

Embedding Intercultural Learning into Short-Term and Faculty Led Programs

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Agenda

- Background Information
- Research Review
- Strategies for embedding intercultural learning into short-term programs
- Questions and Answer



Background

- Idea/myth that short term programs are less effective at engendering student learning and growth than semester-long study abroad.
- 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 view of local culture.
- Little time for students to reflect and process what they are learning.

Background

However, recent research and case studies suggest that intercultural growth can occur on short-term programs when leaders/faculty intentionally incorporate intercultural curriculum and experiential learning pedagogy into program design.

Georgetown Consortium Study

- Immersion alone is not sufficient for intercultural development.
- Program duration was not a determining factor in student growth.
- Cultural mentoring emerged as key contributor to intercultural development.

Source: Paige, R. Michael and Michael Vande Berg. "Why Students Are and Are Not Learning Abroad". In: *Student Learning Abroad*. Sterling, VA: Stylus, 2012.

Anderson, Lorenz and White Study (2016)

- Is intercultural development possible on instructor-led short term programs?
- Two studies (2012-2014 & 2016).
- Students in control group who were given “basic” study abroad orientation (logistics, safety, etc) tended to remain stagnant or regress on the IDI.
- Students who were exposed to intercultural guidance and *in situ* debriefing made significant gains on the IDI.
- Instructors provided with intercultural development prior to leading program.

Source: Anderson, Christine L., Karl Lorenz, Michael White. “Instructor Influence on Student Intercultural Gains and Learning during Instructor-Led, Short-Term Study Abroad”. *Frontiers XXVIII* (2016): 1-23.

“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)

CIEE Rio de Janeiro, 2017 January Term Program



- OBJECTIVES
- Invisibly embedded intercultural curriculum into program design
- Systematic pre- and debriefing of activities and site visits
- Trained partners (guides) to debrief students
- Significant intercultural gains reflected on pre-post IDI and student work

Strategies for Integrating Intercultural Learning

1. Transform Your Itinerary

(but don't reinvent the wheel!)

- Short-term itineraries tend to be jam packed. Adding intercultural curriculum can feel like a burden.
- The key is to enhance what you already have by weaving intercultural activities and reflection time into the itinerary.

Transform Site Visits into Meaningful Learning

- Site, excursions & community visits are a key component to short-term programs
- But often times the learning is lost: students have a hard time processing what they are experiencing
- Benefit from guided reflection to connect the dots
- “Bookend” site visits with pre-briefing and debriefing sessions

Prebriefing and Debriefing

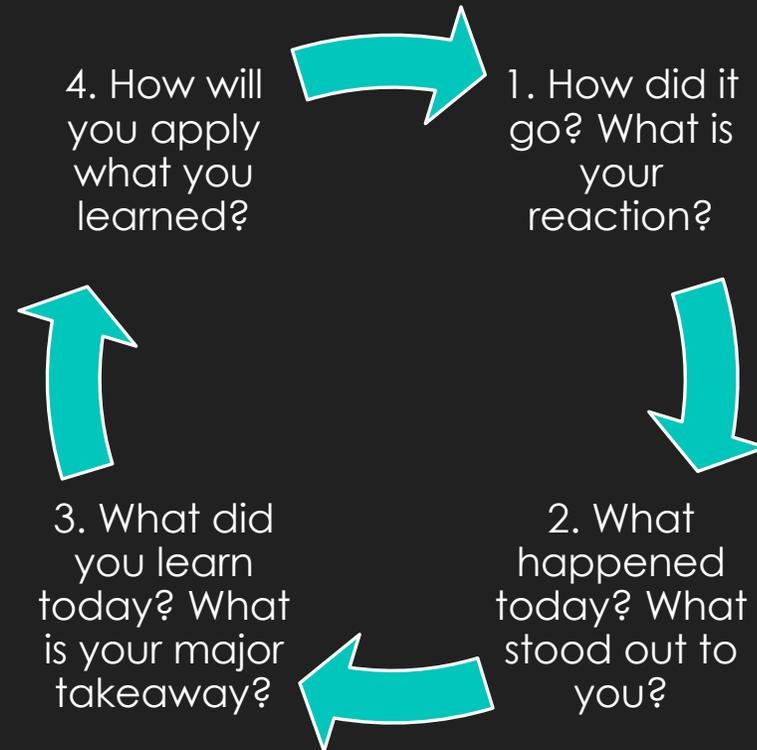
Prebriefing

- 15 to 20 minute session to prep students for the excursion/site visit
- Options: mini-lecture, brainstorming session, curiosity building
- What do you want to learn today? What is significant about the site we are visiting?
- Sets the tone for student learning, motivating them to move beyond passive tourist stance

Debriefing

- 15-30 minute guided reflection session at the end of the visit or day
- Allows students to engage fully in learning cycle
- Provides space for students to take stock on all that has happened & intentionally reflect on what they are feeling and learning

Kolb's ELT: debriefing around the wheel



2. Integrate Intercultural Curriculum

- Identify intercultural themes/skills/topics most relevant to your program
 - Perception, frame-shifting, self-awareness, emotional intelligence, cultural dimensions & values, intercultural development continuum, empathy, etc.
 - Select activities, simulations, exercises and build into the itinerary, starting with pre-departure orientation
 - Consider frequency and time commitment (1 activity day? Every other day?)
 - Resource: *Building Cultural Competence* by Kate Berardo and Darla Deardorff

IC Training Activities

- Name Game
- Cultural Analogies
- D.I.E.
- I Am
- Goal Setting
- Kolb's Learning Styles

Culture Specific Content

- History of Rio
- Carioca Music
- Cultural Dimensions
- Cultural Values
- Capoeira workshop
- Obvious/Curious

Site Visits

- Historic Center
- Cristo Redentor
- Suburbio: Madureira
- Santa Marta Favela

Method

- Pre-briefs
- Question brainstorming
- Debriefs
- Individual reflection Time

3. Prioritize the Intercultural Development of Cultural Mentors

- Invest in the intercultural development of those who spend the most time with students (faculty leader, coordinators, guides, etc)
- Research suggests that an educator's own intercultural development is related to student learning
- Strengthening ability to carry out "spontaneous facilitation"
- Options: Online training sessions, IDI debrief sessions, faculty seminars, intensive in-person trainings

Final Recommendations

- Start small and build up: intercultural learning is a process
- Pair with partners/providers who have made a commitment to embedding intercultural learning into their short-term programming
- Seek out opportunities to observe skilled facilitators or to co-facilitate with them

Thank you!

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