

Developing Intercultural Competence:

3 Approaches to Engagement and Reflection

Daniel Diaz, Guilford College

Dr. Alison Lalond Wyant, Arcadia University

Jack Zerbe, Guilford College

Sarah Tschida, University of Minnesota



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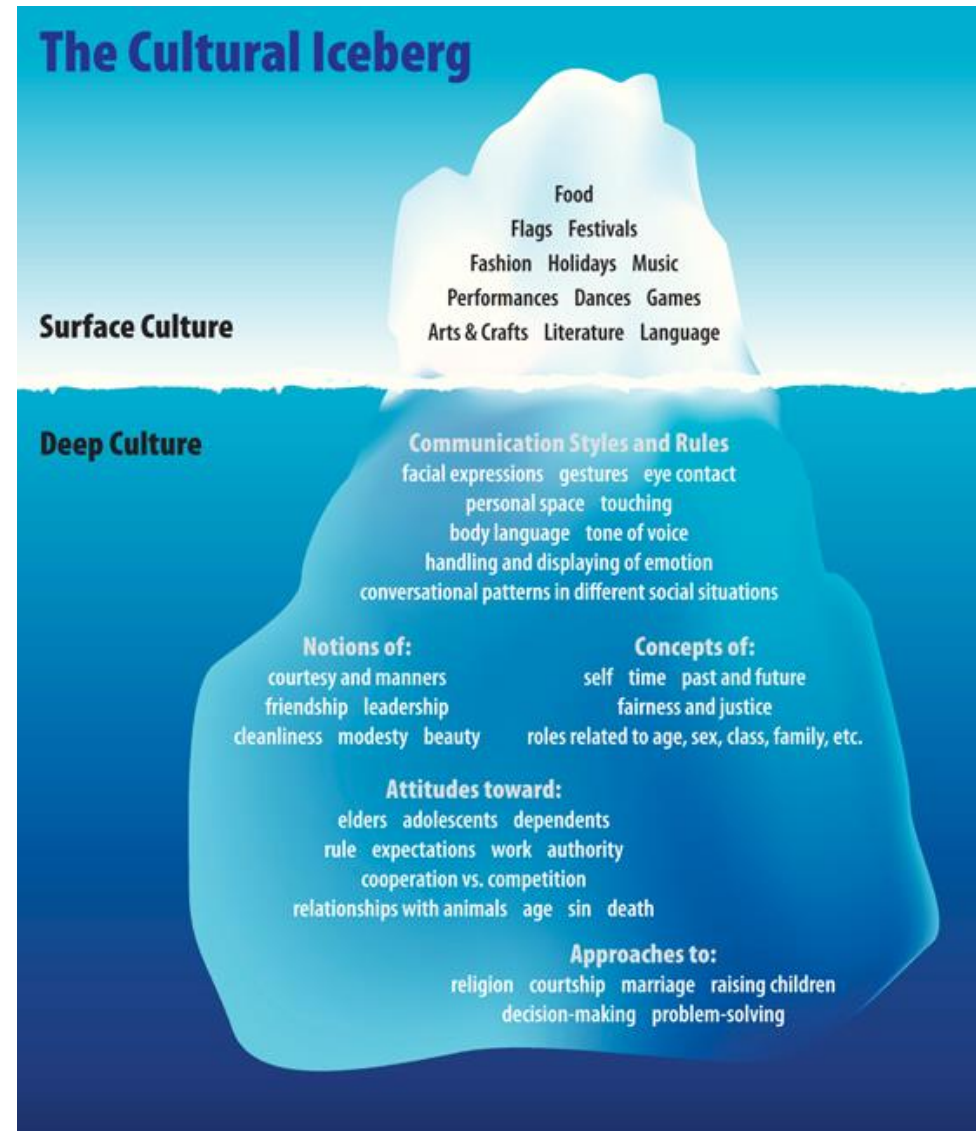
Guiding Questions

- 1) How much, and what kind, of preparation best prepares students to engage with their host culture?
- 2) Are all forms of engagement abroad equal when it comes to developing intercultural competence?
- 3) What kind of “prompts” can one use with students to elicit substantive reflection on cross-cultural experiences?

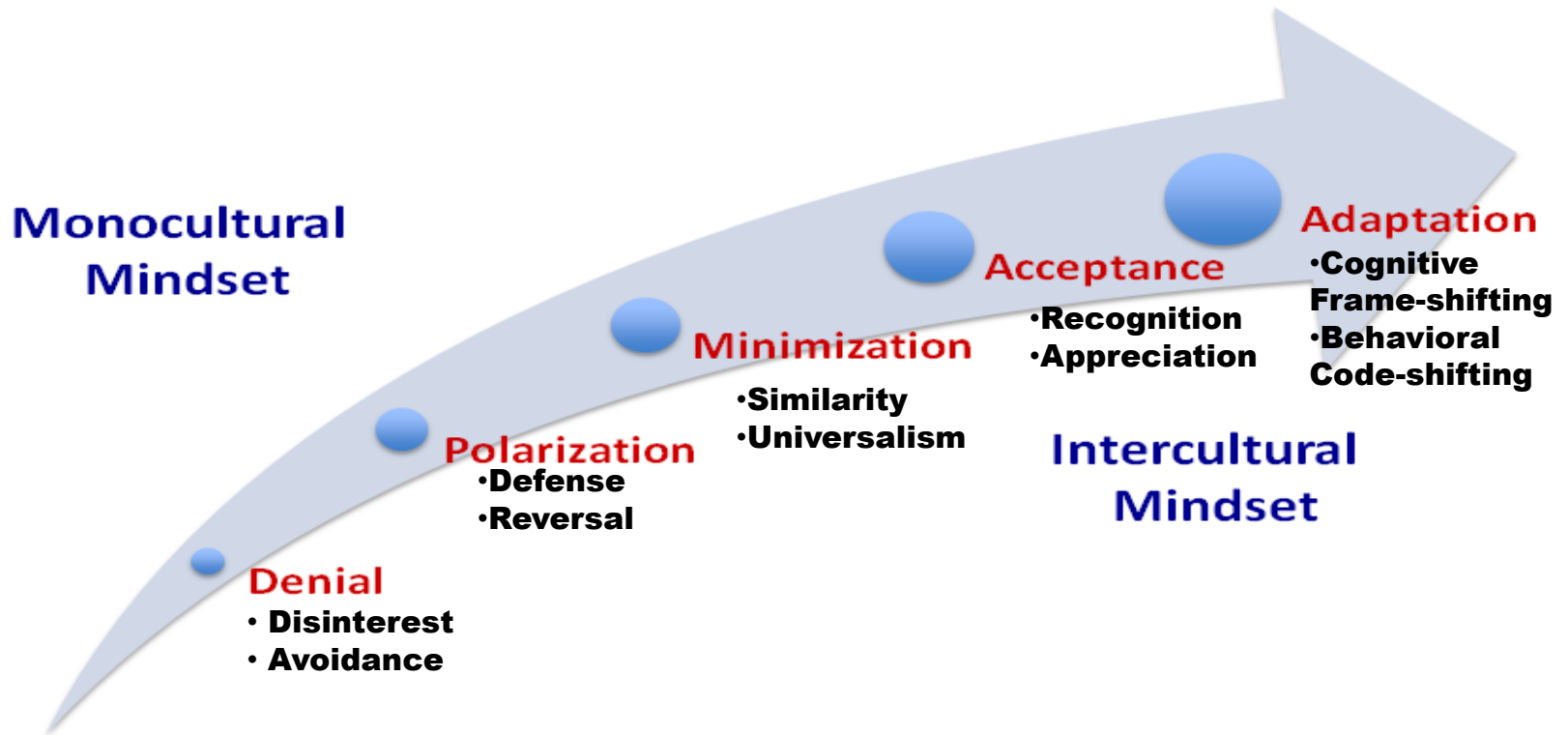
Foundational Terms and Concepts

- Objective culture
- Subjective Culture
- Intercultural Competence

“A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” - J.M. Bennett



Intercultural Development Continuum



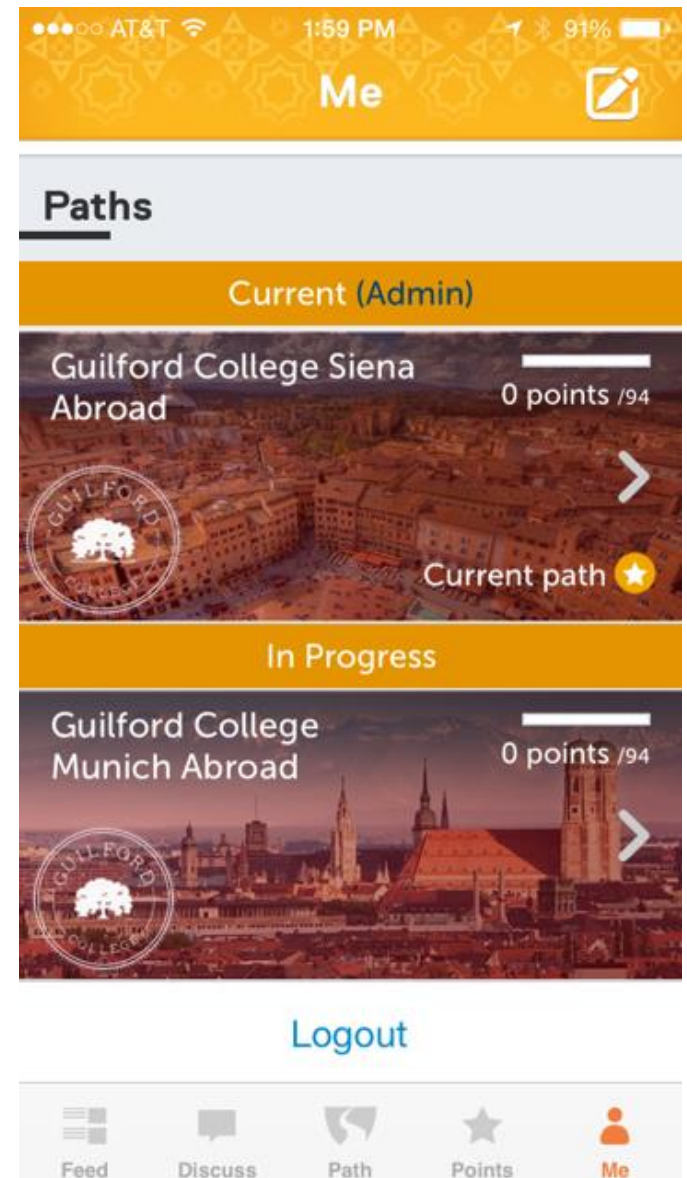
Engagement Abroad Class

Jack Zerbe



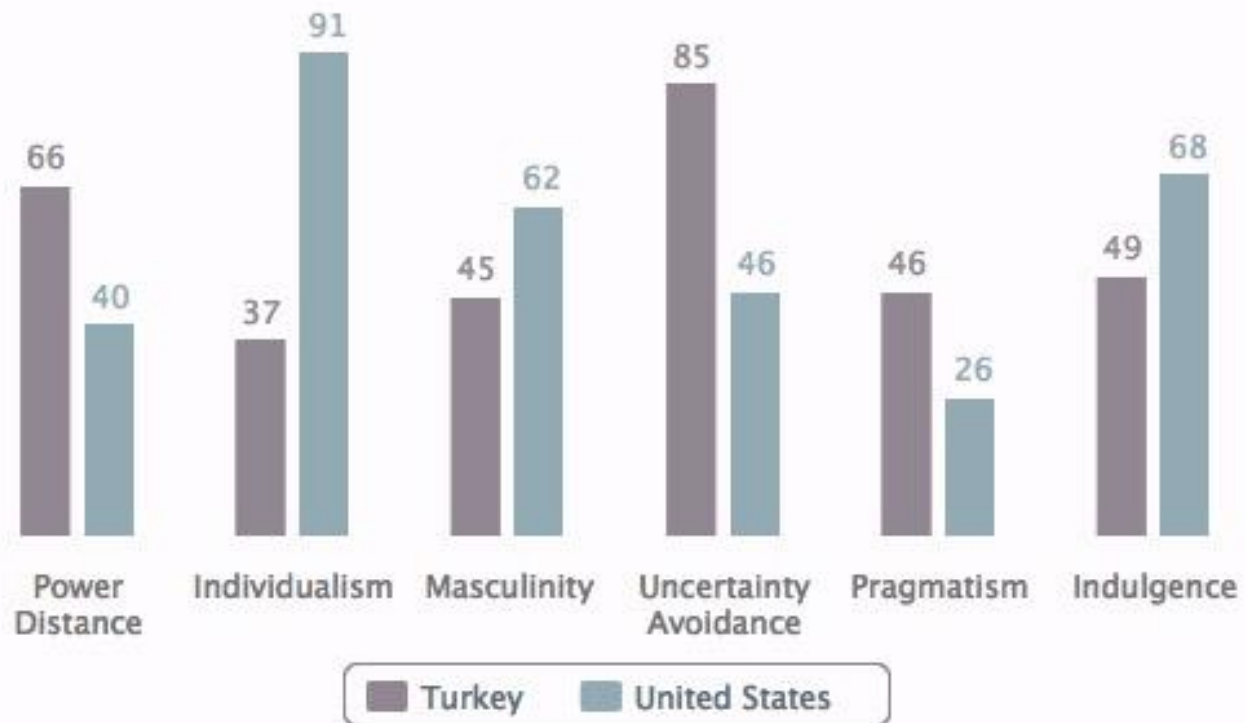
Engagement Abroad Class

- One-credit class
- Required of all
- Online asynchronous
- Suggested activities
- Facilitates reflection
- UNLEESH



Pre-Departure Preparation

- Culture-general
- Culture-specific
 - USA/Host
- Culture shock
- Adaptation
- Ethics



Engagement Abroad Assignments



- Scavenger Hunt
- 4 interventions
 - Email – confusing cross cultural event
 - Interview – stereotypes vs. generalizations
 - Email – advice on engagement
 - Narrative – the new you in relation to other cultures and future action

Reflection Methodology: *D-I-E Plus*

Describe— what happened in concrete objective terms, just the facts.

Interpret—come up with three different explanations for your encounter.

Evaluate—explain how the event made you feel and describe how it might make you feel if you were a member of the host culture.

Plus – reflect on possible future courses of action, how would you approach this situation differently the next time?

Confusing Cross Culture Event

Describe— Each day walking through the village of your homestay in Ghana on your way to school, a woman shouts at you from up the street, “Obruni! Obruni” [variously translated as “foreigner” or “white person”]. I ignore her and walk on.

Interpret—I’m being mocked. I’m being taunted. The neighbors are being warned about my presence.

Evaluate—I feel harassed. She seems to be delighted.

Plus – Challenge the neighbor to stop. Ask my home stay host mother what is going on? Introduce myself.

Engagement Abroad Assessment Rubric						
LEARNING GOAL	CRITERIA	NOT DEMONSTRATED (D Range/2 points)	EMERGING (C Range/3 points)	SATISFACTORY (B Range/4 points)	OUTSTANDING (A range/5 points)	Point Score
ENGAGEMENT	Relates a specific cross-cultural experience with a thoughtful focus on the relationship between the self and others in the host culture.	Describes an experience without reference to others from the host culture or a distinct community as a context. Perceives self as the sole relevant participant in an activity. Shows no introspective understanding of experience.	Integrates host nationals into the description of an experience but the point of view is mainly on self; refers to the host environment, but from a tourist's point of view. Perceives the self as the most relevant participant.	Includes host nationals' viewpoints and actions in account of activities. Perceives the self in relation to the members of the host culture present in the immediate circumstances.	Is able to articulate participation within the broader community of the host culture. Perceives the self as one participant in a larger cultural context.	4
REFLECTION	Reflects on particular cultural details in a manner that shows a greater understanding of self in relation to others.	Response is a summary of an event or events; student retells the facts of their experience with no analysis.	Response is mostly descriptive of activity detail, but includes some reflection with surface-level insights about objective culture.	Response is a mix of reflective thought and activity details. Demonstrates some ability to connect the action with thought and analysis of subjective cultural patterns.	Response is nearly entirely reflective, with the specific activities or observations listed to support specific reflective conclusions and insights on how the event connects to subjective cultural patterns.	4
INTERCULTURAL SENSITIVITY	Understands and appreciates host nationals within a cultural context. Relates effective interaction(s) with individual(s) from the host culture within and according to the norms of the cultural context.	Either fails to describe cultural differences or does so in terms of good and bad. If opinions are provided, they are mostly focused on polarized ideas; may include value judgments about how others are behaving or communicating.	Avoids value judgments, but describes the other in universalizing ways that minimize the importance of cultural differences and stress common humanity.	Presents a respectful, non-evaluative perspective. Student sees the situation through a different cultural lens, recognizing and appreciating cultural difference.	Observes and accepts cultural difference and demonstrates an ability to adapt to the new culture.	4
INTEGRATED BEHAVIOR	Articulates the ways in which the experience has or will inform/change future attitudes and/or actions.	Does not demonstrate an understanding of how the described experience or the abroad experience in general could change both her/his attitudes and future action.	Articulates a connection between the described experience and how her/his attitudes and future action might change but at a surface level.	Articulates a substantial if not fully realized perspective on the relation of the described experience and her/his future attitudes and actions.	Articulates a sophisticated understanding of how the described experience will affect her/his future attitudes and actions, including both the personal and professional realms.	5

Final Student Narrative Excerpt



“When I came to Turkey, it was intimidating going into a culture I had not seen before. To me, many of the Turkish people seemed aggressive or eager to talk to people and even when their faces really just showed a curious or perplexed attitude, I just saw judgment. Now, looking back, it’s unfortunate that I would see it that way. Over time, as I learned the ways and attitudes of the Turkish people and how they react or respond to things in their environment, I began to appreciate them and adopt certain things myself. I began to question more than judge. It was an evolution. It evolved from confusion and at times fear or rejection to eventual embrace of the culture I surrounded myself in.”

Give it a try

Pick a confusing cross cultural encounter

Describe— what happened in concrete objective terms, just the facts.

Interpret—come up with three different explanations for your encounter.

Evaluate—explain how the event made you feel and describe how it might make you feel if you were a member of the host culture.

Plus – reflect on possible future courses of action, how would you approach this situation differently the next time?

Digital Storytelling

Sarah Tschida



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Fostering Reflection & Intercultural Learning through Digital Storytelling



The Most Interesting Thing



Contact Sarah Tschida for digital story video file: tschi066@umn.edu

Seven Elements of Digital Storytelling



Point of View



Dramatic Question/
Tension



Emotional Content



Your Voice



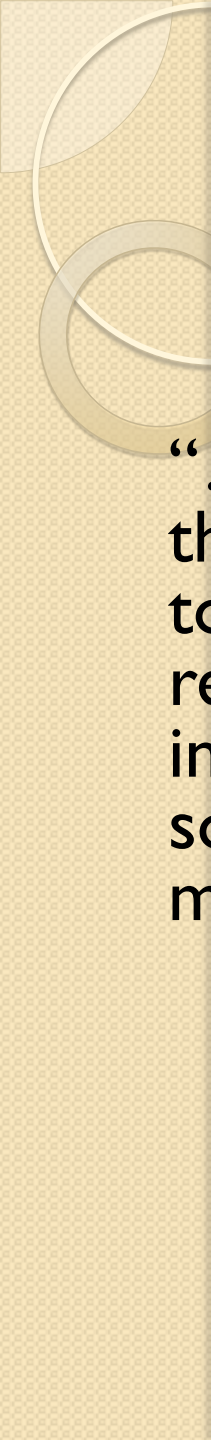
Soundtrack



Economy



Pace



“...story has many jobs, as a learning modality through memory, as a way to address our connection to the changing world around us, as a form of reflection against the flood of ubiquitous access to infinite information, as the vehicle to encourage our social agency, and finally, as a process by which we make sense of our lives and identity.”

Lambert, J. (2013). *Digital Storytelling: Capturing Lives, Creating Community*. New York: Routledge.



Digital Storytelling for First Year Students

Reflection

Identity building

Mechanism to address complex issues

Writing & revision skills

Technological literacy

Connecting with campus resources



DIGITAL STORYTELLING WORKSHOP

Freshman Seminar Abroad: Innovation & Imagination in Ireland
Instructor: Nikki Letawsky Shultz
Spring 2014







as she pulled her vision away
slightly from his eye
curves the round
the round murderess
his face. "Woman," he sighed
at her face. "Woman," he sighed
of the face. "Woman," he sighed

[illegible]







Grading Rubric

Technical (time limit, credits, technology)

Content (demonstrates understanding of course concepts, accomplishes assignment expectations)

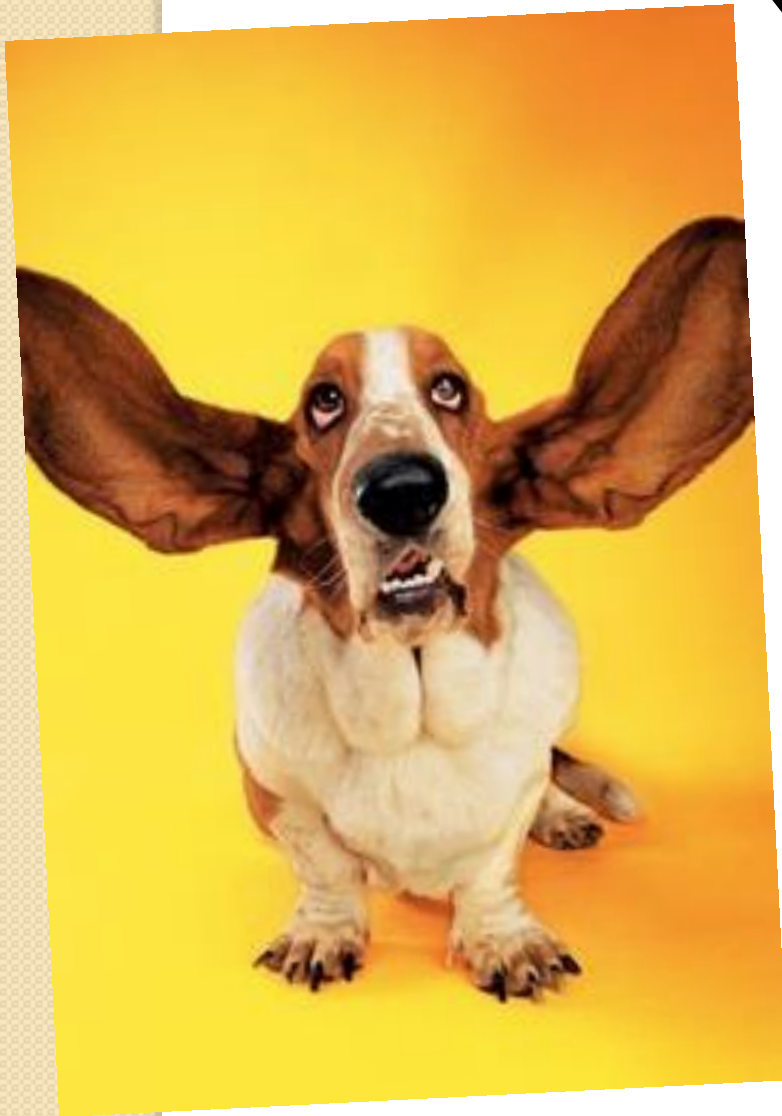
Format & Flow (7 Elements of Digital Storytelling)

Parades & Preconceptions



Contact Sarah Tschida for digital story video file: tschi066@umn.edu





Your Role as a Listener...

1. Are the elements of the story clear and well-connected?
2. Was the story compelling?
3. Were you eager to hear what happened next?
4. Did the conclusion work?
Was there closure?

Special Thanks To:

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Katie Hopkins: University of Minnesota student

Patrick Koob: University of Minnesota student



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Sarah Tschida

Co-curricular Learning Certificate

Dr. Alison LaLond Wyant



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There is value in learning that's...

Applied, Experiential,
Messy, Problem-solving
REAL

“...involve students in the actual challenges,
standards, and habits needed...”

- Grant Wiggins



Co-curricular Learning Certificate

Incentive Challenge Reward

15 hours of engagement + a final project

Not Class, Not for Credit

“Cements learning for students.”



What Geomorphology Taught Me About International Cooperation, Science, and My Future

Engineering Changes

Urban Farming with Papi

Chinese and Zumba

Assessment

1. Did they purposefully engage?
2. Did they document learning?
3. Did they contextualize that learning?
4. Did they articulate a perspective shift?
5. Was it clear and compelling?

Conclusion

- Thoughts?
 - What are you doing different?
 - What are the challenges of sustaining these approaches?
 - If developing intercultural competence is so effective/essential why is it not required?
 - Assessment?
 - Suggestions for these program models?
 - What will you take home to your own office?



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