ASSESSING INTERCULTURAL COMPETENCE AND STUDENT LEARNING IN THREE FAMILY SCIENCE STUDY ABROAD PROGRAMS

Robin G. Yaure, Ph.D., Penn State Mont Alto
Debra L. Berke, Ph.D., CFLE, Wilmington University
Robert Reyes, Ph.D., CFLE, Messiah College

OVERVIEW

- Cultural and intercultural competence

- Implementing learning objectives

- Methodology of Scholarship of Teaching and Learning

CULTURAL AND INTERCULTURAL COMPETENCE

- Debra L. Berke, Ph.D., CFLE, Wilmington University

DEFINING STUDENT CORE COMPETENCIES

- Cultural diversity
  - "the ability to appreciate and interact with diverse populations within one's own country of residence" (Schvaneveldt, Payne, Hubler & Merrill, 2013, p. 65)

- International cultural competency
  - the ability to do the above with international populations (Schvaneveldt et al., 2013)

- Intercultural competency
  - "the effective and appropriate behavior and communication in intercultural situations" (Deardorff, 2011, p. 1)
  - includes developing attitudes, knowledge, and skills leading to increased cultural understanding "beyond the conventional surface-level knowledge of foods, greetings, customs…" (Deardorff, 2011, p. 68)

ASSESSING INTERCULTURAL COMPETENCY

- Clearly define what you're assessing

- Use multiple types of assessments

- Include both quantitative and qualitative techniques
  - Intercultural Development Inventory, Multicultural Personality Questionnaire
  - Scenario-based assessment, case studies

- Clear purpose for each assessment

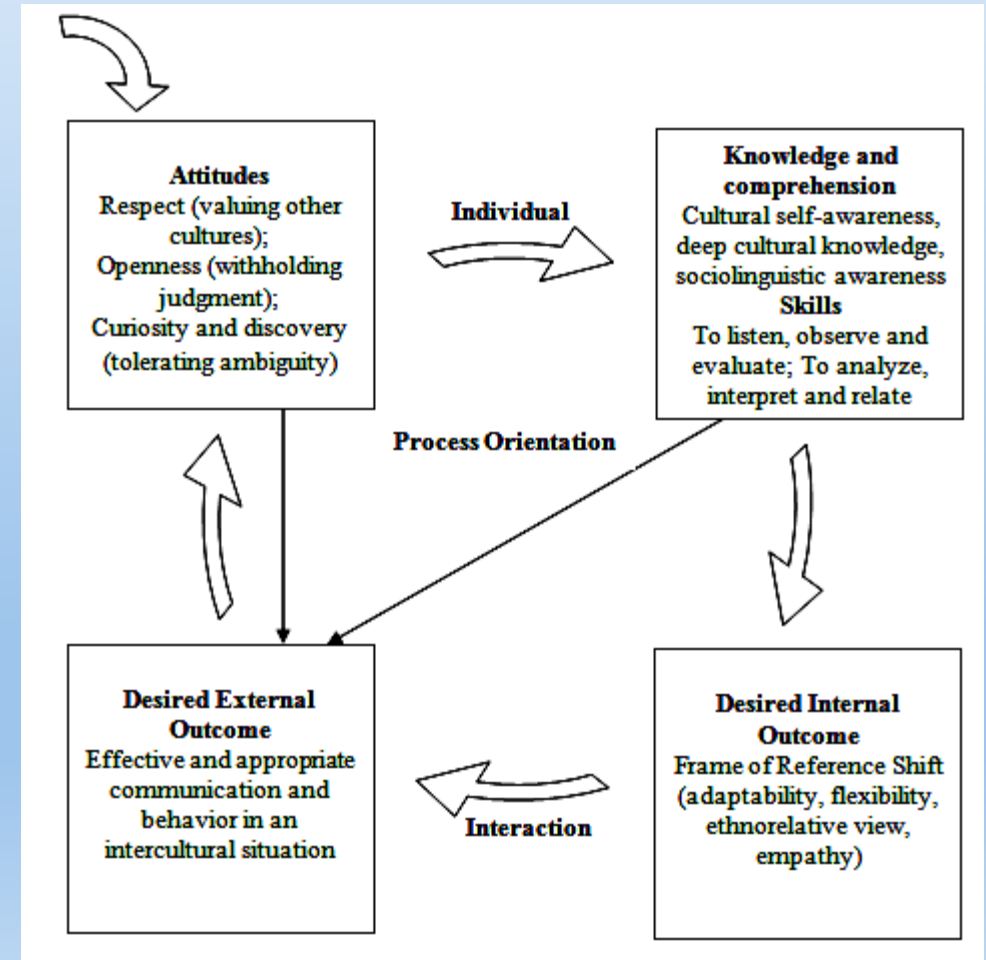- Use both formative and summative assessments

MODELS OF INTERCULTURAL COMPETENCE DEVELOPMENT (GREGERSON-HERMANS, 2017)

- Compositional models – What are the elements that constitute intercultural competence?

- Co-orientational models – What happens in the intercultural encounter and how is success defined?

- Developmental models – How does intercultural competence develop and what are the levels of intercultural competence?

- Adaptational models – Which cognitive, attitudinal, and behavioral changes take shape to successfully engage in an intercultural encounter?

- Causal process models – Which factors lead to or influence the development of intercultural competence?
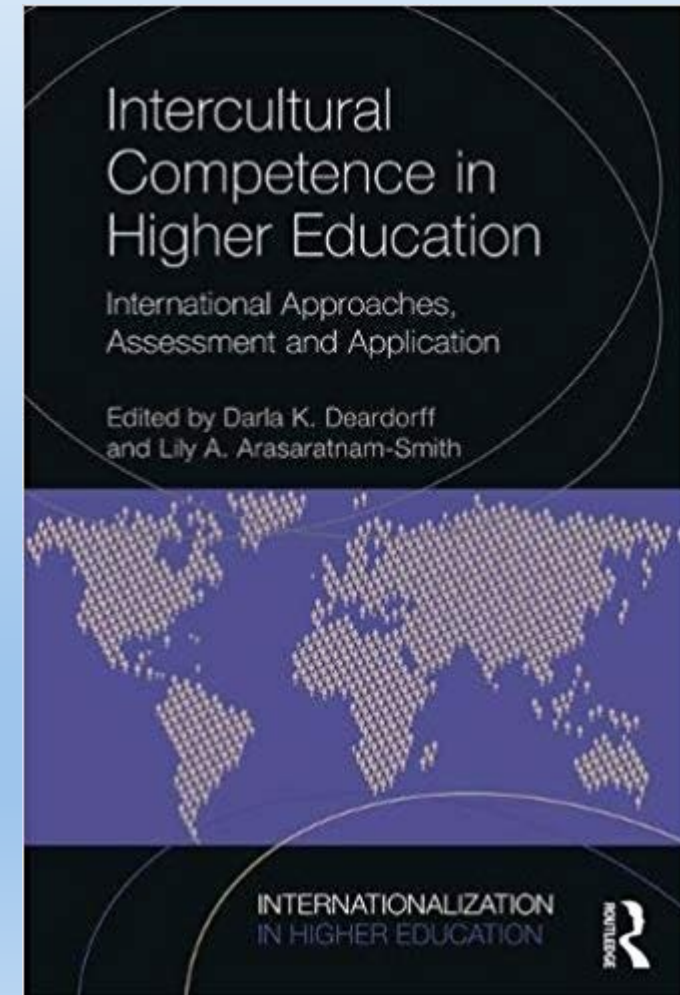
PSY/HUM/HSC 395 STUDY ABROAD – INTERCULTURAL COMPETENCY

- Uses Deardorff's (2006, 2011) process model of intercultural competence as the general framework with which to explore eight different identities or cultures
  - Ability [Ableism]
  - Age [Ageism/Adultism]
  - Ethnicity [Ethnocentrism]
  - Race [Racism]
  - Gender [Sexism/Transgender Oppression]
  - Sexual Orientation [Heterosexism/Homophobia]
  - Religion/Spirituality [Religious Oppression]
  - Socioeconomic Status [Classism]

    (Lafayette College, n.d.)

Attitudes
Respect (valuing other cultures);
Openness (withholding judgment);
Curiosity and discovery (tolerating ambiguity)

Individual

Knowledge and comprehension
Cultural self-awareness, deep cultural knowledge, sociolinguistic awareness
Skills
To listen, observe and evaluate; To analyze, interpret and relate

Process Orientation

Desired External Outcome
Effective and appropriate communication and behavior in an intercultural situation

Interaction

Desired Internal Outcome
Frame of Reference Shift (adaptability, flexibility, ethnorelative view, empathy)

REQUIREMENTS FOR PSY/HUM/HSC 395:

- Attendance at pre/post trip meetings

- Personalized Learning Plan

- Discussion Boards

- "Deep Dive" Paper

- Presentation

- Journal
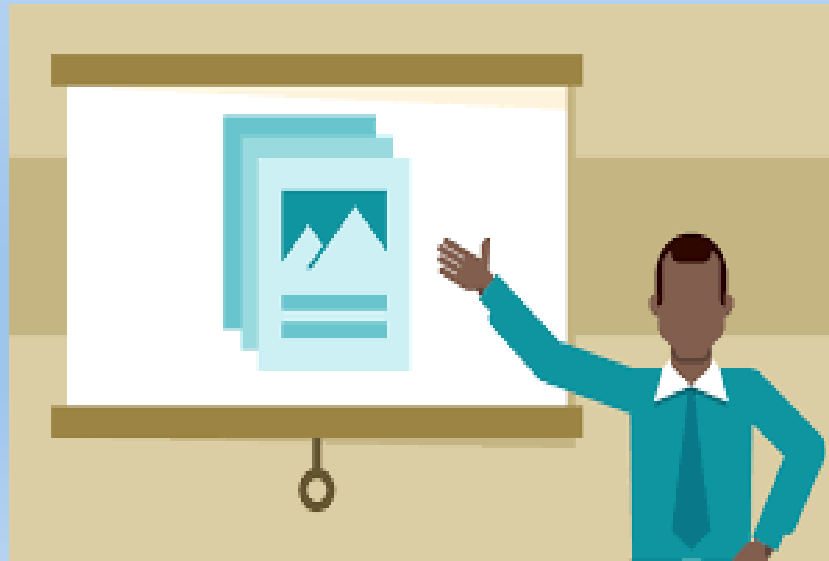
IMPLEMENTING LEARNING OBJECTIVES WITH COURSES AND RUBRICS FOR ASSESSMENT

- Robert Reyes, Ph.D., CFLE, Messiah College

MESSIAH COLLEGE – EXPERIENTIAL LEARNING INITIATIVE (ELI)

❖ In 2015 Messiah College launched this new experiential learning initiative.

❖ Experiential learning teaching opportunities encourage the development of **intercultural competence**.

❖ This initiative focused on enhancing experiential learning among students by blending the development of community engagement efforts with professional/career development outcomes.

❖ The goal behind this initiative was to assist students *"articulate"* more specifically, what they had learned in community engagement activities with their career development goals.

DEVELOPING LEARNING OBJECTIVES

❖ Students were asked to **develop learning objectives** as they related to two specific areas:

Professional Development:

Prompt: Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?

Community Engagement:

Prompt: What do you hope to learn about community or do as a member of a community from your experience?

"Community" could be defined in as:
1. local or international community
2. society at large
3. the community within Messiah College or another academic context
4. a professional community within a workplace
5. organization or field/industry
6. or a community within a team of individuals.

ALIGNMENT OF ASSIGNMENTS WITH CULTURAL OBJECTIVES

Acquiring Culture Specific Knowledge and Skills*

Course Readings/ Short Exam

Developing New Attitudes*

ELI Reflection

Cultural Analysis

Journal Reflection

Managing Cultural Differences*

*From Deardorff (2006)

STUDENT EVALUATION – ENGAGEMENT WITH THE CULTURE

| #	Question	Strongly agree that this objective was achieved	Agree that this objective was achieved	Uncertain whether or not this objective was achieved	Disagree that this objective was achieved	Strongly disagree that this objective was achieved	Response	Average Value
1	Identify relevant information about the host culture's history, traditions, politics, geography, including regional differences, if applicable.	61.90%	38.10%	-	-	-	21	1.38
2	Discuss facets in which the host culture differs from my own.	61.90%	33.33%	4.76%	-	-	21	1.43
3	Discuss facets in which the host culture is similar to my own.	57.14%	38.10%	4.76%	-	-	21	1.48
4	Explain insights that I learned about myself and my own relationships by directly interacting with individuals and groups from the host culture.	52.38%	38.10%	9.52%	-	-	21	1.57

METHODOLOGY OF SCHOLARSHIP OF TEACHING AND LEARNING

- Robin Yaure, Ph.D., Penn State Mont Alto

STEP 1:

- Look at previous research on study abroad to get ideas of what you want to examine and what other research has been done on that topic or consider developmental topics (or both).
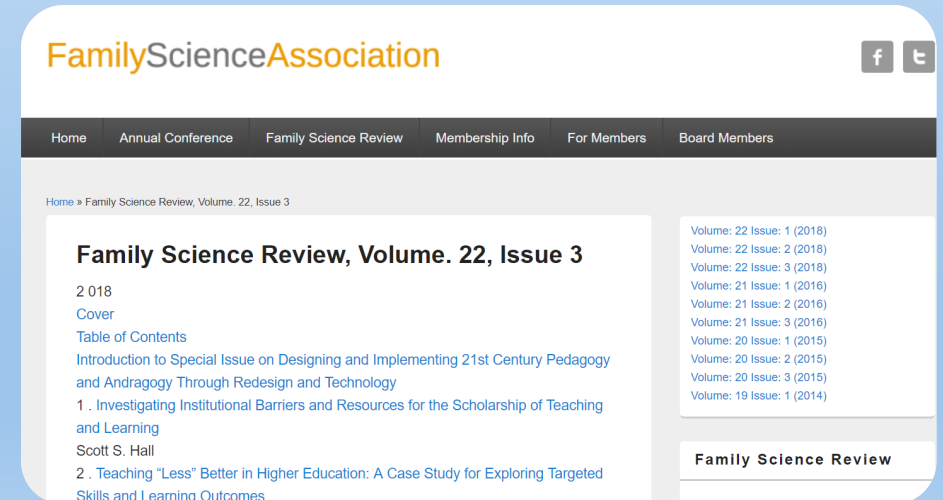
STEP 2:

- Decide upon your objectives for your program/course
    - Cultural and intercultural competence
    - Pedagogical improvements
    - Contextual factors in development
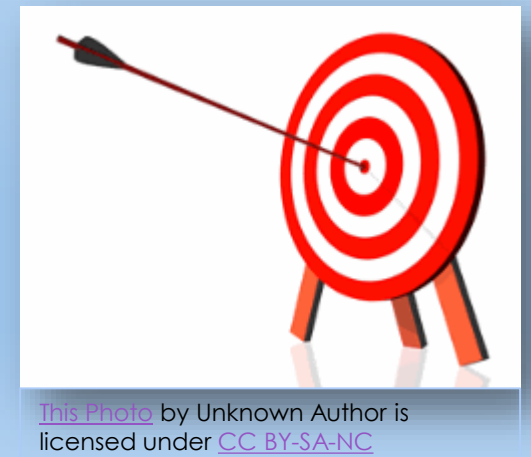
STEP 3:

- Determine how to collect your data
  - Surveys, pre- and post-program
  - Behavioral data
  - Student reflections

STEP 4:

- Go through Institutional Review Board (IRB) process
- Be aware of some challenges that may be specific to study-abroad research, although may also relate to dual role as faculty and researcher

  - What are possible conflicts with using students in research?
  - Who will collect informed consent?
  - How will students have access to internet/materials?
  - How to reach students before and after program?

STEPS 5 & 6:

- Collect data

- Look for outlets for your research
  - Pedagogical
  - Study abroad
  - Theoretical concepts relating to development in emerging adulthood, identity, etc.

STEP 7 AND BEYOND:

- Publish your work
- Plan your next project based on what you found in this project.
- Communicate your experiences at conferences.
- Try to avoid re-inventing the wheel when there are so many others out there in our field running and studying creative study-abroad programs/courses