



Pre-Conference Workshops Wednesday | February 8, 2017

Ethnography Methods with In-Bound Students

FACILITATOR: Steve Folmar, Ph.D

HALF DAY, 1:00pm – 5:00pm

This session focuses on the practical application of ethnographic methods to address intercultural issues with in-bound students. Participants will workshop the following key competencies crucial for enhancing the educational experiences of inbound and non-traditional students: identifying critical spaces in which issues arise, the types of issues, strategies for uncovering and dealing with issues, including identifying how culture contributes to how we see intercultural issues. Participants will practice/workshop the following skills: reflective observation and journaling; objective observation and journaling; identifying bias; open-ended interviewing; using appropriate follow-up questions; active listening; practical analysis. Vivid, real life examples from ethnographic methods class (undergraduate) will serve to illustrate some points. Participants are encouraged to engage deeply and genuinely, to ask questions, to comment and to participate in structured activities. Handouts of valuable resources and of outlines of key concepts will be provided.

Micro-Practices to Enhance Intercultural Competencies

FACILITATOR: Adriana Medina-López-Portillo, Ph.D.

FULL DAY 9:00am – 5:00pm

This practical session addresses key competencies crucial for a successful study abroad experience. The competencies are description, observation, separating description from judgment, the ability to ask questions, flexibility, adaptation, keeping an open mind, engaging ambiguity, and being comfortable with discomfort. Participants will experience a micro-practice for each competency and will debrief using tools from Personal Leadership. During the workshop, situations will be created so that the participants practice what they are learning and receive immediate feedback. A segment of the workshop will be devoted to discussing how to facilitate and develop micro-practices to enhance intercultural competencies. This workshop is highly experiential. Full and authentic participation from participants is expected. The workshop brings to a practical level what can be abstract and lofty concepts. Handouts will be provided.

Transformative Learning and Teaching I and II

Mick Vande Berg and Tara Harvey will facilitate two related though separate workshops grounded in a common framework for intercultural learning and teaching. Both workshops are designed to allow participants to help students and themselves learn to interact more effectively and appropriately with culturally different others through developing four core intercultural competencies:

- Increase awareness of our own characteristic ways of making meaning and acting in familiar and unfamiliar contexts;
- Increase awareness of others' ways of making meaning and acting in familiar and unfamiliar contexts;
- Manage our emotions and thoughts in contexts that disorient & challenge us;
- Bridge cultural gaps in those contexts: shift perspective, attune emotions and adapt our behavior in effective and appropriate ways.

Each workshop will guide faculty & staff beyond traditional intercultural training approaches that aim to transform students merely through teaching them about, and immersing them in, "cultural differences." Participants in both workshops will take away a set of processes and practices they can apply to their own intercultural learning and teaching.

Transformative Learning and Teaching I

FACILITATOR: Tara Harvey, Ph.D

FULL DAY, 9:00am – 5:00pm

Tara's workshop will focus largely on learning about and practicing the first two phases of this framework for developing core intercultural competencies. Faculty and staff who are relatively new to intercultural education are encouraged to attend this first workshop.

Transformative Learning and Teaching II

FACILITATOR: Mick Vande Berg, Ph.D

FULL DAY, 9:00am – 5:00pm

Mick's workshop will focus largely on learning about and practicing the framework's third and fourth phases. Participants who attended last year's workshop or who have relatively more intercultural teaching and training experience are encouraged to attend this second workshop.



WISE Conference Schedule Thursday Sessions | February 9, 2017

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|----------------|--------------------------------------|-------------------|
| 8:00am-9:00am | Registration & Continental Breakfast | Hearn Foyer |
| 9:00am-10:15am | Opening Plenary | Hearn A, B, C & D |

Keynote: Amer Ahmed, Ed.D, Director of Intercultural Teaching and Faculty Development, University of Massachusetts-Amherst

Embedding Diversity and Inclusive Practices into Study Abroad and Experiential Learning

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|-----------------|----------------------|-------------|
| 10:15am-10:45am | Morning Coffee Break | Hearn Foyer |
|-----------------|----------------------|-------------|

Thursday Concurrent Sessions A – 10:45am-12:00pm

Gaining Evidence of the Impact of International Education through Assessment of Intercultural Competence

Lead Presenter: Joyce Osland, San Jose State University

Co-Presenters: Christopher Hightower, Texas Christian University; Martha Petrone, Miami University of Ohio

Hearn A

Gaining perspective in terms of assessing intercultural competence and global learning is not common in our field. Many campuses have initiated assessment plans, but few have persevered with consistency to amass significant data in order to make improvements in their instructional designs. In this session three such campuses will share their expertise at the campus-wide, program-wide, and course-level assessment cycles, with appropriate instructional improvement implementations.

Studying Abroad at Home: A Model of Domestic Student Acclimation in Highly International Programs

Lead Presenter: Bridget Fletcher, Duke University

Co-Presenter: Lorelle Babwah, Duke University Pratt School of Engineering

Bethabara

This session will discuss orientation programming and activities for U.S. students attending programs with large international populations. These activities serve to acclimate and prepare domestic students when working in a diverse and international environment.

The Language of Resilience and the Practice of an Emotional Passport in Study Abroad

Lead Presenter: Janice Abarbanel, Consultant Psychologist and Health Educator

Hearn C

Faculty and staff engaged with study abroad students can often find themselves perplexed or discouraged by the varied emotional responses students present before and during the complex transitions involved with living and learning abroad. This session will explore the concept of an emotional passport, a perspective based in the language of resilience required for successful intercultural transitions, and present research about the life stage of “Emerging Adulthood” as background for reframing strategies to support student academic success abroad. An important contribution of this session will be to guide faculty and staff towards comfortable, non-clinical language that serves to encourage students who might feel varied moods or lower energy to come forward for support.

Racial Consciousness in Global Education

Lead Presenter: Prudence Layne, Elon University

Hearn D

Racial consciousness is an intrinsic component of intercultural competency and global learning, yet the lack of racial diversity among student/faculty participants, study destinations, curriculum content and administrative/institutional leadership in the field remains disconcerting. Has global become a way to skirt local racial concerns and our own consciousness? In this interactive session, participants will dissect the question of where and how race matters in global education.

What Makes International Internships Effective?

Lead Presenter: Catherine MacDermott, St. Edward's University

Winston

Drawing on international education experiences and domestic research, this session will share best practices that positively impacted three significant stakeholders involved in determining the effectiveness of an international internship program in Angers, France. The focus will be on desired outcomes for stakeholders, factors that determine positive outcomes, and recommendations that stakeholders can utilize to ensure international internship satisfaction.

Intercultural Learning Strategies for the 21st Century: Revitalizing a Long-standing Study Abroad Immersion Program through Active Pedagogy and Action Research

Lead Presenter: Davydd Greenwood, Cornell University

Co-Presenters: Juan Muñoz, CASA-Seville Program; Marina Markot, Cornell University

Salem

Pseudo-familiarity caused by globalization and pseudo-relationships perpetuated by social networking create an illusion of comfort with other cultures and lead to a passive relationship with the host community, creating new obstacles on the way to intercultural engagement of students. An ambitious reform of the CASA-Seville curriculum, pedagogy, and assessment aims at revitalizing cultural immersion as a learning tool. We shall present the lessons we learned and invite the audience to critically reflect on our experience.

12:00pm-1:15pm Lunch

Garden Terrace, Embassy Suites

Thursday Concurrent Sessions B – 1:30pm-2:45pm

Turning Resistance into Engagement: Training Design for Transformative Learning

Lead Presenter: Janet Bennett, Intercultural Communication Institute

Hearn A

Whether our programs are directed at domestic (*glocal*) or international (global) engagement, we often face participants who express resistance to various intercultural topics. This resistance may relate to either the subject matter or to the methods we are using. In either case, the threat or risk may limit learning in the class as well as present complicated facilitation challenges.

Efforts to Enhance Intercultural Competence Among First-Year Students

Lead Presenter: Nelson Brunsting, Wake Forest University

Co-Presenter: Elizabeth Coder, Elon University

Hearn C

Learn about two institutional efforts to discover first-year students' capacity for intercultural learning. The first study examined intercultural competence using the Global Perspectives Inventory (GPI) for three distinct groups of Elon first-year students: a cohort of international business dual degree students, the Elon Gap Experience cohort, and a control group of first-year students. The second study examined academic and socio-emotional outcomes of Wake Forest first-year international students enrolled in an academic writing and cultural transitions course. Discussion will include lessons learned in blending curricula as well as the potential of first-year intercultural experiences to prime students' intercultural learning throughout their undergraduate careers.

Going with the Flow: Teaching Students to Be Adaptable and Resilient When Abroad

Lead Presenter: Heather Hayton, Guilford College

Co-Presenter: Jeremy Rinker, University of North Carolina-Greensboro

Hearn D

This session will help program leaders develop a set of pedagogical interventions to guide students deeper in intercultural learning while participating in short-term study abroad programs. Paying particular attention to programs in underdeveloped regions or where power and status differences are pronounced, we will highlight ways students can experience a new culture without reenacting colonial postures, especially in a compressed time frame or if confronted with a radical alterity that challenges their own sense of self.

Theory in Action: Study Abroad Program Design for Intercultural Competence Development

Lead Presenter: Janelle Peifer, Agnes Scott College

Co-Presenter: Elaine Meyer-Lee, Agnes Scott College

Winston

In this highly interactive session, participants will examine three major theoretical models relevant to short-term study abroad program design and college students' intercultural development. Attendees will create Theory to Action Plans that translate key components of these theories into active strategies for effective, meaningful, and inclusive study abroad programs.

Language Matters: Even in Non-Language Study Abroad Programs

Lead Presenter: Rebecca Thomas, Wake Forest University

Salem

This session is aimed primarily at leaders of non-language intensive programs traveling to non-English speaking countries. The presentation demonstrates the value of acquiring even minimal linguistic knowledge with locally specific cultural scaffolding in situations where higher levels of proficiency cannot practically be attained or expected. Participants will be exposed to a high-impact one-hour mini-course in "survival language and culture" designed for students and facilitators with little to no prior experience with the target language. Research supporting the efficacy of the method on cultural adaptation will also be presented.

2:45pm-3:15pm

Afternoon Coffee Break

Hearn Foyer

Thursday Concurrent Sessions C – 3:15pm-4:30pm

From Enclosure to Emergence: Assessing International Student Identity Development

Lead Presenter: Melody Reichoff, Widener University

Hearn A

International Student Services offices are increasingly called to offer more programs for international students. The Widener University International Student Services & Programs Office has developed a rubric to assess programs based on Dr. Eunyoung Kim's International Student Identity Development Model. This session will present an overview of the identity development model and assessment rubric, give participants the opportunity to practice assessing a program, and provide time to critically discuss the rubric.

Incentivizing Faculty-led Study Abroad and Intercultural Learning Outcomes: A Grant Program Model

Lead Presenter: Michael Brzezinski, Purdue University

Co-Presenter: Kris Acheson-Clair, Purdue University; Robert Cox, Purdue University

Bethabara

Incentivizing faculty to lead study abroad programs is important, but insufficient. We have learned it is imperative to ensure faculty focus on intercultural learning outcomes in addition to their specific discipline. At Purdue, Study Abroad Intercultural Learning (SAIL) Grants and Intercultural Pedagogy Grants (IPG) have been created to address this issue. In this session we will share how our process works from the perspectives of a dean, an intercultural learning specialist, and an associate dean of one of our colleges.

Mindfulness & Intercultural Learning from the Inside Out

Lead Presenter: Tara Harvey, True North Intercultural

Co-Presenter: Catherine Menyhart, CIEE

Hearn C

As faculty and staff committed to helping students develop their intercultural competence, it is essential that we focus on our own intercultural learning and development as well. Practicing mindfulness can help us and our students achieve this goal. In this session, we will share relevant research and explore the relationship between mindfulness and intercultural learning. You will participate in and learn about several activities you can use to start or further your own and your students' mindfulness and intercultural development practices.

Global Citizenship, the Black Student, and Campus-Wide Strategies for Enhancing Global Learning Participation

Lead Presenter: Jenaya Perdue, Western Kentucky University

Hearn D

Global citizenship is a powerful ideology that should be used in global education initiatives. This presentation and case study discussion will highlight Black American voices from the speaker's qualitative research on global citizenship dispositions. Additionally, it will show how a global citizenship-based framework in pre-, during, and post-study abroad experiences enhances multi-dimensional growth of all students.

Sports, Academics and Intercultural Learning: Study Abroad Classes for University Athletic Teams

Lead Presenter: Mark Cryan, Elon University

Co-Presenter: Carol Smith, Elon University

Winston

Year-round commitments to their sport can prevent student athletes from considering study abroad options. Creating opportunities for credit-bearing courses coordinated with training/competition schedules and supported by their athletic department can make the intercultural learning benefits of study abroad possible for this previously excluded population. Presenters will discuss their experiences creating and leading two classes with short-term study abroad components, including challenges and successes, so that session participants can better support student athletes at their own institutions.

Faculty-led Education Abroad in the Context of a Major Global Event: Intercultural Learning at the Rio 2016 Olympic Games

Lead Presenter: Angie Edwards, Queens University of Charlotte

Co-Presenters: Bob Page, Queens University of Charlotte; Joe Cornelius, Queens University of Charlotte

Salem

Queens University of Charlotte partnered with a Brazilian university to form international media reporting teams during the Rio 2016 Olympic Games. After studying the Olympic movement, the country of Brazil, and digital production during the spring semester, Queens students collaborated with Brazilian teammates to create multimedia packages about the impact of the Olympics on Rio de Janeiro. Not only did they discover stark contrasts among Rio residents, foreign visitors, and Olympic participants, they also developed personal understanding of multicultural teamwork.

4:30pm-6:00pm

Conference Reception

Hearn Foyer

Sponsored by Wake Forest University

Provost's Office of Global Affairs

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WISE Conference Schedule

Friday Sessions | February 10, 2017

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|---------------|-----------------------|-------------|
| 8:00am-1:00pm | Registration | Hearn Foyer |
| 8:00am-9:00am | Continental Breakfast | Hearn Foyer |

Friday Concurrent Sessions D – 9:00am-10:15am

Employability of our Students: The Ultimate Outcome of International Education

Lead Presenter: Joyce Osland, San Jose State University

Co-Presenter: Kirsten Brecht-Baker, Global Professional Search

Hearn A

The demand of intercultural and international skills has never been greater. Internationalization is one of many ways that campuses attempt to meet these market demands. In the session, we will present case studies: two universities seeking to enhance the employability of students; one private agency, working in partnership with multiple campuses, seeking to support students in articulating the skills gained as a result of international education experiences.

Time is of the Essence: Embedding Intercultural Learning in Short-Term and Faculty-Led Programs

Lead Presenter: Elsa Maxwell, CIEE

Co-Presenter: Sean McIntyre, CIEE Brazil

Bethabara

In this session, we'll explore creative ways to balance the benefits of short-term study abroad -- increased access and exposure -- with the deeper intercultural learning goals associated with semester study away. We will address how to embed intercultural learning into short-term and faculty-led programs without sacrificing the disciplinary content at the core of these programs. Attendees will take away practical training tools and frameworks that transform traditional "must-see" site visits into rich opportunities for intercultural growth.

The Role of Social Media Expectations in Study Abroad: Meet Them Where They Are!

Lead Presenter: Claire Ziamandanis, The College of Saint Rose

Co-Presenter: Andrea Haynes, International Studies Abroad (ISA)

Hearn C

Preliminary research, gathered from students at The College of Saint Rose prior to their participation in a two-week faculty-led program in Cuba, will be presented. Based on that data the presenters will propose ways in which social media can be used by faculty and administrators to advance goals of intercultural development. Afterwards, the session will break into small groups to brainstorm ways in which individual social media platforms can be similarly leveraged to promote intercultural development.

Forward Thinking Using Backward Design: Seven Steps to Designing Effective Intercultural Learning Curricula

Lead Presenter: Tara Harvey, True North Intercultural

Hearn D

Many educators approach intercultural learning design by starting with a list of activities they know and like, but this approach is unlikely to produce optimal learning. Backward design suggests we instead begin with the end results in mind. This interactive session will walk participants through a seven-step process for designing effective, transformative intercultural curricula (defined as frameworks through which educators intentionally facilitate intercultural learning), providing examples along the way, and inviting participants to apply the process to their own work.

Making Connections: Linking the Distinct Value of Intercultural Learning and Global Understanding to Student Experiential Outcomes

Lead Presenter: Elizabeth Fain, Winston-Salem State University

Co-Presenter: Allison Calhoun, Winston-Salem State University

Winston

This session will explore strategies on how to create enriching and transformative learning activities for international travel experiences that link course objectives and shift the student's focus to deeper understanding when expectations are not met. An overview of a fieldwork experience in Ecuador will be the segue to discussing strategies to facilitate awareness of our biases and to enable effective communication with others who are linguistically and culturally different.

Intercultural Competence for a Sustainable Planet: Principles, Practice and Outcomes

Lead Presenter: Scott Blair, The EDUCATION ABROAD Network

Co-Presenter: Craig Shealy, James Madison University

Salem

Theories of intercultural learning are outdated if they don't address the central challenges of our age: climate change, declining biodiversity, unsustainable consumption and income disparity. As such, re-conceptualizing intercultural competence for a sustainable planet is the next great work of international educators. To this end, panelists describe principles and practices of a sustainable model of intercultural competence and draw from BEVI, GPI and IDI data sources to challenge outcomes assessment processes that fail to address sustainability learning intentionally.

10:15am-10:45am *Morning Coffee Break*

Hearn Foyer

Friday Concurrent Sessions E – 10:45am-12:00pm

Head, Heart, and Hands: Experiential Learning to Facilitate Intercultural Development

Lead Presenter: Lauren Moloney-Egnatios, UC-Berkeley

Co-Presenter: Jason Patent, UC-Berkeley

Hearn A

Advancing intercultural competence requires learning within all three domains of Bloom's taxonomy: cognitive, affective and behavioral. In this session we examine specific ways to accomplish this and demonstrate with a facilitated experiential activity grounded in the principles of Bloom's taxonomy. We will also demonstrate a skillful debrief of the experience using Kolb's cycle of experiential learning. Participants will leave with a deeper understanding of, and concrete tools for, using targeted learning activities to further intercultural competence.

Developing Intercultural Competency Using A.S.K.S2 PLUS as Formative Assessment

Lead Presenter: Charles Calahan, Purdue University

Co-Presenter: Horane Holgate, Purdue University

Bethabara

Participants will complete the Attitudes, Skills, and Knowledge Short Scale Version (A.S.K.S2 PLUS) and simulate student learning using this reliable, free, and open source teaching & learning tool as a formative assessment to generate documentation and artifacts of student intercultural learning. Used in conjunction with the AAC&U VALUE Rubric on Intercultural Knowledge and Competence and the Intercultural Development Inventory (IDI) as baseline and summative assessment, synergy is created that results in statistically significant increases in intercultural competence as measured by the IDI.

Learning Through Service: How Service Learning Influences Intercultural Learning and Cultural Competency

Lead Presenter: Evan Small, Elon University

Co-Presenter: Elizabeth Coder, Elon University

Hearn C

Service learning can be utilized as a laboratory to develop and practice intercultural skills and understanding. Presenters will discuss how intercultural learning can and should occur within a service learning context in order to ensure a holistic educational experience. Models of integration and assessment will be shared and participants will have the opportunity to share their ideas and best practices.

Making Connections: Linking the Distinct Value of Intercultural Lessons Learned - Five years of Susquehanna University Global Opportunities Requirement

Lead Presenter: Scott Manning, Susquehanna University

Co-Presenters: David Imhoof, Susquehanna University; Christina Dinges, Susquehanna University

Hearn D

The Global Opportunities (GO) Program at Susquehanna University is a graduation requirement focused on developing intercultural competence. Drawing from experiences working with five graduating classes fulfilling this requirement, panelists will present lessons learned from three areas: the use of cross-cultural learning goals in program design, specific learning interventions to develop intercultural competence, and the assessment of student learning around those goals and interventions.

Bridging the Power Divide: Building Solidarity Across Difference

Lead Presenter: Julianna Gwiszcz, Arizona State University

Winston

Inspired by the Economic & Social Research Council (ESRC) Social, Technological and Environmental Pathways to Sustainability (STEPS) Centres approach, this session is designed as an interactive experience focused on bridging power divides by building solidarity across difference. The contextual focus is on capacity building for transformation pathways to sustainable wellbeing. Two core themes drive this session: 1) reframing the way we think about power and vulnerability; and 2) fostering empathy and agency in inter/cross-cultural sustainability work.

Learning Exchange: Students Developing Cultural Competence through Teaching Others

Lead Presenter: Amy Wallis, Wake Forest University

Salem

This session focuses on creating a learning exchange between students and local businesses during international study experiences. Opportunities for business students to engage with local companies in educating one another allows for development of student knowledge and also cultural humility. Topics include the exploration and development of global competencies before travel occurs, as well as how specific activities are designed to address student learning outcomes. We will conclude with challenges and lessons learned.

12:00pm-1:15pm Lunch

Garden Terrace, Embassy Suites

Friday Concurrent Sessions F – 1:30pm-2:45pm

Worth the Investment? Liberal Arts Faculty Self-Assess the Transformative Impact of Leading Study-Aboard

Lead Presenter: Prudence Layne, Elon University

Co-Presenter: Sarah Glasco, Elon University

Hearn A

Faculty-led off-campus programs present high-strategic value, but entail opportunity costs, making it essential to examine and understand the impact that leading global programs has on the teaching, research, service, and overall well-being of faculty members. Presenters will report on a two-year study of 230 faculty program leaders at 28 private liberal arts colleges. Quantitative and qualitative findings highlight perceptions of the value of off-campus programs for faculty, students, and institutions and suggest policies and practices to enhance the transformative impact.

Caught Off-Guard: Role Plays for Challenging Discussions

Lead Presenter: Andrew Smith, Wake Forest University

Bethabara

Suspending judgment and shifting perspective are key, overlapping, components of intercultural competence. Nowhere is this skill more relevant to students than when they engage in discourse that differs from and challenges the communication norms of their own culture. This session will consist of an interactive intercultural activity followed by a debrief and discussion. It is primarily designed for instructors and trainers who are seeking an engaging activity for the classroom, focused on key intercultural skills.

Mentoring for International Student Support

Lead Presenter: Ananda Mitra, Wake Forest University

Hearn C

International students, their families and communities often need more support than might be obvious on first glance. This session will explore efforts to mentor international students and their families.

Developing Cultural Awareness through International Teaching Experiences

Lead Presenter: Michael Putman, University of North Carolina-Charlotte

Co-Presenter: Erik Byker, University of North Carolina-Charlotte

Hearn D

Colleges of education are under pressure to produce globally competent teachers. Within this context, there has been increasing support for participation in international field experiences. This presentation will describe findings associated with the impact of a study abroad experience on pre-service teachers' cultural awareness and efficacy for culturally responsive practices. Implications will address the development of an understanding of the various issues that surround international teaching experiences for pre-service candidates.

Storytelling and Role Playing Toward Intercultural Competence

Lead Presenter: Melina Draper, Cornell University

Salem

Stories tell us who we are and telling stories help us make sense of lived experiences. In this workshop participants will be asked to: participate in a culturally focused conversation; use storytelling, listening, and mentoring to reflect critically upon intercultural experiences; and role play a three-line dialogue to imagine the mindset, feelings, and experience of the characters to increase empathy and openness, as well as bridge cultural differences. Participants will practice and apply practical skills grounded in theory.