The Research, Development and Implementation of a Pre-International Experience Course for Study and Intern Abroad Participants

Presenters

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What we have learned from pre-, on-site, and post-international experiences based on research

- Study abroad field has experienced a paradigm shift from a tradition of little direct monitoring to more interactive modes.
- Earlier laissez-faire approaches yielded little intercultural gain.
- Direct intercultural mentoring works, more is always better, but even some can help.
- Timing of delivery important, changed from “just-in-case” scenarios to “just-in-time” advice.
- Implementation can (and, if possible, should) occur across the entire arc of the study abroad process.
To measure change meaningfully we have to have reliable baselines, qualitative & quantitative, in place.

Developmental approaches:

... increase student success in intercultural interaction

... support cognitive, behavioral, and attitudinal shifts towards more ethnorelative perspectives

... provide faculty and staff with information on student’s stage of development, which is useful to target appropriate and effective training approaches.
1. American University Center of Provence Studies: 
   *Engle & Engle 2002-2009 – continuing*

2. Facilitating Intercultural Learning at a Distance 
   *Lou & Bosley 2004-2008 – continuing*

3. University of the Pacific, School of International Studies 
   *La Brack, Bathurst & Sample 2004-2010 – continuing*

4. CIEE Seminar on Living and Learning Abroad study 
   *Vande Berg 2008 – continuing*

5. University of Georgia System GLOSSARI project 
   (Georgia Learning Outcomes of Students Studying Abroad Research Initiative) 
   *Sutton & Rubin 2000-2010*

6. AFS (American Field Service) 2002-2003 
   *Mitch Hammer - continuing*
<table>
<thead>
<tr>
<th>Nature of the Intervention</th>
<th>Average IDI Point Gain</th>
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<tbody>
<tr>
<td><strong>1. No intercultural facilitation at program site</strong></td>
<td>+1.32</td>
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<tr>
<td>Georgetown Consortium Study (60 programs)</td>
<td>+1.32</td>
</tr>
<tr>
<td><strong>2. On-line course intercultural intervention, student self-directed learning</strong></td>
<td>+3.82</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>+3.82</td>
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<td><strong>3. Instructor-facilitated on-line intercultural intervention</strong></td>
<td>+8.19</td>
</tr>
<tr>
<td>Bellarmine University and Willamette University</td>
<td>+8.19</td>
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<td><strong>4. On-line pre-departure program, on-site intercultural course and instructor, cultural mentoring</strong></td>
<td>+9.2</td>
</tr>
<tr>
<td>Council on International Educational Exchange (CIEE)</td>
<td>+9.2</td>
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<td>Nature of the Intervention</td>
<td>Average IDI Point Gain</td>
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<td>6. Arrival orientation, on-site intercultural course and instructor, wide array of immersion activities, intensive cultural mentoring</td>
<td>+12.5</td>
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<tr>
<td>American University Center of Provence (AUCP)</td>
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<td>7. Pre-departure and re-entry courses in the context of an internationalized academic program (over 2-3 years)</td>
<td>+17.46</td>
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<td>University of the Pacific</td>
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Successful programs used multiple approaches for supporting intercultural competence development, including:

* Pre-departure and re-entry programs
* Offering on-site intercultural coursework/training and cultural mentoring
* As part of language study
* Intercultural learning within academic programs
* Emphasizing guided-development in study abroad
Cultural Mentoring

An intentional intercultural pedagogy, in which the mentor provides ongoing support for, and facilitation of, student intercultural learning and development.

- Can be effective both on-line and on-site
- Cultural mentors need to be very familiar with key culture concepts, intercultural development theory, the intercultural development continuum
- The cultural mentors often use learner IDI results to assess students and create training in a manner specific to their IC developmental level
Comment on Terminology

The term “intervention” has more than a whiff of negativity! It evokes: pathology, crisis, addiction, clinical & military settings. Carries associations of interference, intrusion, & intercession.

Perhaps should be more positive and cooperatively couched as: a “Teachable Moment” or “Learning Opportunity”

Better to stress ways to facilitate perspective shifting, empathy, figuring things out, and associate it with help, assistance, mentoring and advice, in other words, as a part of teaching generally!!
Exemplars

Wake Forest University

Arizona State University

University of Virginia
Cross-Cultural Engagement Program

- Three courses: Pre-departure (INS 150), While Abroad (INS 151), and Reentry (INS 152)
- Approved in 2006 as 0.5 credit hours each
- First offered Fall 2007 - Fall 2008
- All three are voluntary, pass/fail only
- Pre-departure course meets in the second half of semester, while reentry course meets in first half
Wake Forest: Initial Challenges

- Credit value (0.5 credits) was too small
- Initially heavy on theory, less on practical
- Marketing: helping students see relevance
- Increasing enrollments
- Staff time for marketing, scheduling, curriculum development, registration
- Defining “intercultural competency”
- INS 152 initially open only to INS 150 students
Wake Forest: Changes made

* Increased credit value to 1.0 credits, in 2009
* Changed to “Preparing for Cross Cultural Engagement Abroad” (http://global.wfu.edu/cross-cultural-engagement/)
* Emphasize practical aspects in preparation
* Changed texts, adapted activities from “What’s Up with Culture” & other sources, now using Preparing to Study Abroad (2014) and sections of Maximizing S.A.
* Online submissions in Sakai (use for assessment)
Students feel better prepared for SA
Students know more about host country
Students are more willing to step outside their comfort zone, interact with locals
“Cultural Intelligence” indicator found alumni of program had greater gains
Students like having career advisors discuss strategies for job interviews
Outcomes: WISE

* “Workshop on Intercultural Skills Enhancement” (WISE) developed to help faculty lead programs and increase cross cultural engagement of students
* First offered in February 2009 as workshop
* Transitioned to conference in 2013
* WISE 2015 held with 260 participants
* WISE now an annual cross cultural training open to national audience focusing on Study Abroad
Next Steps for CCE

- Restructure research process for current students
- Do research with those who took course in the past
- Work more directly with faculty who lead programs, to help them design activities or assignments to enhance cross-cultural learning while abroad
- Expand online components for 151
- Increase enrollments in all three, make them central to study abroad experience
Recommendations for others

* Decide on an “academic home” for the course and the instructors, plus size of each section
* Determine whether pass/fail or graded credit will work best for your setup, but be ready for backlash
* Anticipate enrollment and “load” on instructors
* Invest in professional development of instructors
* Consider options for assessment process, and what information you need to gather
Exemplars

Wake Forest University

Arizona State University

University of Virginia
ASU Global Studies majors and ASU students participating on short- and long-term study abroad programs lack focused pre-international training on cultural understanding, development and awareness. Today it is 90-120 minutes with 10-15 minutes of cultural discussion. There was also a 1-credit pre-international course focused on logistics.

Darla Deardorff writes, “Intercultural competence does not just happen for most; instead, it must be intentionally addressed. Intentionally addressing intercultural competence development at the post-secondary level through programs, orientations, experiences, and courses is essential if we are to graduate global-ready students” (2009).
Foundations of Cross-Cultural Awareness, Adjustment and Development (formerly Pre-Internship Seminar)

- Developed as my dissertation study
  - Based on theory and research
- First offered Fall 2013
- Approved as 1 credit hour in the School of Politics and Global Studies; letter grades distributed
- In four semesters, 255 students have enrolled and completed the course
- Pre-departure course meets the first 8 weeks of every semester
Influential Resources

* Content that matched what ASU students shared were needs through data collection (i.e. cultural identity, cross-cultural communication, self-reflection, etc.)
* “What’s up with Culture” website (La Brack, University of Pacific)
* Culture Matters – Peace Corps training
* Maximizing Study Abroad: Strategies for Language and Culture Learning and Use book (U. of Minnesota)
* Project for Learning Abroad, Training, and Outreach (PLATO)
* Student panel of past participants/TAs who previously took the course
* SIIC 2013
The main domains of the literature review:

* Pre-Departure Orientation for SA Participants
* Components of Cultural Understanding and Adaptation Preparation
* Existing Study Abroad Pre-Departure Orientation Courses and Studies (University of the Pacific, CIEE, Wake Forest, University of Minnesota, etc.)
* Expatriate Training/Training for Adult Learners
* **In addition, a survey to 800+ past participants**
Suggested Activities

* Theory activity – “jigsaw” on cultural development theories
* Cultural Plunge (Nieto, 2006)
* Rocket: A Simulation on Intercultural Teamwork (Hirshorn, 2010)
* Articles, current events, social media
* Facilitated student panel of returnees
* Week 2: raising funds for your international experience (hands-on with an action plan)
Outcomes: Student Learning

* Students feel more ready to engage with ASU’s international student population after the course
* Students learn that leaving their comfort zone can be done before they go
* Students appreciate the resume, cover letter and Career Services assignment
* Students continually suggest it to be a required course
Arizona State: Changes Made & Recommendations

* Changes Made
  * Name change for Fall 2015
  * Emphasize tangible ways to learn about culture
  * Hybrid (online and face-to-face)
  * All assignments are submitted via Blackboard

* Recommendations
  * Collaborate with an academic unit
  * Develop a team of instructors
  * Once developed, ask academic units to market it for you
Exemplars

Wake Forest University

Arizona State University

University of Virginia
UVA CORE
Cultural Orientation, Reflection, and Engagement

A linguist and an anthropologist walk into a bar ...

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A linguist and an anthropologist walk into a bar …

- Emerging research on impact of mentorship (Aware)
- Institutional context circa 2010 (Driver)
  - Strategy Prioritized … Implementation TBD
  - Individual and small group *independent* projects
  - Bottom-up, small-to-big, incremental Initiative
- Past lives (both had academic 1st careers) (Driver)
  - Disciplinary traditions of fieldwork mentorship

Form New Orleans 2015
2010 2+2 (Faculty: Anthro, Global Dev Studies)
   * proposal

2011 4+4 (ABD: Anthro, Education)
   * 2 x 3hr pre-dep sem, 1cr during course, 1 x 3hr return sem

2012 8+4 (ABD: Anthro, Ed, French Lit)
   * 3 x 2hr pre-dep sem, 1cr during course, 2 x 2hr return sem
   * seminar structure: learning goals, format, evaluation
   * instructor training, alumni advising

2013 12+7 (ABD, postdoc: Anthro, Ed, Psych)
   * 4 x 2hr pre-dep sem, 1cr during, 3 x 2hr return sem and fête
   * wraparound structure: learning goals, CORE brand, website

2014 19+5 (ABD, practitioner: Anthro, Ed, French, Psych)
   * wraparound structure: syllabus, evaluation rubric, pilot cohort
   * admin structure: staff interns, SOP, registrar integration

Form New Orleans 2015
aims to enable anyone who is crossing international, socioeconomic, cultural, or linguistic borders to be able to:

* Observe, listen, communicate, and make sense of other people’s words and behavior when we do not speak or share a common language
* Understand how social roles, categories, and contexts shape communication, our perception of others, and our identity.
* Combine and apply observed experience and understood categories to create a narrative that translates across cultures.

www.virginia.edu/iso/core
UVA CORE in 2015

Pre-Departure Series (8 contact hours)
* Identity in Translation
* Intro to Cross-Cultural Miscommunication
* Making and Unmaking Stereotypes
* Writing to See, Seeing to Write

During Abroad Course (4 field assignments, email mentorship)
* GSGS3110 “Making Culture Visible, while studying abroad”

Return Series (6 contact hours)
* What is Globalization?
* Culture Shock -> Cultural Insight
* Staying Abroad

Form New Orleans 2015
Challenges

* Institutionalization
  * common vision ... competing initiatives
  * curricular integration ... core audience/scale
  * administrative integration ... buy-in

* Outcomes and Evaluation
  * learning is proportional to time ... appropriate measure?
  * common standard ("global citizens")
  * impact on instructor cohort
Our Takeaways

If you build it,

* build it incrementally and opportunistically (small bets).
* document as you go (work = data).
* share but insist on due credit (sow seeds).
* maximize your resources (allies, skills, institution).

* remember **everything has its season!**