High Impact Intercultural Learning at Home and Abroad: Supporting our Students' Intercultural Development

R. Michael Paige

University of Minnesota

A Presentation for the Minnesota International Educators

May 8, 2013

Macalester College

St. Paul, Minnesota

Factors Impacting Intercultural Learning at Home and Abroad

The process of identifying impact factors included:

- **Reviewing the broader theoretical and conceptual literatures on intercultural development**

- **Reviewing the study abroad research literature on intercultural development**

- **Focusing on studies that used a valid and reliable measure of intercultural development, the Intercultural Development Inventory (IDI) (Hammer, 2007).**

- **Comparing results of those studies**

Impact Factors

(1) **Cultural immersion**

(2) **Cultural reflection**

(3) **Cultural mentoring**

(4) **Cultural content**

(5) **Culture learning strategies**

(6) **Comprehensive intercultural facilitation**

Vande Berg, M., Lou., K., & Paige, R. M. (Eds.) (2012). *Student learning abroad: What our students are learning, what they're not, and what we can do about it.* **Sterling, VA: Stylus.**

Impact Factor: Cultural Immersion

Cultural immersion means providing opportunities for students to become involved and engaged with the host culture. Examples include:

1. Living with homestay families

2. Taking regular courses alongside host country students

3. Participating in internships in host country organizations

Impact Factor: Cultural Reflection

Cultural reflection means providing structured and systematic examinations of intercultural experiences. Examples include:

1. **Intercultural coursework, seminars**

2. **Maintaining journals**

3. **Writing reflection papers about specific intercultural events.**

Impact Factor: Cultural Mentoring

Cultural mentoring is defined as an intercultural pedagogy in which the mentor provides ongoing support for and facilitation of intercultural learning and development, i.e.,"facilitating the intercultural competence of students" (Paige & Goode, 2009: 333)

(1) Can be effective both on line and on site

(2) The cultural mentor needs to be interculturally competent and knowledgable about key culture concepts, intercultural development theory, and the intercultural development continuum

(3) The cultural mentor uses learner IDI results to support learners in a manner specific to their intercultural developmental level

Impact Factor: Cultural Mentoring

Cultural mentoring means providing:

(1) **Ongoing support for learning.**

(2) **Concepts and ideas to anchor learning.**

(3) **Strategies for learning.**

(4) **Opportunitites to put learning into practice.**

(5) **Opportunities to reflect on experience.**

(6) **Opportunities to connect what was learned to the future (employment, education, life).**

Paige, R. M., & Goode. M. L. (2009). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*, (pp. 333-349). Thousand Oaks, CA: SAGE Publishing.

Impact Factor: Cultural Content

Cultural content includes:

1. the definition of culture

2. culture general concepts (e.g. cultural values, non-verbal communication, communication styles, intercultural development, culture shock, cultural adaptation, culture learning),

3. culture specific information (the manifestations of culture general characteristics in a specific cultural context).

Individual Mentoring on Site

IDI pre-post change score:

+ .778   **Never**

+ 2.09   **Rarely**

+ 2.26   **Sometimes**

+ 3.93   **Often**

+ 5.48   **Very Often**

Vande Berg, M., Connor-Linton, J., & Paige, R. M. (2009). The Georgetown Consortium Project: Interventions for student learning abroad, *Frontiers: The Interdisciplinary Journal of Study Abroad, XVIII*, 1-75.

Group Mentoring on Site

IDI pre-post change score:

+ .831   **Never**

+ 1.61   **Rarely**

+ 2.18   **Sometimes**

+ 3.14   **Often**

+ 5.02   **Very Often**

Vande Berg, M., Connor-Linton, J., & Paige, R. M. (2009). The Georgetown Consortium Project: Interventions for student learning abroad, *Frontiers: The Interdisciplinary Journal of Study Abroad*, *XVIII*, 1-75.

Impact Factor: Cultural Content

Definition of culture:

"Culture refers to the values, beliefs, attitudes, preferences, customs, learning styles, communication styles, history/ historical interpretations, achievements/ accomplishments, technology, the arts, literature, etc. – the sum total of what a particular group of people has created together, share, and transmit.

Paige et al (2006) *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use* **(p. 43). Minneapolis, MN: University of Minnesota**

Dimensions of Culture Learning

1. *Cultural identity/cultural self-awareness:* **Learning about oneself as a cultural being (cultural self-awareness).**

    2. Culture: **Learning about culture, the elements of culture.**

    3. "Culture-general" knowledge: **Learning about the experience of being in another culture (e.g., culture shock, cultural adjustment).**

    4. "Culture-specific" knowledge: **Learning about a particular culture, the host culture.**

    5. Learning how to learn a new culture: **This means developing observation, participation, and other culture learning skills.**

Paige et al (2006): 40-41

Intercultural Intensity Factors

1. **Differences in cultural values, beliefs, practices**
2. **Ethnocentrism**
3. **Language issues**
4. **Cultural immersion**
5. **Cultural isolation**
6. **Prior intercultural experience**
7. **Expectations**
8. **Visibility/invisibility**
9. **Status**
10. **Power and control**

Paige, R.M. (1993). On the nature of intercultural experiences and intercultural education. In R. M. Paige (Ed.)*Education for the intercultural experience* (pp. 1-19). Yarmouth, Maine: Intercultural Press.

The Developmental Model of Intercultural Sensitivity

A. ETHNOCENTRIC WORLDVIEW ORIENTATIONS
Denial of Difference
Defense against Difference
Minimization of Difference

B. ETHNORELATIVE WORLDVIEW ORIENTATIONS
Acceptance of Difference
Cognitive and Behavioral Adaptation to Difference
Integration of Difference

Impact Factor:
Culture Learning Strategies

Culture learning strategies refer to the ways in which we can learn about another culture. Examples of culture learning strategies include:

1. **Learning from host culture resource persons**

2. **Interacting with persons in the host culture**

3. **Observing the ways people interact and communicate**

4. **Keeping a journal of cultural experiences**

From: Paige et al (2006)

Impact Factor:
Comprehensive Intercultural Facilitation

Comprehensive intercultural facilitation means using multiple approaches for supporting intercultural competence development, including:

1. **Pre-departure and re-entry programs**

2. **On site intercultural coursework**

3. **Cultural mentoring**

4. **Language study**

5. **Intercultural learning in academic programs**

6. **IDI Guided Development in study abroad**

Interpreting Results from the Intercultural Development Inventory

IDI Scale Range = 90 points (55 – 145)

55	70	85	115	130	145
Denial	Polarization:	Minimization	Acceptance	Adaptation	
	Defense/ Reversal				

Research Findings: Impact Factors in Study Abroad

Nature of the Intervention   **Average IDI Point Gain**

No intercultural facilitation at program site

- **Georgetown Consortium Study (60 progs.):**   **+1.32**

On-line course intercultural intervention, student self-directed learning

- **University of Minnesota**   **+3.82**

Instructor-facilitated on-line intercultural intervention

- **Bellarmine University and Willamette University**   **+8.19**

Research Findings: Impact Factors in Study Abroad

Nature of the Intervention   **Average IDI Gain**

On-line pre-departure program, on-site intercultural course

and instructor, cultural mentoring

- **Council on International Educational Exchange (CIEE)**   **+9.2**

Arrival orientation, on-site intercultural course and instructor, wide

array of immersion activities, intensive cultural mentoring

- **American University Center of Provence (AUCP)**   **+12.5**

Pre-departure and re-entry courses in the context of an

internationalized academic program (2-3 years)

- **University of the Pacific**   **+17.5**

Recommendations for Supporting Our Students' Intercultural Development

1. Be clear about your learning outcomes, "about what you want your students to accomplish" (413)

2. Having identified desired learning outcomes, "design programs that will help students achieve them" (414)

3. "Familiarize yourself with the recent research on student learning…" (415)

4. Embrace the intervention principle as necessary, but know "that there is no best or single way to intervene" (415)

5. Provide training for cultural mentors "in the theory and practice of intercultural teaching and learning" (416)

6. "Develop and carry out an effective assessment program that uses valid and reliable instruments and rigorous methodologies" (417)

From: Vande Berg, Paige, & Lou (2012). Student Learning Abroad