CURRICULUM DESIGN AND TRAINING FOR INTERCULTURAL LEARNING: A WORKING EXAMPLE

WISE CONFERENCE 2013: WAKE FOREST UNIVERSITY
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NAME GAME

- Who named you?
- Why are you named what you are named?
- What does your name mean to you?
- What does your name signal to others?
CIEE SEMINAR ON LIVING AND LEARNING ABROAD

What?

- 15 week, credit-bearing course offered to undergraduates on 30+ CIEE programs
- Designed to facilitate intercultural development and enhance students’ capacity to live and learn effectively and appropriately in any cultural context
- A work in progress...
CIEE SEMINAR ON LIVING AND LEARNING ABROAD

Why?

- Experience
- Research
- Changing Environment and Demographics
- http://www.youtube.com/watch?v=WEXWkiP_hMM
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3 Goal Areas
• Increase *cultural self-awareness*
• Develop *cultural literacy*
• Exercise *cultural bridging*

2 Theories
• Intercultural Development Continuum (Bennett & Hammer)
• Experiential Learning Theory (Kolb & Kolb)

1 Principle
• Learning is developmental
CURRICULUM

Orientation
Stretching
Host Cultural Values
Global Citizenship
U.S. Cultural Values
Perception
Stereotypes
Suspending Judgment
Intercultural Development
Cultural Dimensions
Intercultural Communication
Frame-Shifting
Cultivating Empathy
Critical Incident Analysis
Reentry

- Developmental sequencing
- Cultural Partner
- Field Reports

Concepts: culture general/specific dimensions, core values, perception
Skills: stretching, observation, suspending judgment, frame shifting, mindfulness

Holistic
<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing effective curricula</td>
<td>Curricular flexibility</td>
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<tr>
<td></td>
<td>Increase culture-specific connections</td>
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<td>Increase mindfulness and EI focus</td>
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<td></td>
<td>Experienced instructors as curriculum developers</td>
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<td>Student enrollment</td>
<td>Creative registration</td>
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<td>Increasing instructor experience</td>
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<td>Path to achieving personal goals</td>
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<td>Credit changes</td>
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<tr>
<td>Training needs</td>
<td>Invest in ongoing developmental training and coaching</td>
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FACULTY TRAINING AT STUDY CENTERS

What was CIEE’s perspective on learning in 2005-06?

- We and U.S. partner institutions wanted:
  - less “teacher-centered” lecturing abroad;
  - more “student-centered,” interactive teaching abroad

- CIEE addressed this need through workshops for faculty—in the U.S. & in Europe

- However, some faculty abroad saw “interactive” training as an attempt to impose U.S. teaching practices
Some faculty were perceiving an opposition between two different teaching approaches:

- (U.S.) Learner-centered vs. (European, African, Latin American, etc.) Teacher-centered approaches

CIEE responded to this perception interculturally:

- **Phase I** (2006-07): All Resident Directors identify desired learning outcomes (Minimization)

- **Phase II** (2007-present): Portland HQ develops SLL for students abroad

- **Phase III** (2009-present): HQ intensively trains & coaches faculty teaching SLL
PHASE I: IDENTIFYING LEARNING OUTCOMES (2006-07)

Resident Directors produced 3 learning outcomes drafts.

- **Sample, draft 1**: “Students will learn and acquire knowledge at the host university.”

- **Sample, draft 3**: “Students will be able to: a) provide four examples of differences & similarities in teaching and learning between their home and host institutions, and b) discuss how they have come to reframe their awareness of themselves and culturally different others through their coursework.”
PHASE II: DEVELOPING SLL (FALL 2008 TO PRESENT)

- We initially used the IDI for two purposes:
  - To assess individual and group developmental progress (Pre and post testing of individual students and groups)
  - To assess intercultural learning needs of individuals and groups (IDI pre test results allowed for this)
- However, we immediately encountered a problem with the Seminar pilot: students were not making gains that we believed they should (those in pilot courses averaged only 4.1 points of IDI gain)
So we went back to the Seminar’s developmental intention: the Intercultural Development Continuum

Modified by Mitchell Hammer from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986
PHASE III: CIEE EMBRACES TEACHING AND TRAINING OF SLL TEACHERS (2009 TO PRESENT)

In 2008, relatively few teachers were prepared to teach the Seminar developmentally, so we began an intensive developmental training & coaching program.

Asking teachers to focus on their own and student IC development increased use of IDI:

1. Assessing teachers’ IC and IC needs (pre testing)
2. Assessing students’ IC and needs (pre testing, group and individuals)
3. Assessing students’ IC gains (pre & post)
4. Assessing teacher IC gains (pre & post)
5. Training teachers to distinguish between personality traits & IC development (post)
THE IMPACT OF THE SLL: A TALE OF TWO VERY DIFFERENT STUDENTS

- **Group I: Top-performing students:** those enrolled in the top 20 Seminar classes (spring 2012) gained an average of 9.12 IDI points

- **Group II: Less successful students:** those enrolled in 18 Seminar classes (spring 2012) gained an average of only 1.63 IDI points
  - To provide a context: a **1.63 point gain** represents virtually the same very small level of development that we see in Georgetown Consortium study students (1.32 points)*

The Learning Difference between two student groups & Teachers’ IDC Scores

- The Impact of the Developmental Worldview of Seminar Teachers (for all teachers & programs):

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Ave. teacher</th>
<th>Average</th>
<th>IDC stage</th>
<th>IDI score</th>
<th>St. Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC/ADP</td>
<td>130.82</td>
<td></td>
<td></td>
<td></td>
<td>+6.73</td>
</tr>
<tr>
<td>MIN</td>
<td>97.3</td>
<td></td>
<td></td>
<td></td>
<td>+2.04</td>
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In other words, the developmental orientation of Seminar teachers is broadly predictive of student intercultural development.
Since the developmental orientation of Seminar teachers is broadly predictive of student intercultural development.

- Our single most important training goal is to help teachers develop interculturally.
- SLL teachers typically receive at least two full semesters of coaching: 60-90 minute sessions every two to three weeks.
- CIEE sent 26 instructors to Summer Institute for Intercultural Communication (SIIC) for intensive training.
- SLL teachers who have taught the course and have received intensive coaching for at least two semesters have on average gained 14.54 IDI points.
- Teachers who do not make this sort of developmental progress usually continue to receive coaching after two semesters.
THANK YOU!