phase: Implementation research

- Jody Tangredy, independent researcher
- 36% were male and 64% female (N=474)
- The largest group (32%) was from a program group originating from countries in Europe and Central Asia and traveling to Japan
- The next largest groups were from BFL (9.5%), DEN (7.6%), SUI (7.2%), and CRC (6.1%)
- The largest hosters (outside of JPN) were DEN (7.6%) and GER (7.4%)
- The majority of GCC enrolled participants were involved in volunteer programs (39.45%) or “Other” programs (including teacher programs, 38.61%)
First phase: Implementation research

- User Surveys (pre, during, and post)
- Facilitator Feedback (rubrics)
- Facilitator Interviews
- Participant Interviews
- Data from the Learning Management System (LMS)
First phase: Implementation research - Preparation

What is your opinion of the GCC so far?
First phase: Implementation research - Preparation

How much do you feel these sessions have prepared you for your time in the host culture?

- Rated 4 and 5: 79%
- Rated 3: 18%
- Rated 1 and 2: 2%
First phase: Implementation research – Lived Experience

What is your overall opinion of sessions 10-16?

- 8: 35%
- 7: 21%
- 9: 14%
- 10: 13%
- Others: 0
First phase: Implementation research - Debrief

What is your overall opinion of sessions 17-18?
First phase: Implementation research

Participant Handbook

- Participants appeared to find it useful or not depending on their learning style.
- Those that liked to reflect, take notes, collect thoughts, and look back at it as a memory used it.
- Some preferred to take notes in their computers directly and some didn’t use it at all.
First phase: Implementation research

Forums:

• Forced a positive opportunity to think about oneself, one’s culture, and how much own cultural values actually do have an impact (e.g. being democratic or having an open mind).
• Enjoyed getting ideas and seeing different thoughts
• Learned a lot through others who were so open to sharing/more motivated
• Very useful
• Some remarked enjoying alerts when someone commented on their input – improved learning to read other comments
First phase: Implementation research

Length, Timing and Pace of the program

• Participants overwhelmingly indicated the pace and timing of the GCC worked for them.

• The group that went to Japan complained about the tight time in Japan (holding programs/group discussions in the evenings when they were tired) but they recognized it was just part of the way the program was scheduled on a short program.
First phase: Implementation research

Dialogue Sessions

• Small handful of people had technical difficulties with the facilitated webinars (for Blended Light option) but overall they were well received for a good way to share information, reflect and keep learning.

• Some people wanted longer webinars to hear more from others.

• Some commented that the facilitators could have done a better job of eliciting from more quiet participants.

• Overall though, the facilitation was appreciated.
First phase: Implementation research

“What are your three main take aways from the GCC?”

• Suspending judgment
• Keeping an open mind / being openminded / openness
• Understanding the cultural self / reflection / able to have a more critical view of one’s own culture
• Different cultures: 1) a keen interest in so many different points of view; 2) being able to understand them and adapt one’s reactions to misunderstandings; 3) being able to understand, learn and observe the different ways to interact; and 4) surprise at how many cultural differences do exist.
CIREE TOOLS
Overview

Know Before You Go

Global Scholars Online

In Person Reentry

PRE

DURING

POST
KNOW BEFORE YOU GO
Know Before You Go - Theory of Change
Know Before You Go - Theory of Change
Know Before You Go - Learning Objectives

- Articulate goals for growing and learning abroad
- Connect to resident staff and fellow participants
- Begin developing intercultural skills
- Access key logistics information
- Get excited about their upcoming journey

Backpacker
By Fernando Affonso, BR
https://thenounproject.com/term/backpacker/376244
Know Before You Go - Home Page

WELCOME / VÍTEJTE!

We're incredibly excited to have you join us in Prague! We've created this online pre-departure orientation to help prepare you for your journey. It answers some of the questions you might be asking about how you're going to arrive and thrive in Prague.

CONTENT

Know Before You Go has four modules, one per week. Each module should take you about 40min to complete and covers issues related to Connection, Culture, and Logistics.
Know Before You Go - Introductions

Meet the Prague Resident Staff and the Study Center!

Welcome to our beautiful city :)

CIEE Prague video.mp4

Meet our staff

If you are in the Central European Studies program: CES.mov
Introduce Yourself

Say hello! Please follow the format of "I am ____" and write five or so statements about who you are. Your statements can be as poetic or straightforward as you like. Have fun with it and feel free to comment on others' posts! Here's a quick example:

- I am from New York.
- I am a sister, a daughter, and a friend.
- I am a speaker of English and Chinese.
- I am fascinated with the cultures of the world.
KBYG Week 1 Module

- **Connection**
  - Meet the Prague Resident Staff and the Study Center!
  - Introduce Yourself
  - About CIEE
  - About Prague and the Czech Republic
  - Mark Your Calendar - Orientation Webinar

- **Culture**
  - Introduction to Intercultural Development
  - Culture and Cultural Dimensions
  - Reflect Upon Your Home Culture

- **Logistics - Basic Introduction**
  - Housing - The Roof Over Your Head
  - Your CIEE Online Account
  - End of Week 1 Module Survey
Know Before You Go - Engagement

Module Completion Over Time

Percentage of students who completed the module over time.

- Completed Week 1 Module
- Completed Week 2 Module
- Completed Week 3 Module
- Completed Week 4 Module

Time:

12/5/16 12/19/16 1/2/16 1/9/16 1/16/16 1/23/16 1/30/16
Know Before You Go - Satisfaction

Please rate your overall satisfaction with the Week 1 Module of Know Before You Go.

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>129</td>
<td>65%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
How likely would you be to recommend the Know Before You Go pre-departure orientation to future participants in your CIEE Prague program?

- 0 - Not at all likely: 1% (1 respondent)
- 1: 1% (1 respondent)
- 2: 1% (1 respondent)
- 3: 2% (3 respondents)
- 4: 1% (2 respondents)
- 5: 5% (8 respondents)
- 6: 6% (9 respondents)
- 7: 19% (28 respondents)
- 8: 27% (41 respondents)
- 9: 15% (22 respondents)
- 10 - Extremely Likely: 33% (49 respondents)
- No Answer: 1% (1 respondent)
GLOBAL SCHOLARS ONLINE
Don’t just go abroad, grow abroad!

- In-country tool
- Asynchronous, non-credit, required
- Developed for students studying at one or more Global Institutes
- FA2016 ~60 students, SP17 ~120
- Designed to encourage students to actively reflect on experiences in multiple host cultures
- Based on Developmental & Experiential Learning Pedagogy
Global Scholars Online
Learning Objectives

- Develop the self-awareness skills by establishing learning goals, developing measurable steps to meet them, reviewing and reflecting on progress.

- Acquire concrete strategies for transitioning from one Global Institute to the next as well as for the re-entry process back to their home culture.

- Transform basic stereotypes of host cultures into more complex cultural generalizations that express a nuanced understanding of local cultures.

- Apply cultural dimensions framework to describe and understand key cultural differences and similarities between US cultures and host cultures.
## Curriculum Design

<table>
<thead>
<tr>
<th>Pre</th>
<th>Block 1: WK1</th>
<th>Block 1: WK 3</th>
<th>Block 2</th>
<th>Block 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take the IDI</td>
<td>Home (welcome + arc of course)</td>
<td>Explore block 1 cultural dimensions (using Hofstede)</td>
<td>Student Lounge (open forum to connect, plan activities, etc)</td>
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</tr>
<tr>
<td>Theory (Read/Watch)</td>
<td>Introduce yourself (selfie with cultural artifact + couple of sentence description)</td>
<td>Cultural value patterns interview (assignment)</td>
<td>Metaphors of Culture video (introduces idea of visible vs invisible)</td>
<td>Danger of Single Story (TED Talk - against simple narrative (can cut))</td>
</tr>
<tr>
<td>Do Online</td>
<td>Student Lounge (open forum to connect, plan activities, post meet-up photos)</td>
<td>What is Culture (2min video)</td>
<td>Obvious/Curious assignment</td>
<td>Tell your story (training video)</td>
</tr>
<tr>
<td>Do in Real World</td>
<td>Meet Cultural Dimensions (6min video)</td>
<td>Reflect upon your home culture (using Hofstede)</td>
<td>Share your story assignment</td>
<td>Take the IDI</td>
</tr>
</tbody>
</table>
Facilitation & Cultural Mentoring

- Experienced intercultural instructors based in Berlin
- Provide individual feedback to student reflections
- Evaluate student work
- Provide feedback on course design
Example of theory content

Cultural Value Patterns: A Bell Curve

Culture A

Individualism

Culture B

Collectivism
Danger of a Single Story

Chimamanda Ngozi Adichie:
The danger of a single story

TEDGlobal 2009 • 18:49 • Filmed Jul 2009

48 subtitle languages
View interactive transcript

Share this idea

11,987,423 Total views
“In every history or culture class I have taken back in the states, Germany is always mentioned as the starter of conflict. Many people blamed World War I on Germany and most certainly World War II as well. There seems to always be a negative connotation surrounding Germany and its people. I was under the impression that Germans were standoffish and mean, especially to Americans. [...]
... Since my time in Berlin, I have found this is not the case. In many shops and restaurants, if you put in the effort to speak a little German or ask if they speak any English in German, it has almost always turned into a positive conversation. ... It was naïve of me to think that an entire country could be cold people [...] almost every local we have run into has been friendly and helpful!”

--Berlin Global Institute Student
“My host mom has explained many little things over the course of being in her home. For instance, turning off the lights the moment you leave a room is far more customary and often offensive if neglected, than it would be in the U.S. I enjoyed asking her small things during our time together because it was seen as less formal and gave me the opportunity to learn about some of the small French traditions or characteristics that would often be overlooked.”...
Interview a Local

... “Growing up for her it was stereotypical to think that Americans were wasteful and she has felt as though the opposite has been emphasized in her own home growing up. Whether it is the food on the dinner table or the leftovers, nothing is left behind or unused...”
Interview a Local

... However, she pointed out that [Parisian] culture is very different from French culture, as the two are actually separate entities. This was the most intriguing part of our conversation, but looking back I think this is very true. The Parisian culture is different from Northern or Southern French culture.”

-- Paris Global Institute Student
Obvious/Curious Photo Assignment

Isn’t it better to be open to other people’s points of view?

yourpointofview.com
“My interpretation of this assignment is that in a way everything is a curious image. Even if you have an obvious scenario, there’s always something you don’t know about it. In my opinion, listening to [the] interpretation [of others] can only improve yours.” --Berlin student
Takeaways

Version 1.0

- High participation in block 1, decreasing in blocks 2 & 3
- Challenges with non-credit, required course
- Overall moderate IDI gains, robust gains for students who took GSO along with for-credit Intercultural course

Version 2.0

- Curricular adjustments based upon student feedback
- Integrated with on-site cultural programming

Future

- Integrating with Know Before You Go
DEBRIEF

ACTIVITY
Debrief

1. What did you learn?
2. What part of the presentation was most relevant for the needs of your institution?
3. What are 3 concrete next steps you will take following this presentation?
ABOVE THIS SLIDE IS THE ACTUAL PRESENTATION
BELOW THIS SLIDE ARE NOTES
Our answers (CIEE and AFS/Sentio)

● How to provide (a) intercultural learning and (b) cultural adjustment training/tools
● High quality support pre-, during, and post-experience
● Limited training resources