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

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Guiding Principles

Intercultural Pedagogy Grant

• Study abroad directors as intercultural mentors (Paige, 2015)
  • Strategies for cross-cultural learning
  • Opportunities to reflect on experience
• Balancing challenge and support (Sanford, 1966)
• Good pedagogy
  • Clear objectives (AAC&U rubrics)
  • Backward design (Fink, 2000)
  • Formative assessments (IDI, BEVI, M-GUDS, etc.)
• Train the trainer approach
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**Theoretical Frameworks**

**Intercultural Pedagogy Grant**

**Intercultural Development Continuum**

- Monocultural Mindset
- Polarization
- Minimization
- Acceptance
- Adaptation

Mick Vande Berg’s 4 Tasks

1. Increasing self-awareness
2. Increasing other-awareness
3. Managing our emotions
4. Bridging cultural gaps

Idiinventory.com

**Association of American Colleges & Universities**

**VALUE Rubrics**

Intercultural knowledge and competence

Purdue University
### Domain | Competency
--- | ---
Knowledge (Cognitive) | Self-Awareness
Skills (Behavioral) | Empathy
Attitudes (Affective) | Curiosity

**Your Opinion:** Which are most important to work on in study abroad? [http://etc.ch/WYWK](http://etc.ch/WYWK)

**Purdue Faculty Led Trips in 2015 (n=75)**
- Worldview – 62
- Openness and Curiosity – 59
- Communication Skills - 50

**Purdue ENG Students (n=550)**
- Most Difficult - Worldview
- Most Important for ENG - Openness

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Workshop Structure

• Introductory Unit
  • Online readings and interactive assessment
  • Individual IDI debriefing

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The Participants

Intercultural Pedagogy Grant

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• **Introductory Unit**
  • Online readings and interactive assessment
  • Individual IDI debriefing

• **Four two-hour workshops**
  • Examples of Experiential learning + Reflection
  • Consideration of specific contexts and sharing of expertise
• **Cultural Values Continuum**
  • Active Learning + Thiagi Debrief
  • Adaptable
  • Self and Other Awareness
Workshop Structure

Introductory Unit
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Four two-hour workshops
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Action plan for intercultural learning
- Backwards design planning
- Data report due before funding released

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Challenges

- Logistics
- Communication
- Data Management
- Sustainability
Students must have the experience of being immersed in an environment that is culturally, economically, or socially different from their own and has a different way of thinking about challenges and solutions.

*This goal can be met many ways and this team will develop an innovative and non-traditional programs to provide students with a global experience.*

**Reality:** *Not ALL Polytechnic Students will go abroad*
Administration:

• Desire for validated, measureable outcomes to assess decisions and actions pertaining to curriculum and study abroad offerings

Faculty:

• Assessment to aid in the enhancement of student experiences
• Aid in enhancing faculty member’s own abroad experiences
• Training was made mandatory and announced 1 year in advance
• Study abroad subsidies were leveraged by Office for Globalization
• Incentives offered at University ($3K) and College ($1K) levels

Keeping in mind that faculty are usually competitive!

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Administration:

- Dean of the college is enrolled in next IDI-QA training session
- Administrative Leadership team (school and department heads) affirmed IDI pre-and-post assessment for all students beginning fall 2017 entering class

Faculty:

- 24 Study abroad program leaders are in the IPG training for 2017 programs leveraging $141,000 SAIL Grants with $68,000 from college ($35K in SAIL cost-shares and $33K additional program subsidies)
- 12 Polytechnic Faculty and Staff members participated in Intercultural Activity Train-the-Trainers session on January 18th
Broader Implications: Faculty Champions are Enhancing ALL GLOBAL / CULTURAL EXPERIENCES

Polytechnic GLOBAL / CULTURAL EXPERIENCES

College-wide Environment of Global / Cultural Awareness

Study Abroad Activities (academic)

Global / Cultural Related Courses (academic)

Local or on Campus Global / Cultural Activities (non-academic)

International Experiences (non-academic)

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Identified University Core courses that directly address the four core competencies.

2nd year Individual Development Plans and further course selections based on IDP ONLY for Students choosing advanced certificates or minor degree.

4th year Outcomes
Exit level IDI Assessment and BEVI Results

THE DELTA IS RELEVANT
DISCUSSION

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Sample Activity

Intercultural Pedagogy Grant

- Cultural Values Continuum
  - Active Learning + Thiagi Debrief
  - Adaptable
  - Self and Other Awareness

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