



WISE Conference
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TIME IS OF THE ESSENCE: EMBEDDING INTERCULTURAL LEARNING IN SHORT-TERM AND FACULTY LED PROGRAMS

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KEY QUESTIONS

- 1) IS IT POSSIBLE TO FACILITATE SIGNIFICANT INTERCULTURAL GROWTH ON SHORT TERM PROGRAMS?
- 2) HOW CAN WE TRANSFORM “TOURISTY” SITE VISITS INTO TRANSFORMATIVE LEARNING EXPERIENCES?

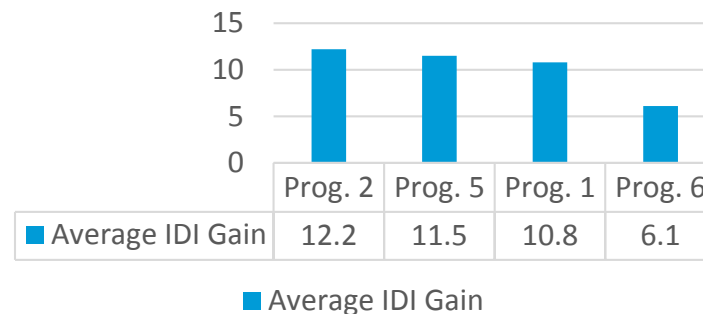
Background Information

- Idea/myth that short term programs are less effective than semester-long study abroad at engendering student learning and growth. View oftentimes held by resident staff accustomed to managing semester long programs.
- Legitimate concerns about short-term: students “pop” in and out of a location with little regard for impact on local community and reciprocity. Itinerary frequently centers around “must-see” tourist sites that reinforce surface level, stereotypical views of local culture.
- However, there is some research that suggests that intercultural growth can occur on short-term programs when leaders/faculty intentionally incorporate intercultural curriculum and experiential learning pedagogy into program design.

Anderson, Lorenz and White (2016)

- 2012-2014 study of 27 instructor-led short term study abroad programs. Students in control group “demonstrated little or no growth in their post IDI results. In fact, there was frequently a significant regression in their developmental orientation...” (p.3).
- 2016 Study of 8 instructor-led short term study abroad programs, total of 105 students. All students received pre-departure intercultural training and intro to intercultural competency development. Faculty also received intercultural training and support.
- 73% of students made positive gains on IDI; 12% made stage change
- Researchers conclude that “Frequent and spontaneous facilitation emerged as the most important variable to guide students intercultural learning. The three groups with the most pre-to post-IDI gains all incorporated this process holistically into their programs” (p.12)

Top Performing Programs.
Average IDI Gains



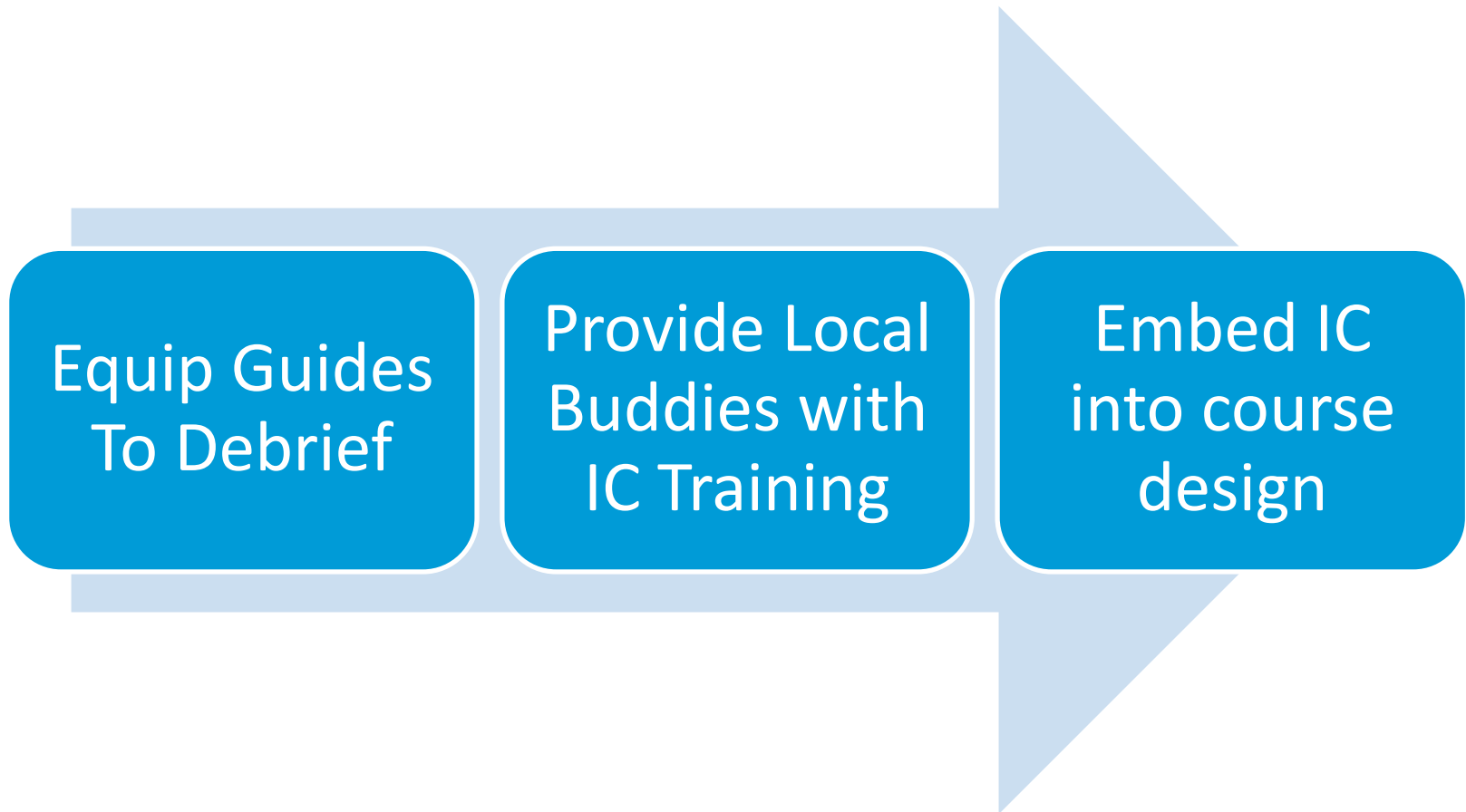
PILOT PROGRAM

- CIEE J-TERM PROGRAM, RIO DE JANEIRO
- 3 WEEK INT'L BUSINESS AND CULTURE COURSE
- 6 STUDENTS FROM 3 US UNIVERSITIES

STRATEGY

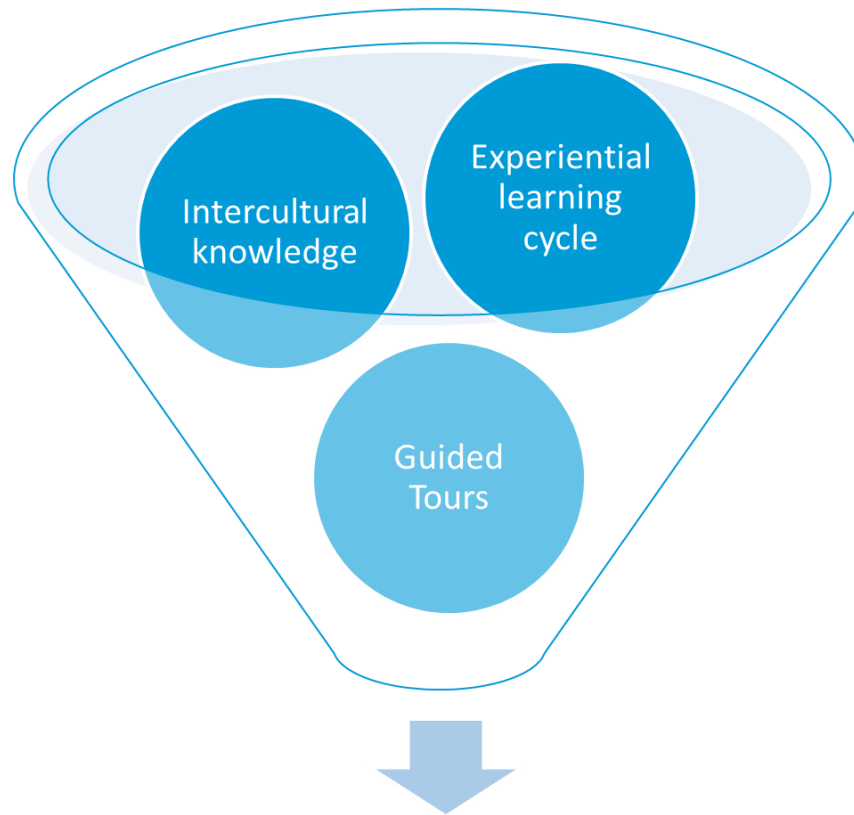
- **TO INVISIBLY EMBED INTERCULTURAL CURRICULUM INTO COURSE AND CULTURE ACTIVITIES**
- **TO EQUIP OUR PARTNERS WITH INTERCULTURAL FRAMEWORKS AND DEBRIEFING SKILLS**

Intervention Plan: 3 Fronts



IC and Experiential Learning Training for Guides

3 hour Intercultural Workshop with Guides



Transformative learning

Sharing Learning Goals for Short-Term Program

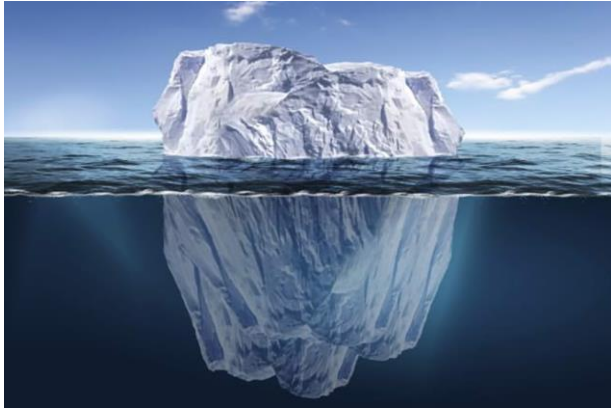
Understand the perspectives, values and practices of Brazilians

Appreciate cultural differences between Brazil and the US

Transform stereotypes about Brazilian into more complex cultural generalizations

Communicate and interact effectively with Brazilians

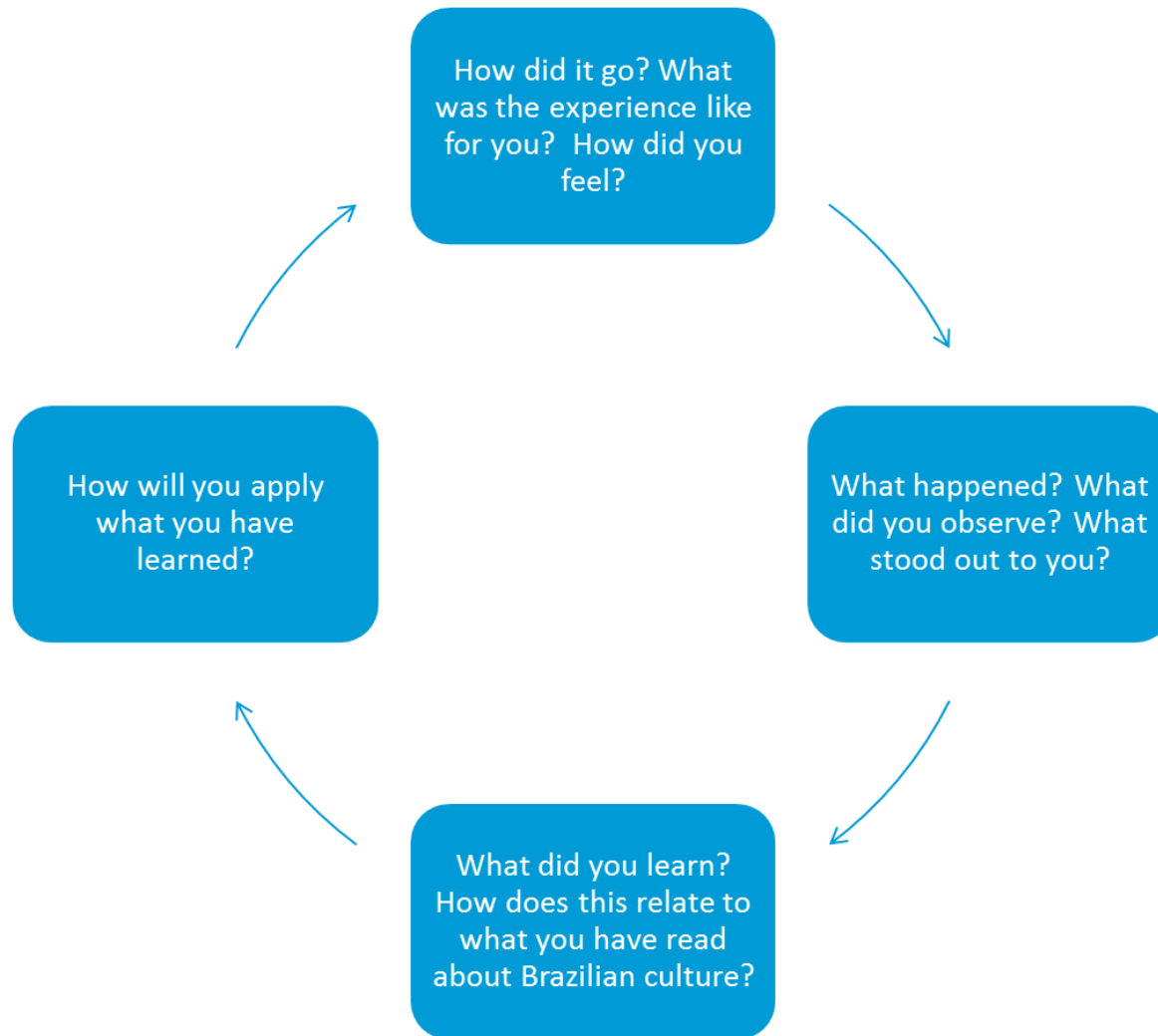
Cultural Analogies



Cultural Values Exercise



Teaching to Debrief around the Experiential Learning Cycle



Provide Basic IC training to local student “buddies”



Curriculum Design

IC Training Activities	Culture Specific Content	Site Visits	Method
<ul style="list-style-type: none">• Name Game• Cultural Analogies• D.I.E.• I Am• Goal Setting• Kolb's Learning Styles	<ul style="list-style-type: none">• History of Rio• Carioca Music• Cultural Dimensions• Cultural Values• Capoeira workshop• Obvious/Curious	<ul style="list-style-type: none">• Historic Center• Cristo Redentor• Suburbio: Madureira• Santa Marta Favela	<ul style="list-style-type: none">• Pre-briefs• Question brainstorming• Debriefs• Individual reflection Time





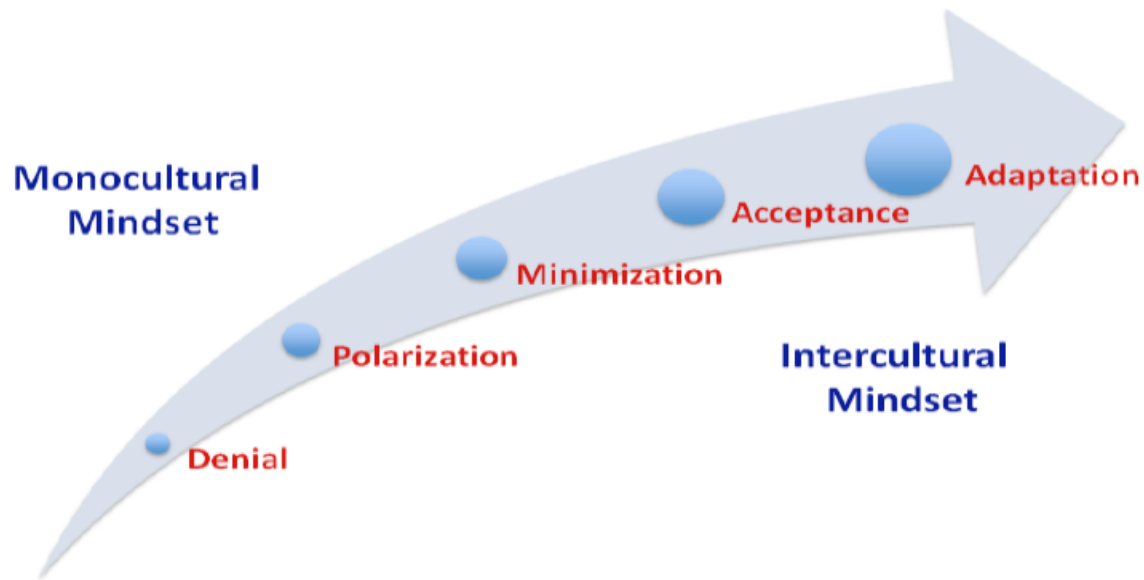






IDI Results

Intercultural Development Continuum



Average IDI Gains: 12.97

83% of Students made positive movement along the continuum

Major Takeaways #1: Co-teaching



Major Takeaway #2: Think in the Box!



The time limit of the short-term forced creativity and innovation.

We found ways to maximize each day in way that's not possible on semester programs.

Take Away # 3: Impact of Training the Guides



- Increased alignment between course content and site visits
- Sense of commitment & reciprocity
- Debriefing on site

Challenges: site visits with guides we didn't train



Challenge #2: The How To?

- **When explaining concepts of suspending judgment, students then asked “how do we do this”**
- **Our usual response is that it comes with time and practice.**
- **But in the case of short-term, the gestation period is much shorter.**
- **We’re lacking an “exercise” toolkit of micro-practices so students can practice on a daily basis.**

THANK YOU!

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