

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

Presenters

**Steven Duke**

**Adam Henry**

**Catarina Krizancic**

**Bruce La Brack**



# 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 the entire arc of the study abroad process

# What we have learned, cont.

- ◆ 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

# Selected Recent Research in Study Abroad

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*

# Results Measured by IDI

## Nature of the Intervention

## Average IDI Point Gain

### 1. No intercultural facilitation at program site

Georgetown Consortium Study (60 programs): +1.32

### 2. On-line course intercultural intervention, student self-directed learning

University of Minnesota +3.82

### 3. Instructor-facilitated on-line intercultural intervention

Bellarmino University and Willamette University +8.19

### 4. On-line pre-departure program, on-site intercultural course and instructor, cultural mentoring

Council on International Educational Exchange (CIEE) +9.2

# IDI Results, cont.

**Nature of the Intervention**

**Average IDI Point Gain**

**6. Arrival orientation, on-site intercultural course and instructor, wide array of immersion activities, intensive cultural mentoring**

American University Center of Provence (AUCP)

+12.5

**7. Pre-departure and re-entry courses in the context of an internationalized academic program (over 2-3 years)**

University of the Pacific

+17.46

# Comprehensive Facilitation

*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*

# Wake Forest University

- \* 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)

# Outcomes: Student Learning

- \* 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*

# Arizona State: Problem Statement

- \* 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).

# Arizona State University

- \* 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

# Literature Review: Course Development

## 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

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# UVA CORE

## Cultural Orientation, Reflection, and Engagement

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



Marina Markot



Catarina Krizancic  
ck3n@virginia.edu

# UVA CORE

## Cultural Orientation, Reflection, and Engagement

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 1<sup>st</sup> careers) (Driver)
  - \* Disciplinary traditions of fieldwork mentorship

# UVA CORE

## Cultural Orientation, Reflection, and Engagement

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

# UVA CORE

in 2015

CORE { Cultural  
Orientation  
Reflection  
Engagement

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](http://www.virginia.edu/iso/core)

# UVA CORE

in 2015

**CORE** { Cultural  
Orientation  
Reflection  
Engagement

## 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

# UVA CORE

in 2015

CORE { Cultural  
Orientation  
Reflection  
Engagement

## 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



# UVA CORE

in 2015

CORE { Cultural  
Orientation  
Reflection  
Engagement

## 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!*