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S.S.D: II/D1 M-PED/04

TOWARDS A SUSTAINABLE PEDAGOGY:

DEVELOPMENT OF INTERCULTURAL COMPETENCE IN THE CONTEXT OF INSTITUTIONAL COMMITMENT TO INTERNATIONALIZATION AND THE PREPARATION OF STUDENTS FOR GLOBAL CITIZENSHIP

**Tesi di Dottorato di : Gabriele Weber Bosley
Matricola: 4111485**
Anno Accademico 2014/2015

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Coordinatore: Ch.mo Prof. Renata Viganò

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(firma in originale del Coordinatore)

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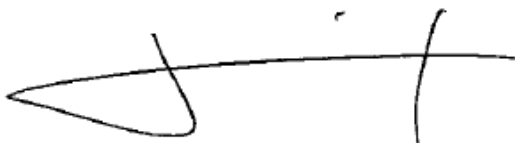**PREPARATION OF STUDENTS FOR GLOBAL CITIZENSHIP**

by

GABRIELE WEBER BOSLEY

A dissertation submitted to the

Centre for Higher Education Internationalization (CHEI)
at
Università Cattolica del Sacro Cuore, Milano, Italy

In fulfillment of the
Degree of Doctor of Philosophy
in
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APPROVED BY

Prof. Hans de Wit, Dissertation Supervisor

Date ___28 October 2015___

ABSTRACT OF THE DISSERTATION

The purpose of this study is to address the internationalization of a university in terms of the development and assessment of intercultural competence via an effective and sustainable intervention pedagogy in support of preparing students for a globalized world.

My research utilized a randomized experimental, mixed methods approach with a combination of eight separate longitudinal and cross-sectional studies referencing a total of 16,787 students at U.S. institutions over four years from freshmen year until graduation with particular focus on 3725 students at Bellarmine University in Louisville, Kentucky, including the largest data set of IDI studies undertaken to date, 1812 participants versus 1159 in the last IDI study abroad impact study, the Georgetown Consortium Study in 2003-2005. My research involving these data sets focused specifically on the effectiveness of a special intervention curriculum for students engaged in learning abroad. I analyzed the level of intercultural competence development through pre and post testing vis-à-vis a variety of high impact college experiences, giving special quantitative and qualitative research attention to the impact of intercultural course work abroad. The pedagogical approach was designed by the researcher to reflect the current paradigm shift in learning abroad, relying on guided intervention to achieve explicit learning outcomes rather than leaving intercultural learning to chance.

The findings from my various studies provide compelling positive answers to this research's central question: "If the impact of internationalization of higher education is in part measured by the level of intercultural competence developed by its graduates, can a U.S. liberal arts college experience over four years develop intercultural competence via curricular and extracurricular learning on and off campus, and if it can to what extent?"

Conclusions from the findings from the various quantitative and qualitative studies reflected in this dissertation, strongly support my intervention pedagogy framework, referred to as the Framework for Reflective Intervention in Learning Abroad (FRILA), based on experiential learning theory, the Developmental Model of Intercultural Sensitivity (DMIS theory) (Bennett, 1986), and culturally relevant pedagogy in learning abroad. The implications of this research for the field of international education are such that in order for real transformation to occur during learning abroad, it is imperative that universities give students access to a guided curriculum with emphasis on engagement and reflection.

ABSTRACT DELLA TESI

Lo scopo di questa tesi è affrontare l'internazionalizzazione di un'università in termini di sviluppo e valutazione della competenza interculturale attraverso un intervento pedagogico efficace e sostenibile che prepari gli studenti a vivere in un mondo globalizzato.

        La mia ricerca ha utilizzato un approccio randomizzato e metodi misti sperimentali con una combinazione di otto distinti studi longitudinali e trasversali che hanno coinvolto un totale di 16.787 studenti iscritti presso università statunitensi, esaminati nel corso dei quattro anni di studio, dal primo anno fino alla laurea, con una particolare attenzione per 3.725 studenti della Bellarmine University di Louisville, in Kentucky. Si è lavorato inoltre con il più grande insieme di dati di studi IDI intrapresi fino ad oggi, con 1.812 partecipanti contro i 1.159 dell'ultimo lavoro sull'impatto degli studi IDI sui corsi all'estero, il Georgetown Consortium Study, facente riferimento al periodo 2003-2005. La mia ricerca su queste serie di dati si è concentrata in particolare sull'efficacia di uno specifico curriculum d'intervento per studenti coinvolti in programmi di studio all'estero. Ho analizzato il livello di sviluppo della competenza interculturale attraverso la somministrazione di test precedenti e successivi al loro periodo all'estero in merito a una varietà di esperienze universitarie, dando particolare attenzione sia in termini quantitativi sia qualitativi all'impatto dei corsi interculturali seguiti all'estero. L'approccio pedagogico è stato progettato dal ricercatore con l'intento di riflettere l'attuale cambiamento di paradigma in atto nell'apprendimento all'estero e si basa su un intervento guidato allo scopo di raggiungere risultati di apprendimento espliciti piuttosto che lasciare l'apprendimento interculturale al caso.

        I risultati dei miei vari studi forniscono risposte decisamente positive alla domanda centrale di questo progetto: "Se l'internazionalizzazione dell'istruzione superiore è in parte misurata dal livello di competenza interculturale sviluppata dai suoi laureati, può allora un'esperienza universitaria di quattro anni, come quella delle università statunitensi di studi umanistici, sviluppare competenze interculturali attraverso una serie di attività ed esperienze di apprendimento curricolare ed extracurricolare, sia all'interno dell'università che al di fuori di essa? Se sì, in che misura?"

Le conclusioni tratte dai risultati dei vari studi quantitativi e qualitativi contenuti in questo elaborato supportano fortemente il mio quadro di intervento pedagogico, denominato Framework for Reflective Intervention in Learning Abroad (FRILA) e basato sulla teoria dell'apprendimento esperienziale, il modello di sviluppo della sensibilità interculturale (la teoria DMIS) (Bennett, 1986) e la pedagogia culturalmente rilevante per l'apprendimento all'estero. Le implicazioni di questa ricerca nell'ambito dell'istruzione internazionale sono tali che, per ottenere una vera trasformazione durante l'apprendimento all'estero, è fondamentale che le università offrano agli studenti la possibilità di accedere a un programma guidato che ponga l'enfasi sul coinvolgimento e la riflessione.

ACKNOWLEDGEMENTS

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And I would be remiss if I did not thank my paternal grandmother, as well as my mother for endowing me with the gift of perseverance in light of life's unexpected adversities throughout this three year process.

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CHAPTER ONE: INTRODUCTION

1.1. Introduction

Today, colleges and universities are asked to prepare tomorrow's citizens not for a single career but for a life of unpredictable velocity and volatility. Simultaneously, they are asked to produce graduates who are capable of communication across borders and citizens who are invested with the capacity to navigate a transparent, permeable world......... Active engagement with the rest of the world has become fundamental to a high-quality education, one that prepares students and their communities for the larger world in which they will live and work. (De Wit quoting ACE Report of the Blue Ribbon Panel, 2012, p.6)

Governments, labor markets, educational leaders, and the citizenry at large are increasingly calling on the assistance of higher education institutions worldwide to provide research, guidance and support for social and economic development in order to tackle global priorities such as advancing specialized knowledge and skills, exploring environmental challenges, battling poverty and hunger, epidemics and diseases, water supply challenges, health care, aging, gender inequality, the empowerment of women and minorities and so much more at the international, national, regional and local levels.

Acknowledging these global challenges and calls for support from all areas for leadership, along with shrinking distances and an interdependent, collaborative and supportive political, corporate and philanthropic climate, colleges and universities around the globe are gradually responding to the demand for preparing students for "Global Citizenship" (however broadly it may be defined from country to country and institution to institution) to enable their graduates to engage in and contribute to real-world issues in a socially responsible manner. In fact, this call

for action and leadership in support of global citizenship development as intrinsic to internationalization is now increasingly reflected in the institutional mission and vision statements, strategic plans, departmental profiles, course syllabi and learning outcomes at tertiary institutions around the globe (de Wit, 2009; Hudzik, 2015; Jones, 2014; Leask, 2014, Lilley 2014).

What is often missing in the institutional agenda for internationalization, however, is a definition of the concept of "global citizenship" or the "globally prepared" student, and what role the development of intercultural competence plays in this educational process. While the inclusion of developing a global perspective as part of one's educational journey seems as appropriate today as the idea of global citizenship was already in ancient Greece, as Schattle (2008) points out, it is a concept that today may best be examined from the vantage point of the development of cultural empathy or intercultural competence, reflected in "ways of thinking and living with multiple cross-cutting communities – cities, regions, states, nations, and international collectives…" (Schattle, 2007, p. 9). This empathy develops a sense of solidarity and connection which ideally translates into contributions through participation in the social, political, academic or professional life of one's community at home or in a foreign land, culminating in the cultivation of principled decision making. As Altinay (2010) emphasizes, "a university education which does not provide effective tools for students to think through their responsibilities and rights as one of the several billions on planet Earth, and along the way develop their moral compass, would be a failure." In this research study, education is framed as a developmental and formative process in response to globalization with an internationalized, reflective, empathetic and interculturally sensitive student body as a goal, as repeated emphasized by Leask (2015 p.60).

1.2. Background and Context of Study

The number of students worldwide studying abroad rose from 800,000 in 1975 to 4.5 million in 2012, according to the Organization for Economic Cooperation and Development. "It's been doubling once a decade," notes Peggy Blumenthal, senior counselor to the president at the Institute of International Education. "There are projections it will go up to 8 million in another 10 years." (Blumenthal, 2014).

According to McMurtie in the Chronicle of Higher Education (July 29,2013), the Obama Administration declared this century "America's Pacific Century", lending enormous support to linking the U.S. to Asia after strong support for the Western Hemisphere was announced in 2011 with the "100, 000 Strong Project", connecting the Americas through an exchange of 100,000 students in each direction with special emphasis on expanding opportunities for students from disadvantaged backgrounds, a historically underrepresented student population in study abroad. Similar efforts are under way with Asia. These kinds of alliances are anchored in the internationalization processes of higher education institutions from East to West and North to South, with the most prominent mobility models historically initiated and implemented in Europe (Erasmus, Socrates, and Erasmus Mundus). It is against this backdrop of efforts to democratize study abroad through access by all, that the development of "Global Citizenship" is becoming a concept of considerable attention and focus on resources at institutions around the globe in their internationalization efforts, beyond mere mobility (Killick, 2015). After all, internationalization in and of itself is already a broad and comprehensive concept for a very complex process even if limited to teaching, learning and research at academic institutions, as emphasized by de Wit (2002), when he reminds us that

As the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose. While one can understand this happening, it is not helpful for internationalization to become a catchall phrase for everything and anything international. A more focused definition is necessary if it is to be understood and treated with the importance that it deserves. Even if there is not agreement on a precise definition, internationalization needs to have parameters if it is to be assessed and to advance higher education. This is why the use of a working definition in combination with a conceptual framework for internationalization of higher education is relevant. (p. 114)

Following de Wit's call above for focus, the working definitions embraced in this research are those of Knight and Hudzik. "Internationalization is the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution" (Knight, 1994, p. 7) and "Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education" (Hudzik, 2011, p. 6). These definitions allowed me to establish a link between the institutional mission of Bellarmine University and the learning outcomes determined by faculty vote to be reflected in the Bellarmine graduate of the 21st century. Best of all, they allowed me to measure the success and impact of the actions taken, that are at the heart of my research – a reflective learner-centered pedagogy bridging the unknown and the familiar through intercultural mentoring in short term and long term learning abroad, as well as the impact of IaH strategies on those students who do not travel abroad, which at Bellarmine is around 65% of the undergraduate student body. At the

heart of such IaH strategies must of course be the integration of the curriculum (Leask, 2015, p. 41-52).

The attributes of the Bellarmine graduate of the 21st century (based on learning outcomes determined during the academic year 2006-2007) are in line with the published findings of the 2013 Hart Research Associates Study and the 2013 European Commission's Erasmus Impact Study. The European Commission's Erasmus Impact Study involved 78891 responses in total. 56 733 students (includes mobile students with and without Erasmus experience and non-mobile students), 18 618 alumni (83% mobile with and without Erasmus), 4 986 staff (academic and non-academic, mobile and non-mobile), 964 higher education institutions and 652 employers across the 34 countries participating in the study.

"To measure real developments in the skills of students and staff after their stay abroad, the EIS used six memo factors which are most closely related to employability: Tolerance of Ambiguity (acceptance of other people's culture and attitudes and adaptability), Curiosity (openness to new experiences), Confidence (trust in own competence), Serenity (awareness of own strengths and weaknesses), Decisiveness (ability to make decisions) and Vigour (ability to solve problems). These six memo factors are characteristics of personality traits. In addition, developments perceived by students, staff, higher education institutions and employers were also analysed. 51% of all mobile students and 52% for Erasmus students increased their employability skills as measured by the memo factors. The study also observed the impact of mobility on other skills related to employability that could only be analysed based on the statements of respondents. More than 90% of the students reported an improvement in their soft skills, such as knowledge of other countries, their ability to interact and work with individuals

from different cultures, adaptability, foreign language proficiency and communication skills. In addition, 99% of Higher Education Institutions reported a substantial improvement in their students' confidence and adaptability after an Erasmus period abroad." (European Commission 2014)

On the U.S. side, a study involving 318 employers conducted by "Hart Research Associates", also in 2013, examined employer needs vis-à-vis the tertiary preparation of their future employees and subsequently worked closely with the American Association of Colleges and Universities (AAC&U) on the development of recommendations for learning outcomes that would meet workforce needs for globally prepared citizens. Employers in this survey maintained that most of the emphasis in college teaching and learning should be placed on the following areas: 78 percent demand more emphasis on the application of knowledge and skills in real-world settings, 91 percent of employers agree that all students should have experiences in college that teach them how to solve problems with people whose views are different from their own, including 57 percent who strongly agree with this statement. They widely agree that all students should receive civic education and learn about cultures outside the United States, (78 percent total agree, of which 26 percent strongly agree). More than nine in ten of those surveyed say it is important that their hires demonstrate ethical judgment and integrity, the capacity for continued new learning, and intercultural skills (Hart Research Associates, 2013).

Communicating and managing across borders, developing awareness of cultural differences and having the flexibility and capacity to adjust to multicultural environments are cited not only by future employers, but in a multitude of academic reports, surveys and publications. While the American Council on Education (ACE) reported in 1998 that fewer than 7% of students in higher education are achieving basic standards of global preparedness (cited in

Spitzberg, 2012), the number of students engaged in activities that are supportive of such standards is increasing. In 2011, the Institute for International Education (IIE) reported a dramatic increase in the mobility of students, quoting the Organization of Economic Cooperation and Development (OECD) figures of 3.3 million students currently studying outside of their own country, which according to IIE represents a 65% increase in student mobility since 2000 (IIE, 2011). The IIE maintains "while international mobility among students and scholars is not a new phenomenon, new trends have emerged in the last decade and continue to shape a rapidly changing landscape in international higher education" (IIE, 2011).

Alongside the analysis of quantitative mobility trends, there is also a growing trend towards assessment of what all this mobility produces in terms of student learning or better yet, what it should be producing in terms of outcomes, particularly vis-à-vis the development of intercultural competence. Over 30 major instruments and inventories are available to examine and quantify the development of intercultural competence. From advocates representing such organizations as the Association of American Colleges and Universities (AAC&U), the Brookings Institution, the International Association of Universities (IAU), the Modern Language Association (MLA), to corporate America's expectations of the 21st century workforce, and individual voices such as social critic Daniel Yankelovich, we hear demands such as, "We need to understand other cultures and languages." "Our whole world must become less ethnocentric, less patronizing, less ignorant of others, less Manichaean in judging other cultures, and more at home with the rest of the world. Higher education can do a lot to meet that important challenge." (Yankelovich, 2005)

The U.S. study abroad community in particular has for decades relied on study abroad to do just that through its students' "intercultural experiences abroad". As Hans de Wit points out,

"Internationalisation in European higher education has developed over the past 20 years, from a marginal point of interest to a central factor – also called a mainstreaming of internationalization. ……. The mainstreaming of internationalisation assumes a more integral process-based approach, aimed at a better quality of higher education and competencies of staff and students" (de Wit 2012, p.5). The development of one of those competencies, *intercultural competence*, is the focal point of my research. Higher Education has traditionally embraced the view that students abroad will develop these valuable skills naturally through contact (Positivist Paradigm), and immersion (Relativist Paradigm), mostly because students returning home have long reported that the experience has "transformed" them, often supported by their advisors and/or peers. With a paradigm shift and "reconstruction of the field" in the theoretical vein of Kuhn's work and grounded in social construction theory (Berger & Luckmann, 1967; Kuhn, 1967), these assumptions have been re-examined and challenged during the latter part of the last century by the constructivists in the field (M. Bennett, 1986, 1993, 2004; Kolb 1984) and go back to the idea of "organizing reality through observer/observation/observed interaction" (Piaget, 1954; Kelly, 1963). This focus on the construction of reality is the theoretical framework of this research project. Thus, it is positioned within the examination of cross-cultural contact and intercultural learning of the aforementioned three major paradigms: the positivist, relativist, and constructivist (M. Bennett, 2004, 2010, 2012) in support of internationalization of higher education .

Within this framework of intercultural, reflective learning abroad, outcomes assessment in a variety of intercultural learning environments is a must. As Hudzig and Stohl emphasize "the lack of attention to assessment ultimately weakens the priority which the institution gives to internationalization", and "assessments of internationalisation need to be aligned with core

missions of the institution (Hudzi and Stohl, 2009, p. 10). Core aligned assessment is most definitely the focal point of this research as the following chapters will demonstrate with much detail. In fact, both, the qualitative and quantitative assessment of this research is a vital component of a sustainable pedagogy and highlighted in the Intentional Targeted Intervention (ITI) Model, which is based on experiential, affective and transformational learning (Savicki 2008). This model stresses strategic and critical thinking as well as integrated cultural experiences and reflection which align learning outcomes with a student's intercultural experience (Braskamp, Braskamp & Merrill, 2009). Longitudinal and cross-sectional data sets of various student groups and cohorts were collected and analyzed in the context of national and international data from the field of international education with regard to the aforementioned paradigm shift in learning and outcomes assessment in education abroad. The outcomes of these multiple sets of studies conducted at Bellarmine University during the years 2008-2012, are reflecting significant opportunities for a systematic teaching and learning approach via a pedagogy that is applicable across cultures and sustainable over time.

1.3. Scope of Study

1.3.1. Design

This is a mixed methods, cross-sectional and longitudinal study which measured primarily the intercultural competencies of undergraduate students over 4 years, both before and after long and short term study abroad programs, service abroad, internships abroad, international clinical placements, student teaching abroad, as well as the intercultural competence of those not engaging in any international experiences. This study utilized primarily the Intercultural Development Inventory (IDI) developed by Hammer and Bennett. The 50-question IDI is a continuum-based on line assessment tool that reliably assesses an individual's

orientations toward cultural differences and commonalities, ranging from mono-cultural (denial, defense), transitional (minimization) to poly-cultural (acceptance and adaptation).

Secondarily, the study measured knowledge, skills and attitudes of the same student population and aligned it with the University's strategic plan in terms of curricular learning outcomes via the Global Perspectives Inventory (GPI), a 65 item on line instrument, allowing an examination of Bellarmine student outcomes between 2008-2012 and a comparison to over 48,000 undergraduate students at more than 48 public and private four-year colleges and universities since 2008.

Because of the complexity of the concept of Intercultural Competence development, Deardorff (2009) maintains that a multi-method, multi perspective assessment approach must be considered (p.483). Thus, this study does in fact include both, pre and post quantitative assessment via the IDI and GPI, in addition to qualitative assessment of student writings, reflections, and participative observations. The above are imbedded into a 16 week, semester long, on-line course that allows for intervention in the intercultural development process while students are abroad by engaging students in reflective analysis of their experience abroad, designed to move them along the continuum of the developmental model of intercultural sensitivity, and based on the definition of IC as outlined by Bennett (1993) and Hammer, Bennett and Wiseman (2003): The capacity to shift cultural perspective and adapt behavior to cultural difference and communalities. Qualitative student writings demonstrating the above were examined in addition to and in support of quantitative assessment data and are offered in great detail via one sample focus group in chapter five of this study.

1.3.2. Site and local context

Between 2006-2008, Bellarmine University in Louisville, Kentucky/USA, debated the identification of a "pocket of excellence" worthy of additional development within the context of the University's ten year re-accreditation plan monitored and guided by Southern Association of Colleges and Schools (SACS). In 2008 the "Internationalization of Bellarmine University" was identified as that pocket of excellence via campus wide faculty and staff ballot and approval by the Board of Trustees as part of the University's Vision 2020 agenda. A support team comprised of faculty, administrators, staff and students was identified and the researcher was charged with leading the internationalization initiative in terms of content development, funding and implementation.

A campus wide survey, adapted from a ranking document created by the American Council on Education (ACE) Working Group on Assessing International Learning, sponsored in part by the Fund for the Improvement of Post-Secondary Education (FIPSE) of the U.S. Department of Education, was used to identify the most desirable learning outcomes for a "globally competent" Bellarmine graduate. The focus of this faculty/staff survey was on knowledge, skills, and attitudes, which were reflective of the institution's mission, vision, and strategic plan and ultimately aligned with the GPI. According to the faculty survey, the most desirable learning outcomes (identified by faculty majority vote) in these three categories were:

KNOWLEDGE: *A Bellarmine graduate understands his/her culture in a global and comparative context— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based on cultural differences.*

SKILLS: *"A Bellarmine graduate adapts his/her behavior to interact effectively with those who are different. "*

ATTITUDES: *"A Bellarmine graduate accepts cultural differences and tolerates cultural ambiguity."*

The institution's international advisory committee under the researcher's leadership reviewed available instruments such as the BEVI (Beliefs, Events, and Values Inventory), CCAI (Cross Cultural Adaptability Inventory), the COI (Cultural Orientations Indicator), the IDI (Intercultural Development Inventory), and the GPI (Global Perspectives Inventory) in order to determine the most suitable instrument to measure the campus-wide identified learning outcomes. From the above instruments, and by consensus, the IDI was determined to be the most valid and reliable instrument based on various research studies to measure the development of intercultural sensitivity, and due to the fact that it is rooted in the theory of the Developmental Model of Intercultural Sensitivity (DIMS), focusing on constructivist concepts to describe and measure the process of intercultural learning and development, which is at the heart of a liberal education.

A second instrument, the GPI was chosen based on its relevance and relationship to the University's strategic plan. In essence, in the absence of a national context for the IDI data, the GPI was added to contribute *additional* insights within the context of national data on preparing students for global citizenship. The GPI was not used as a developmental teaching tool as was the IDI. The IDI and GPI assessment project was financed with the proceeds from a private foundation grant (secured by the researcher), that targeted the internationalization of Bellarmine University via a multipronged approach, with special focus on the examination and development of intercultural sensitivities and competencies, which became the primary focus of this research study.

1.3.3. Research question

If the impact of internationalization of higher education is measured in part by the level of intercultural competence developed by its graduates, then can a four year college experience at institutions of higher education in the United Sates develop such intercultural competences through a variety of activities and high impact experiences that expose the student to difference via curricular and extracurricular learning abroad; and if it can, to what extent and how can it best be accomplished?

1.3.4. Methodology

The methodology in this series of longitudinal and cross-sectional 4 year studies consists of a literature review, student and document writing analyses, videotaped and transcribed student interviews, questionnaires, surveys and extensively applied assessment tools such as the internationally reliable and validated IDI, anchored in the theory of the DMIS, as well as the GPI. IDI and GPI data were collected in various forms over the course of 4 years (2008-2012): First for *'Freshmen only'* over 4 years (2008-2012), secondly for *'Seniors only'* over the course of 4 years (2008-2012), thirdly for a *'specific 4 year FF to SR cohort of students'*, fourthly, for *'specific faculty led short term programs'*, fifthly, quantitative and qualitative data were collected from a particular *'focus group of students'* at the end of the four year study (fall 2012). These students were enrolled in the researcher's "Transcultural Experience through Cultural Immersion" on line course which allowed for combining quantitative and qualitative sampling and review of student development along the continuum of the DMIS and as assessed by the IDI in tandem with student reflections and writings over the course of up to six months of guided pre-during and post learning abroad.

1.3.5. Data Collection and Analysis

Four years of data collected by the researcher were analyzed according to the individual experiences students had during their 4 year collegiate journey. High impact university experiences were coded since 2008, reflecting a variety of "intercultural encounters", allowing for a broad analysis of levels of development of intercultural competence, as measured by the IDI, ranging from 4 years spent in classrooms on campus to students engaged in a variety of off campus experiences such as traditional study abroad, service, internships, student teaching, clinicals abroad, short term and long term study abroad, American "island program" experiences, and direct enrollment settings at exchange partner universities abroad.

With the help of the IDI, research results for 1802 students were examined against subgroups within Bellarmine. The groups consisted of students who did not engage in any leaning abroad, students who participated in study abroad (long-term, short term, consortia led, faculty led, direct enrollment at partner universities), service abroad, teaching, and clinicals abroad. Since extensive national data were accessible to the researcher from the Global Perspectives Institute for the GPI, Bellarmine's 4 year GPI group results of 1573 students were examined against national GPI data sets of 13062 students for a total of data on14635 students, while this national comparison was not possible for the IDI data. Based on the findings of the IDI and GPI results, pedagogical and curricular recommendations are offered to the intercultural education community at large, making this as a research study with definite contributions to the field of higher education pre, during and post this study.

1.3.6. Purpose of Study and Innovation

This study examines the benefits and measurable learning outcomes via a liberal arts general education curriculum enhanced by a cultural immersion approach in learning abroad,

embracing the recent paradigm shift to an experiential constructivism approach in learning abroad, i.e. examining the need for and benefits of intervention pre, during, and post learning abroad via specific pedagogical programming.

According to recent research (Vande Berg et.al. 2012), the earliest attempts at intervention in authentic experiential and cultural immersion settings began in 1995 at Bellarmine University in Louisville, Kentucky, and in the late 1990s at AUCP in France (Engle & Engle, 2003) as well as at Aquinas College, followed by Willamette University (Lou & Bosley 2012). Thus, Bellarmine's practice was groundbreaking in that it was the first documented site where intervention was practiced (Vande Berg 2012, 2009) *online* via a 3 credit hour course while students studied in direct enrollment at German, French and Spanish speaking universities in the 90s, guided by the researcher (then Chair of the Department of Foreign Languages and Director of International Programs). By 2002, this intervention approach was expanded by the researcher in collaboration with Kris Lou (2008, 2012) initially at Aquinas College, and later at Willamette University to serve all majors on long term study abroad by making a modified version of the 3 credit hour on line course available in English to all schools at Willamette University and Bellarmine University with study abroad options at over 150 partner universities around the globe.

By 2004, the researcher became certified in the administration of the IDI and the IDI, as a quantitative theory based measurement, was added to all the existing qualitative assessment of students abroad via a 3 credit hour online course anchored in the general education curriculum. The course is one of many 300 level Junior seminar courses, with the difference that this option is accompanying students on-line while in immersion settings abroad for 1-2 semesters. In

addition to the on-line portion, this course is anchored by pre-departure and re-entry seminars/workshops.

The model is also innovative in that it combines in one learning community, both, domestic and international students, all of whom are confronting cultural differences found in ten or more countries and cultures around the globe in any given class, thereby elevating culture learning to a meta level for the entire group. At this point, my literature review, as well as my conversations with leading international education experts in the field, have revealed that no other intervention program (besides at Bellarmine and Willamette) that encompasses individualized pre, during and post intervention pedagogy, while also including international students, is currently being conducted for students studying across the globe in a meta culture learning setting, emphasizing the truly innovative nature of this study.

By 2008, the IDI was introduced campus wide at Bellarmine University as a quantitative assessment tool to determine the level of intercultural competence upon arrival as Freshmen at Bellarmine University, as well as upon graduation from Bellarmine. In addition, a 4 year cohort was examined from freshman to senior year, which makes this study unique in that it examines the development of intercultural competence as measured by the IDI from a multitude of perspectives and with a large research sample of 1573 subjects. Thus, this 2008-2012 study currently exceeds the dimensions of the last comprehensive study, the 2003-2005 Georgetown Consortium Study in (Vande Berg, Conner-Linton, Paige, 2009) which primarily measured the impact of study abroad on the development of intercultural competence for 1159 students with a control group of 138 no study abroad students. The Georgetown Consortium Study only peripherally examined intervention pedagogy as a tool for the development of intercultural competence via *one* single program of students of French at AUCP in France (Engle & Engle,

1999). The purpose of this research is to examine the value and capacity of intervention pedagogy in order to enhance the development of intercultural competence for students involved in learning abroad. Its innovative approach has already at this point contributed to the field of learning abroad. Universities and institutions in Asia, Latin America, Africa and Europe in addition to the U.S. have adopted the pedagogical approach in parts or as a whole (see 4.3. p. 1xx for a current list of intuitions and organizations).

1.3.7. Limitations of the Study

There were some limitations experienced with this research study.

1) At first glance the study might be viewed by some as U.S. centric. This is deliberate since the research question states that the goal of the study is to develop an effective pedagogy for adoption and/or adaptation in a four year liberal arts system of higher education. However, having informally shared some of my research results and intervention pedagogy with colleagues around the globe has indeed sparked interest in my research and application beyond the borders of the United States and in very different educational systems as mentioned above.

2) For some, the use of the IDI is viewed as controversial since its use appears not to be financially feasible on a larger scale by some institutions.

3) Another limitation is that in order to be able to administer the IDI on campus, there must be a trained IDI administrator on staff. The training fee is currently $2000. The 'per student' pre and post testing fee is currently U.S. $22. However, it is important to remember that institutional commitment to internationalization assessment can overcome this limitation. In this study, the instrument was selected after a thorough review of a number of instruments and by group consensus to be the most appropriate

for *this* higher education study, in spite of its cost. The cost for this study was covered by outside funding via a Foundation grant, secured by the researcher.

4) While my study involved both U.S. domestic students studying in programs and at partner universities around the globe, the number of international students who participated in the pedagogical model on my U.S. campus in a reverse study abroad environment was too small to analyze statically for important data that has never been addressed in any IDI research, namely a comparison of IDI results for participants who take both IDI language options simultaneously – the IDI in the mother tongue and the IDI in English, the main language of the IDI. Research for another dissertation!

5) Further research should perhaps aim to duplicate a study such as this one at a large non U.S. research university in order to examine if the outcomes assessment can be easily transferred to a) other national educational contexts around the globe, or b) to other types of educational institutions (community colleges, graduate schools etc.).

6) It must also be noted that the proprietary administration and research limitations of the IDI do not currently allow for any type of comparative studies with similar instruments.

7) The limitations (though minor) in the use of the GPI were such that I used the instrument during the first years of its public administration in 2008-2012, which were followed by several instrument adjustments coming out of the University of Chicago under the leadership of Larry Braskamp.

CHAPTER TWO: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK
2. 1. Introduction

With intercultural competence clearly identified as a desirable learning outcome for 21st

century graduates, this study is focused on examining a particular pedagogical model for

integrating the development of intercultural competence into the curricula of higher education

institutions in the United States by linking it to mobility, while answering the questions why,

how, and to what effect. *Why?* As pointed out in Chapter One, the number of students studying

"abroad" has risen to 4.5 million per year and is doubling every decade. However,

internationalization and the concept of "globally prepared students" for the workforce of the 21st

century can no longer be connected merely to mobility. With typical acumen, De Wit and Knight

point out the complexity of internationalization, reflected in four categories: 1) the activity

approach, 2) the rationale approach (purposes and intended outcomes), 3) the competency

approach (learning competencies, career competences, global competence, transnational

competence and international competence), and 4) the process approach (integration/infusion of

activities, academics, policies and procedures, and strategies) (de Wit, 2002, p. 117-118). De Wit

takes this further by not just focusing on students, but also addressing faculty and staff as

necessary targets of the internationalization process when he reminds us that

"internationalization efforts are intended to enable the academic community to have the ability to

understand, appreciate, and articulate the reality of interdependence among nations and to

prepare faculty, staff, and students to function in an international and intercultural context" (de

Wit, 2002, p. 96). In concert with de Wit,, a chorus of expert voices around the globe asserts in

unison, although with varying points of emphasis, that intercultural competence is a cornerstone

of these internationalization efforts. In essence, there is general agreement that 1) universities

need to focus on preparing students to be globally competent; 2) the general method to achieve

this goal is to internationalize the university in terms of populations (faculty, staff, and students), curricula (expanding the breadth and depth to include international foci) and curricular and co-curricular programming (through mobility abroad and on- and off-campus, local programs); and finally that 3) the development of intercultural competence as a fundamental component of global citizenship deserves explicit emphasis in the three areas noted above in item 2. To illustrate the foregoing, Deardorff and Jones (2012) note "with the rising interest in the development of global perspectives through internationalization and in intercultural education for the multicultural society, intercultural competence development is emerging as a central focus – and outcome – of many internationalization efforts"(p.283). Chao (2014) argues that internationalization must "mold global citizens who are culturally adept and competent to contribute to the various grand challenges of the changing world order."(p.4) Leask (2014) notes that although university policy statements either implicitly or explicitly link the notion of internationalizing the curriculum with the general outcome of interculturally competent graduates, they neglect to articulate how the process of internationalization is connected to the students' learning. Leask asserts further that a definition of an internationalized curriculum must "emphasize the active involvement (engagement) of students in the learning process and through this the systematic (purposeful) development of international and intercultural learning outcomes"(p.5). Regarding the earlier question of *how* will we go about the development of intercultural competence, Jones (2014) adds to the chorus by pointing out that "relevant intercultural learning outcomes will need to be incorporated into curricula for all students – not simply opportunities for international mobility – and innovative assessment tasks developed which measure whether the outcomes have been achieved."(p.8) In addition, all appear to agree that an internationalized curriculum includes a serious focus on creating an intercultural learning

environment (programming) at home, in addition to advancing mobility, as Lilley (2014) argues: "there is a need for future research to explore learning experiences that take students 'out of the comfort zone', away from their social peers and engage in intercultural learning 'at home'"(p.5). Hammer (2008) emphasizes that the "ability to engage in effective interaction across cultures is a core capability in the 21st century" (p.213). The American Association of Colleges and Universities (AAC&U) summarizes the task at hand by maintaining "the call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community" (Rhodes, 2010, p.1).

> The American Council on International Intercultural Education (ACIIE) developed an organizational definition of global competence and adopted nine explicit goals of a "globally competent learner":
>
> The globally competent learner………
>
> 1. is empowered by the experience of global education to help make a difference in society
>
> 2. is committed to lifelong, global learning
>
> 3. is aware of diversity, commonalities, and interdependence
>
> 4. recognizes the geopolitical and economic interdependence of the world
>
> 5. appreciates the impact of other cultures on American life
>
> 6. accepts the importance of all peoples
>
> 7. is capable of working in diverse teams
>
> 8. understands the non-universality of culture, religion, and values
>
> 9. accepts the responsibility for global citizenship. (ACIIE, 1996, p. 3).

None of this is to say, however, that universities are doing a good job of achieving these ends. Indeed, a primary focus of this study is to examine the success of one particular pedagogical model for intervening in the experiential, academic and cultural immersion of learning abroad to develop intercultural competence, and to what extent this model is replicable at institutions around the globe.

I will begin by examining the literature on the discussion of *competence* in general and intercultural competence in particular, followed by a review of existing intercultural models. I will next review the theoretical approaches to intercultural learning via a discussion of the three major paradigms within the historical context of learning in study abroad. This is of particular importance when one considers pronouncements such as AAC&U's above and the ubiquitous similar references from higher education institutions across the globe that promote the notion of "global citizens" or leaders in "global society," etc. We must not only ask whose community, or whose society? We must also consider the nature of experience and learning within a community, within the social context. In so doing, it is vital to focus attention on the theoretical framework, or paradigm, through which one approaches these questions. Theoretical paradigms carry with them explicit and implicit answers to these questions. I will then focus on the emerging paradigm of experiential constructivism, upon which the pedagogy for intervening in the experiential learning process, with the objective of facilitating intercultural learning, will be presented. This analysis will be followed in chapter three by a close examination of the assessment tools needed to a) build on constructivist developmental learning theory, and to b) offer the necessary dimension of utilizing the assessment tool to engage in intentional targeted intervention pedagogy.

2.2. Concepts of Intercultural Competence

I will outline here the early definitions and illustrate gaps in those theoretical frameworks. In order to conceptualize the development of intercultural competence through learning abroad, it is relevant to examine the idea of competence and competence based education. While Pottinger admonishes "The word competence has become one of the most abused words in our pedagogical vocabulary"(Pottinger, 1979, p. 35), Bowden and Marton (1998) place competence in the context of performance and maintain that "the basic principles and intentions of competency-based education have remained essentially unchanged since the 1960s" with a "focus on outcomes, greater workplace relevance, outcomes as observable competencies, assessments as judgments of competence, improved skills recognition" (p. 99). Velde and Svensson (1996) view competence as "relational, interpretative, holistic, and contextual", thus emphasizing the need for integration and application of knowledge and learning (as cited in Bowden & Marton, 1998). Scholars like Havelock, Hasler, Flew, McIntyre, Schofield, and Toby have described competence as "the possession of the abilities required to manage a particular challenge in a particular context" with the development of competence demonstrated within a range of contexts (Havelock, Hasler, Flew, McIntyre, Schofield, & Toby, 1995, p. 39-40). Boys (1995) advocates that there are conscious and unconscious levels of competence when maintaining that "competence is a mixture of the unconscious as well as the conscious and the unarticulated as well as the articulated" (as cited in Edwards & Knight, 1995, p. 38). Boys (1995) also reminds us that there is a difference between core competence and personal competence in which personal competence does not rely on various levels of achievement but "rather it is accepted that [personal competence] development varies between individuals and is affected by their experience and opportunities and motivation for development" (Boys, 1995, p. 47), and

thus closely connected to the field of learning abroad, as it offers new and novel opportunities and experiences in motivating new environments. The communication scholars, Spitzberg and Cupach (1984), note that "Fundamental competence" is "an individual's ability to *adapt* effectively to the surrounding environment over time to achieve goals" (p. 35) and that "no other aspect of competence and effective social functioning seems so universally accepted as the ability to adapt to changing environmental and social conditions" (p. 35) which Spitzberg and Cupach (1984) point out is documented in a wealth of literature (Baldwin, 1958; Brunner & Phelps, 1979; Flavell, Botkin, Fry, Jarvis & Wright, 1968; Foote & Cottrell, 1955; Hale & Delia, 1976; Hart & Burks,1972; Ivey & Hurst, 1971; Moment & Zaleznik, 1963; Ritter, 1979; Sundberg, Snowden, & Reynolds, 1978). As Spitzberg and Cupach observe, adaptability is "at the core of nearly all competence constructs," with the understanding that awareness of one's "physical and social environment" is a "requisite for adaptability" (p. 36), while also clearly linking competence to behavior, emphasizing that "specific abilities underlying or manifested in the performance of competent behavior" (p. 41) need to be taken into consideration. When expanding the definition to *intercultural competence*, Janet Bennett mirrors this perspective in her claim that there is "emerging consensus around what constitutes intercultural competence which is most often viewed as a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (J. Bennett, 2008a, p.16; see also Deardorff, 2009, p.122). A much earlier, but closely related and often cited definition of intercultural competence was introduced by Robert Hanvey (1976) describing five dimensions of global education. Four of these are passive and involve awareness or consciousness, while one is an active dimension.

- *Perspective consciousness:* An awareness of and appreciation for other images of the world

- *State of the planet awareness:* An in-depth understanding of global issues and events

- *Cross-cultural awareness:* A general understanding of the defining characteristics of world cultures, with an emphasis on understanding similarities and differences

- *Systemic awareness:* A familiarity with the nature of systems and an introduction to the complex international system in which state and non-state actors are linked in patterns of interdependence and dependence in a variety of issue areas

- *Options for participation:* A review of strategies for participating in issue areas in local, national, and international settings.

(as cited in Tye, 1991, p. 53, emphasis added).

Tye (1991) adds to Hanvey's definition a variation of Janet Bennett's definition by noting that global education must also embrace "perspective taking – seeing things through the eyes and minds of others" (p. 163). Fantini, Arias-Galicia and Guay (2001) agree with Tye (1991) and Janet Bennett in that they too emphasize that intercultural competence encompasses "multiple abilities that allow one to interact effectively and appropriately across cultures" involving knowledge skills and attitudes (p. 8). Pusch (1994) and Gudykunst (1994) add to the above perspective the importance of mindfulness (which Harvey refers to as awareness of consciousness), tolerance for ambiguity, behavioral flexibility, cognitive flexibility, and cross-cultural empathy as important prerequisites for the development of intercultural competence. The Intercultural Competence Assessment (INCA) model, developed in Europe, focuses on 6 components of intercultural competence very similar to those cited by Hanvey, Fantinia, J. Bennett, Pusch and Gudykunst above: Tolerance for ambiguity, behavioral flexibility,

communicative awareness, knowledge discovery, respect for others, and empathy. But, in addition, the INCA model also offers motivation and skill rubrics for all six of these components (Prechtl & Lund, 2007).

While there is a great deal of overlap and agreement in the definitions of intercultural competence, most of these are distinctively Western definitions of intercultural competence, reflecting a definite gap between Western and Eastern perspectives. The work of scholars in Asia is quite limited and mostly involves the definition of communication competence, and not necessarily intercultural competence. As an example, Yum (1994) points out aspects of Korean communication competencies as sensitivity, indirectness, being reserved, empathy, and being transcendental, while always focusing on the group, rather than on the individual. From a Chinese Asian perspective, G. Chen (1993) supports Yum's notion, as he emphasizes harmony as the primary goal of human behavior which carries over into the harmony of relationships.

Throughout the literature on intercultural competence, however, I see as one common thread the emphasis on the development of an ability to step outside of one's own cultural context and function effectively and appropriately with others from culturally different contexts. The discussion terminology used by researchers often varies and includes intercultural competence, intercultural communicative competence, cross-cultural adaptation, intercultural competence, and intercultural sensitivity, with all of them generally pointing in the same direction. However, Hammer, Bennett, and Wiseman (2003) advocate for a distinction between intercultural sensitivity and intercultural competence. From their perspective, intercultural sensitivity is "the ability to discriminate and experience relevant cultural differences" whereas intercultural competence is "the ability to think and act in interculturally appropriate ways" (p. 422), and is thus the more advanced and desirable level for citizens of the 21st century to

develop. Kim and Ruben (1992) state that the use of "intercultural competence" is preferable over just cultural competence, because "the term is not bounded by any specific cultural attributes" (p. 404).

For purposes of this study, the term "intercultural competence" will be the operational terminology, alongside Kim and Ruben's rationale for using *"intercultural"* and in consideration of the pedagogy developed by the researcher which embraces meta-level cultural learning over specific culture learning and was in part guided by the review of the taxonomy of the intercultural competence models following below.

2.3. Taxonomy of Intercultural Competence Models

Cultural empathy or intercultural competence is commonly articulated as a goal of global education…... Intercultural competence occupies a central position in higher education's thinking about global citizenship and is seen as an important skill in the workplace. (M. Green, 2012a (website)

While much lauded as one of the most desirable characteristics defining the global citizen in the new millennium, the acquisition of intercultural competence has occupied researchers for several decades as reflected in the literature review in the previous section. Building on the conceptualization of intercultural competence just discussed, a review of the various models is in order to contextualize the model selected for the intervention pedagogy which is the focal point of this study. Between 1955 and 2008, a number of intercultural competence models were introduced to the international community, reflecting the many definitions discussed earlier. Upon closer examination they seem to have a major characteristic in common, namely a focus on a set of *knowledge, skills, and attitudes* identified as the basic elements of intercultural competence. However, most are neglecting the developmental nature of a more constructivist

approach of defining intercultural competence as reflected in M. Green's (2012a) quote above, especially with reference to the developmental capacity building of *empathy* as a crucial element of one's educational journey. Spitzberg & Changnon (2009) are offering a broad based heuristic analysis of contemporary models of intercultural competence. The table below reflects a visual summary of the five models discussed in their taxonomy. I organized it by authors' names only (no titles), and via a typology of ordering, rather than merely using a chronological ordering for a sequential review. Spitzberg & Changnon divided the models into the following types: *compositional, co-orientational, developmental, adaptational, and causal path models.*

Table 2.1.

I Compositional Models	II Co-orientational Models	III Developmental Models	IV Adaptional Models	V Casual Path Models
Deardoff & Hunter (2006)	Kupka (2008)	M.J. Bennett (1986, 2003, 2006)	Navas et al (2007)	Arasaratnam (2008)
Hunter, White & Godbey (2006)	Rathje (2007)	Gullahorn & Gullahorn (1962)	King and Baxter Magolda (2005)	Griffith & Harvey (2000)
Ting-Toomey & Kurogi (1998)	Byram (1997, 2003)	Lysgaard (1955)	Berry, Kim, Power, Young & Bujaki (1989)	Deardorf (2006)
Howard Hamilton, Richardson & Shuford (1998)	Byram et al (2001)		Kim Y.Y. (1988)	Ting-Toomey (1999)
	Fantini (1995)		Gallois, Franklin-Stokes, Giles & Coupland (1988)	Hammer, Wiseman, Rasmussen, Bruschke (1998)
				Imahori, Lanigan (1984)
				Spitzberg, Cupach (1984)

Taxonomy of intercultural competence models based on Spitzberg and Changon (2009)

***Compositional Models* (I),** according to Spitzberg and Changnon (2009), "(…..) identify

the hypothesized components of competence without specifying the relations among those

components". (Spitzberg & Changnon, 2009, p. 10). These models tend to be "lists" of pertinent

characteristics of knowledge, skills and attitudes without any theoretical connections among

them. The Deardorff pyramid model (2009), the most significant model among the composition

models on this list is the only model that is currently research based, combining the acquisition

of knowledge, skills, and attitudes with comprehension. According to Deardorff, there must be a

base, defined by attitudinal characteristics of respect, curiosity, and openness which will then

guide the development of knowledge, skills, and attitudes, and ideally will be leading to the

desirable internal outcomes of adaptability and empathy, and further to the external outcomes of

effective and appropriate communication and behavior when confronted with cross-cultural

challenges. In developing the Pyramid Model of Intercultural Competence, Deardorff (2009)

brought together a cadre of intercultural experts in order to develop a definition of intercultural

competence. This attempt resulted in a list of more than 300 factors and concepts associated with

intercultural competence (pp.36-43). She stressed the commonalties and similarities among all of

these and ultimately incorporated 20 of the 300 aspects into her process model of intercultural

competence (p.480). Deardorff (2009) defined intercultural competence "as the *effective* and

appropriate behavior and communication in intercultural situations" (p. 479). This model will be

discussed further in its process model format later on as one of the causal path models dually

identified by Spitzberg & Changnon.

***Co-orientation Models* (II)** "(…) are primarily devoted to conceptualizing the

interactional achievement of intercultural understanding or any of its variants (e.g., perceptual

accuracy, empathy, perspective taking, clarity, overlap of meaning systems)." (Spitzberg &

Changnon, 2009, p. 10). While these models share a number of characteristics with other models, their authors believe that people can develop knowledge, skills and attitudes that will enable them to be quite effective in more than one culture, while at the same time being conflicted in their identities, along the lines of Bennett's concept of encapsulated marginality (1993) where someone is confused and never truly at home in any one culture. As with the compositional models, the co-orientational models neglect the time dimension and the role it plays in interaction. "Not only is time an important causal consideration in terms of *what follows what* (emphasis added) in the process of a given interaction, but it is also an inevitable factor to consider in any ongoing relationship among representatives of different cultures" (Spitzberg & Changnon, 2009, p. 21). Accounting for the element of time however, is dominant in developmental models which are focusing on stages of progression over time.

Developmental Models (**III**) "have in common a recognition that competence evolves over time, either individually or relationally, or both. Recognizing both rich traditions in developmental Psychology and the more recent developments in understanding personal relationships, developmental models draw attention to the prospect that relationships are capable of becoming more competent through ongoing interaction that produces greater co-orientation, learning and incorporation of respective cultural perspectives" (Spitzberg & Changnon, 2009, p. 21). The understanding is that through exposure and guided reflective interaction, individuals progress from a more ethnocentric world view to a more ethnorelative appreciation and understanding of other cultures, and otherness as such. As Hammer emphasizes, "The assumption of the model is that as one's experience of cultural difference becomes more complex, and sophisticated, one's potential competence in intercultural relations increases" (Hammer et al., 2003, p. 423).

Adaptational Models **(IV)** *"* (….) tend to emphasize the process of adaptation itself as a criterion of competence" (Spitzberg & Changnon 2009, p. 24). In addition, adaptational models are more dyadic than the compositional models, which are generally rather monadic in nature and ignore developmental factors of the individual, as Spitzberg and Changnon point out, but it was not their intent to focus on *individual* development to begin with, and rather on the interdependence of the multiple interactants involved in continual *mutual* adjustment. Thus, "competence is evaluated both within one's group and between groups, and depending on the affiliation and solidarity these different speech communities elicit in a person, competence may be revealed by either adaptation to the self's own group or to the other group with which interaction is engaged" (Spitzberg & Changnon 2009, p. 26).

Causal Path Models **(V)** (…) "attempt to represent intercultural competence as a theoretical linear system, which makes it amenable to empirical tests by standard cross-sectional multivariate techniques. Causal path models ted to conceive variables at a downstream location, which successively influence and are influenced by moderating or mediating variables that in turn influence upstream variables ……….. These collective variables are predicted to influence motivation to interact competently, which then also influences competence (Spitzberg & Changnon 2009, p. 29)". The authors include in the list of causal path models also the Deardorff process model (2006a) which they initially anchored in the compositional models, since it features explicit outcomes vis-à-vis knowledge, skills, and attitudes. This model follows a grounded-theory approach, focusing on both deductive and inductive processes. Deardorff established aspects of intercultural competence agreed upon by 23 leading experts in the field, identifying *KNOWLEDGE*: cultural self-awareness, deep cultural knowledge, sociolinguistic awareness; *SKILLS*: listening, observing, evaluating, analyzing, interpreting, relating; and

ATTITUDES: respect, openness, curiosity and discovery at the base of the model. With causality underlying all of the causal path models, they seem to lend themselves easily to research and empirical testing. However, as Spitzberg and Changnon maintain, "These very strengths also reveal one of the weaknesses of these models – to the extent they build too many feedback loops or two-way arrows (causal paths), they reduce their value as guides to explicit theory testing through hypothesis verification of falsification" (Spitzberg & Changnon 2009, p. 33).

With fifty years of scholarly work invested in the development of a plethora of models, most of them concentrating on Western concepts of competences, we have yet to design the ideal model, a model that respects the cross-cultural generalizability of all of these models and their respective measures. One might also pose the question if this range of models perhaps is a reflection of the cultural diversity itself. In this case, we might indeed be required to maintain a long list of parallel models. Nevertheless, as noted earlier, at the core of most of these models of intercultural competence, no matter who the author or cultural context, we identify the focus on empathy, perspective taking and adaptability. Spitzberg and Changnon emphasize that "(…) as a rather general criterion of quality, it is proposed that the more a model incorporates specific conceptualizations of interactants' motivation, knowledge, skills, context, and outcomes, in the context of an ongoing relationship over time, the more advanced the model. (Spitzberg & Changnon, 2009, p.44)." They furthermore emphasize in their review of existing intercultural models with over 300 theoretically distinct constructs, that "(M)odels are necessarily simplified versions of the reality they seek to represent and therefore need to provide parsimonious guidance to theoretical and investigative pursuits. Theorists will be in a better position to develop more useful and conceptually integrated models (and measures) to the extent the underlying

theoretical structures, dimensions, and processes examined in these models are identified and synthesized"(Spitzberg & Changnon, 2009, p. 45).

It is for this reason, that I selected one of the *developmental* models for closer examination as my potential guiding framework for the development of pedagogy appropriate to accompany students in their learning abroad through pre, during and post guidance and intervention. The model selected, Milton Bennett's (1986, 1993, 2004, 2009, 2010, 2012, 2013) Developmental Model of Intercultural Sensitivity (DMIS), was to become the theoretical framework for my four year longitudinal and cross-sectional study, along with its correlated assessment tool, the Intercultural Development Inventory (IDI). The model is dynamic in nature and focuses on the developmental aspects of intercultural competence and the interaction between the self and the other which are at the core of my pedagogy. Janet Bennett (2008) emphasizes the aspects of appropriateness and effectiveness, indicating that while we can be effective in our message, we can also be most inappropriate in the delivery, much like the "fluent fool" in foreign language study. In addition to appropriateness and effectiveness, leading intercultural experts emphasize again and again the ability to see from the perspective of the "other" something Milton Bennett (2004) pointed out when he underscored that at the core of intercultural competence is *the ability to construe alternative worldviews which I feel must be a paramount aspect of global education.* Having established an operational definition of intercultural competence that reflects theoretical coherence, followed by a review of intercultural competence models, the next step is to examine more closely the selected theoretical framework for my study in its historical pedagogical context.

2.4. Theoretical Approaches to Learning Abroad: Positivism, Relativism, and Experiential Constructivism

A consideration of the approaches to learning abroad over the past one hundred years reveals the dominant narratives, or epistemological paradigms, that not only framed what we knew, but how and why we knew what we knew. Recent works have delineated a broad progression of approaches beginning with the positivist, developing into the relativist, and advancing further to the experiential constructivist approach. For example, Vande Berg, Paige, and Lou frame the history of study abroad epistemologically as follows:

… during the nearly 100 years of existence, study abroad has evolved through three significantly different accounts of the nature of knowing and learning – from 'positivism' to 'relativism' and then to 'experiential/constructivism. (Vande Berg et al, 2012, p.10)

These authors credit four others for their work and insights on this issue, in particular Milton Bennett for his characterization of the evolution of intercultural studies as a progression from positivism (in their original physics forms *Newtonian*) to relativism (*Einsteinian*) to constructivism (*Quantum*). Bennett's chief concern – and the reason why attention to this issue in the context of this dissertation is warranted – is that "… incompatible epistemological assumptions are inadvertently mixed in explanations and practice. Paradigmatic confusion is particularly troublesome for intercultural relations, because the field relies on 'theory into practice' as its criterion for conceptual relevance" (M. Bennett, 2013, p.23).

While these three approaches represent distinctly different epistemologies, and despite evidence that there appears to be a recognizable progression from the positivist approach through relativism and into the experiential constructivist approach, it is nevertheless important to recognize that assumptions and explanations indicative of each continue to inform practice in the

field. As Bennett warns, this creates confusion, perhaps best illustrated by study abroad programs constructed around knowledge acquisition and contact with the host culture, but also claim to develop intercultural competence as a learning outcome. An extension of this confusion is found in our universities' claims to develop global citizens – justified by increasing the rates and amounts of their students' exposure to cultural difference – but neglecting to develop curricula grounded in experiential constructivist principles that are fundamental to such learning outcomes. (Bennett 2005)

2.4.1 Positivism

In brief, the two major tenets of the positivist paradigm are linear causality and objective observation. The latter of these two has significant implications for intercultural relations. The concept of objective observation requires that the observer be situated outside of that which is observed, with the fundamental idea that there exists a natural, observable reality independent of the observer. Moreover, the paradigm relies on the further assumption that the act of observation does not influence that which is observed. While this assumption is uncontroversial for observing light patterns of distant quasars, it is an entirely different matter when one engages a host culture with the intent of making neutral, *objective* observations. Nevertheless, this Newtonian scientific approach also became the template for the social sciences. In this view, social relations too could be understood in the same fashion as natural phenomena with the promise that social relations, by objectifying the human condition, could then be manipulated toward an ideal state. Among the many implications this epistemology had for the study of intercultural relations, was the inherent assumption of a hierarchy of cultures ranging from savages at the bottom to civilized societies at the top. From this emerged the practice of sending young students out into the civilized world to expose them to the high cultures of major

European capitals. The implicit (if not sometimes explicit) assumption was that the exposure to these high cultures would translate into a kind of intercultural competence, i.e. a more sophisticated knowledge of the various manifestations of civilized culture, to which one ought to aspire, best characterized by the Gran Tour of the first half of the 20th century.

Enduring remnants of the positivist approach in the international education field persist still today. Approaches that focus on the "dos and don'ts" of the target culture and equate the accumulation of descriptive knowledge with competence to act in interculturally appropriate ways are one example. Bennett's criticism of the iceberg metaphor reveals another example of our unconscious acceptance of positivist epistemology:

> … the popular iceberg metaphor presents ' explicit culture' as visible above the waterline, while 'implicit culture' lurks dangerously out of view underwater. The metaphor is a positivist reification of culture, and it supports the idea that knowledge of implicit culture is the key to circumnavigating its hidden obstacles. (M. Bennett, 2013, p.27)

In effect, the limitations of the positivist approach are found in the fundamental assumption that knowledge of the target culture is not only necessary and sufficient, it is the only proper and objective method for understanding the *other*. That is, one's observations and experiences (whether from the veranda or through participation) of the social relations of the other culture are sufficient for not only an increased understanding of the *other*, but also for enabling an effective and appropriate adaptation to the *other*. In short, the positivist approach requires a focus on the behavioral phenomena as indicators of a cultural order that exists independent of the actors themselves, including the observer herself. This process then leads to an increase in intercultural competence, i.e. knowledge of social practices equals competence.

For the practical purposes of the international education field, the objective was limited to simple exposure to only those cultures that had something to offer.

2.4.2. Relativism

The essential shift from positivism to relativism resulted from the assertion that cultures can only be understood in their own terms. This proposition became known as cultural relativism. In effect, the cultural relativists exposed the shortcoming of the positivist assumption of cultural superiority and the hierarchy of cultures that had been created. As Vande Berg et al. put it, the effect of this new narrative on international education ran somewhat as follows:

> All cultures are equal: No single culture or perspective is inherently superior to any other. Each culture is also unique: Its members have over time responded differently to a common set of human needs and desires. However, the essential things that all humans share—our common humanity—is more important than any differences that we encounter in another culture, differences that might at first glance seem to keep us apart. (Vande Berg et al, 2012, p. 17)

One obvious result of these paradigmatic assumptions was to immediately enfranchise the study of, and the study in non-traditional cultures, those which the positivist paradigm held to be inferior. Another significant change was to privilege the notions of experience and exposure as fundamental to studying abroad. In other words, observation was now linked to active engagement, with the idea that learning will occur from experiencing the other culture. As a result, study abroad practices focused on the quality of the *immersion* experience. The central tenets of the relativist approach emerged: longer duration is better than shorter, homestays rather than isolated housing, experiential activities (and not necessarily high culture activities) with the host culture, *intercambios*, direct enrolment with host culture students in host culture universities, etc. In short, the assumption was the greater the intensity of the immersion – with the concomitant assumption of as little contact as possible with one's own home culture and home

culture compatriots – the more effective the study abroad program. In particular, this assumption carried over to the belief that this sort of effective, intensive cultural immersion translated into intercultural learning and development of the student participants. More and more students returned from study abroad reporting personal transformation.

It may well be argued that the kind of learning that this epistemological approach enables is what our students commonly refer to as transformative, namely, the idea that culture affects one's perspective, one's worldview. To many students this comes as an epiphany. The challenges of the approach, however, manifest in an inability to judge the phenomena outside the context of the culture in which they occur. The privileging of cultural relativism begs the question of how one retains a critical standpoint. The prevailing relativist mantra of "it's not bad or good, it's just different" suggests that such cultural neutrality implies ethical and moral neutrality. This conundrum cannot be sufficiently resolved within the relativist paradigm alone. Indeed, the typical reaction to this lack of critical grounding has been to resurrect positivist thinking by searching for universal truths that simply manifest differently in different cultural contexts, as if the different cultural perspectives one takes can be set aside to discover some transcendental ground that enables critical ethical and moral standpoints. This is again the kind of paradigmatic confusion of which Bennett warns us.

A further drawback of the relativist paradigm is that increased awareness and understanding of different perspectives does not in and of itself translate into the ability to frame shift, let alone behaviourally code shift. Once again, just as with the positivist approach, the mistake we have been making in the field of international education has been a misidentification of the learning that has been taking place within these two approaches that dominated the field for many decades, and persist today in albeit confused and disparate forms. De Wit reminds us

in particular of the pitfalls inherent in the U.S. American model of study abroad with its short-term island or ghetto programs approach where little true interaction with the cultural other takes place (De Wit, 2009). Thus, when universities proclaim to be delivering globally competent graduates they cannot justifiably define such competence to include intercultural competence unless their curricula include programmatic learning that is informed by an epistemology of learning that is coherent with the kind of learning objectives intercultural competence requires. It is for this reason that the experiential constructivist approach emerged and took hold in the field of international education among a plethora of other approaches.

2.4.3. Experiential Constructivism

The fulcrum of the experiential constructivist approach is the focus on the interaction of the observer and the observed which is at the heart of my intervention pedagogy. Its scientific roots emanate from Heisenberg's uncertainty principle (Briggs & Peat, 1984), which posits that it is impossible to separate the properties of objects from the measurement of them. In intercultural terms we recognize that our apprehension of reality is a function of the perspective we bring to bear. In essence, we are always dealing with *constructed* boundaries. The simple act of an observation is the creation of a boundary, without which the "observable" item does not exist. Thus, the observation itself becomes a manifestation of our own perception.

While Milton Bennett's recent work (2013) in developmental intercultural sensitivity is a powerful explanatory model of applying experiential constructivist principles to the field of intercultural relations, the constructivist epistemological approach itself rests on a wide range of influential theorists and researchers representing an equally wide range of fields of inquiry:

The idea of constructivism is more closely linked with the quantum idea of 'organization

of reality through observer/observation/observed interaction.' The recent lineage of this

notion traces back to Jean Piaget's work in developmental psychology (1954), the

psycholinguists Edward Sapir and Benjamin Lee Whorf (1956), Gregory Bateson in

anthropology (1972, 1979), George Kelly's theory of personal constructs in psychology

(1963), Berger and Luckmann in sociology (1967), the Palo Alto school of social

psychology (Paul Watzlawick, 1984), Heinz von Foerster in cybernetics and

neurophysiology (1984), the neurobiologists Humberto Maturana and Francisco Varela

(1987), George Lakoff in linguistics (1987), Dean Barnlund in intercultural

communication (1988). (M. Bennett, 2013, p.42)

The oft-cited quote from Kelly's Theory of Personality captures a crucial insight for intercultural

relations that the experiential constructivist approach affords us:

A person can be witness to a tremendous parade of episodes and yet, if he fails to keep

making something out of them, or if he waits until they have all occurred before he

attempts to reconstrue them, he gains little in the way of experience from having been

around when they happened. (M. Bennett, 2013, p.73)

Recall that the relativist approach called for intensive immersion experiences and placed

a premium on exposure to the cultural other. Yet, there is nothing in the relativist approach that

directs the learner toward the process of meaning making as the events occur. In effect, the

traditional study abroad learning paradigm resulted all too often in our students having

tremendous experiences, but with no engagement of the phenomena. That is to say, for

intercultural learning to occur, the process of construing and re-construing meaning out of the

experiences must be part and parcel of the experience itself.

2.5. Experiential Constructivism and the Development of Intercultural Competence

We do not see what we do not see, and what we do not see does not exist. Only when some interaction dislodges us – such as being suddenly relocated to a different cultural environment – *and we reflect upon it*, do we bring forth new constellations of relation that we explain by saying that we were not aware of them, or that we took them for granted. (Maturana & Varela, 1992, p.242, italics added)

With the significance assigned to the concept of "Intercultural Competence", what exactly is meant by this term within the context of a *developmental* model and how do we teach it? As early as the mid-fifties, Piaget (1954) advocated for the need to build an education on multiple perspectives in order to foster understanding across cultures.

As noted earlier in this chapter, in the more recent literature, especially in the European INCA (2007) and U.S. AAC&U rubric model Rhodes (2012), there seems to be an increased focus on the development of cross-cultural knowledge, skills, and attitudes, framed by rubrics with recommendations for the development and assessment of intercultural competence with clearly defined benchmark, milestone and capstone competencies reflecting the development of knowledge, skills, and attitudes. In the United Kingdom, Spencer-Oatey and Franklin (2009) focus on the *etic* and *emic* variations of cultural difference across a wide spectrum of disciplines. Spitzberg and Cupach (1984) emphasize "adaptability" as a key element in the development of intercultural competence, while Hofstede (1991) adds cultural values as impacting the cultural understanding of difference and emphasizes that "Cultural intelligence is what allows us to transcend our cultural programming and function effectively in cross-cultural situations" (p.191). In the models discussed earlier in this chapter, two of the most popular ones emphasize "effective and appropriate behavior and communication in intercultural situations" Deardorff

(2006a), and Bennett (1986, 1993, 2004, 2009, 2010, 2012). Both focus on the interactive, experiential dimension: "The crux of communication ….. [is] the ability to transcend our own limited experience and embody the world as another is experiencing it" (M. Bennett in Vande Berg et al., 2012, p.102). With Bennett's contribution to the field of intercultural competence development, the discussion of intercultural sensitivity and competence shifted from the golden rule: do unto others as you would have done unto you; to the platinum rule: do unto others as they would wish to be treated (Olson & Kroeger, 2001). It is at this point important to recognize, that the definition one chooses will reflect the theoretical framework underlying one's approach to intercultural teaching and learning. Thus, from the framework of experiential constructivism, how we define culture in the first instance must be self-reflexive and from that an understanding of what intercultural competence is and how to develop it will flow. As Milton Bennett explains, there are two reasons for this: "One is the obvious observation that how we define culture is itself a product of culture" (M. Bennett. 2013, p.47). He continues,

> The second reason for using a self-reflexive definition of culture relates directly to our purpose. When we encourage intercultural learning, we are asking people to engage in a self-reflective act. Specifically, we are asking them to use the process of defining culture (which is their culture) to redefine culture in a way that is not their culture. Since our different experience is a function of how we organize reality differently, the only way people can have access to the experience of a different culture is by organizing reality more in that way than in their own way. (2013, p.47)

Accordingly, arriving at an operational definition becomes more a task of ensuring the definition matches the purpose as reflected within a specific theoretical framework – in this case experiential constructivism – than a task of trying to ensure the words and meaning capture all

possibilities emanating from a vast array of cultural perspectives across the globe, or across a sample of recognized experts in the field. In other words, it is not the definition as such that ought to be critiqued for its grounding in or representation of any specific cultural manifestation, rather it is the theoretical perspective that informs the definition that ought to be the central focus. Thus, the secondary question then becomes: does that definition of intercultural competence appropriately reflect the theoretical paradigm in which one is operating? This, along with the operational side of the theoretical paradigm will be thoroughly addressed in the next chapter, as well as in chapter five where the operational pedagogical context is explicated.

2.6. Chapter Summary

The focus of this chapter has been to review pertinent research and literature on the development of intercultural competence, and to identify and examine a theoretical approach for a pedagogical model that is best suited to support and integrate the development of intercultural competence into the general education curriculum of U.S. higher education institutions by linking it to mobility, and by extension to the internationalization of the home curriculum. This is achieved via systematic curriculum integration of a plethora of curricular offerings at over 40 bilateral partner institutions around the globe that have been mapped against 60+ majors on campus by the researcher and her faculty team, representing all of Bellarmine's seven schools. This perpetual curriculum integration mapping process at Bellarmine University (recognized by the American Council on Education as exemplary in the U.S. by featuring Bellarmine University on their website), has been impacting the faculty/staff "at home" and the 65% of their students via this unique IaH strategy, as a direct result of the outbound mobility of the other 35% of its student body. Leask asserts the need for linking the formal with the informal curriculum in order to maximize student learning when she says "it is through staff and student engagement in an

internationalized curriculum that the internationalization agenda of universities connects with students" (Leask 2015, p.71) and "International and intercultural interaction and collaboration has the potential to develop cultural insight and exchange that is enriching for individuals and through them for local, national, and global communities" (Leask 2015, p.72).

With the leading learning outcome of all these activities having been identified as *intercultural competence* on and off campus, I closely examined the meaning of *competence,* and specifically *intercultural competence, along with a multitude of intercultural competence models,* I explored the theoretical paradigms best suited to the topic under investigation, i.e. intervention pedagogy in experiential learning abroad. For this, I embraced the experiential constructivist approach to learning, and have thus placed the critical discussion into that context, especially the critical review of the theoretical basis that guided the selection of the DMIS (Development Model of Intercultural Sensitivity) from a plethora of models (presented via Spitzberg's and Changnon's taxonomy). I chose the DMIS as the most appropriate model for advancing the inquiry and arguments of this study because I feel it exhibits the greatest explanatory power for not only embracing the characteristics of intercultural competence most holistically, but also because it demonstrates how to integrate the development of intercultural competence into the pedagogy of a general education curriculum of higher education institutions along with its assessment, all of which I am discussing in the next chapter.

CHAPTER THREE: METHODOLOGICAL FRAMEWORK FOR THE

DEVELOPMENT OF INTERCULTURAL COMPETENCE AND ITS ASSESSMENT

3.1. Introduction

The call on academia to respond to globalization by preparing students for the global demands of this century has been significant since the late nineties as I discussed extensively in the previous chapters. Research has shown that the skills associated with this goal are anchored in the development of cross-cultural curiosity, sensitivity, and competence in our students. Alongside these objectives, at institutions across the globe, a push for assessing outcomes and student performance in order to evaluate academic content, policies, and procedures has been stepped up by accreditation agencies, school boards, policy makers, and governments. Limited resources exert pressures on institutions with expectations that private, local, state, and federal support is used wisely and strategically in order to assure desirable outcomes. The Program for International Student Assessment (PISA) serves as the global measuring stick for student performance across borders, leaving a great deal of work to be done at the national level of countries where seemingly exorbitant resources are allocated, while at the same time performance lags behind at the secondary level which down the road of course impacts the tertiary level.

This kind of public scrutiny has impacted higher education around the globe as well. With tuition fees being newly instituted in some countries, while they are rising exponentially in others, a call for accountability and documentation has become the order of the day, as national and international rankings fuel this trend further. Green reminds us that "The higher education community asserts that the most important work measuring institutional performance has to be done by institutions themselves, based on their institutional missions and goals, and using

multiple measures that are appropriate for the goals of the institution" (Green, 2012b, p.5).

However, institutional assessment as an integral part of an internationalization strategy vis-à-vis institutional visibility on the one hand, and student learning outcomes on the other, can be a very challenging undertaking if the mission, curriculum and pedagogy are not appropriately aligned. For example, the availability of a plethora of international study options abroad does not necessarily lead to a higher rate of student and faculty participation, nor is it a given that a quality program will result in quality learning on the part of the student. For both areas, "improvement" should be a key driver of assessment, with a clear point of departure and base line prior to engaging in the assessment process. As Brandenburg and de Wit (2010, p. 16) remind us, "Gradually, the 'why and wherefore' have been taken over by the way internationalization has become the main objective: more exchange, more degree mobility, and more recruitment." Both are bringing attention to the obvious, and that is a rationale for doing what we are doing at our universities with a clear eye on the need for outcomes at the institutional as well as individual student levels. That being said, we must recall Boys' (1995) British perspective on assessment, emphasizing that "assessing competence effectively depends on defining and describing what the learner is intended to achieve …"(p.45). In this chapter, I will discuss the institutional assessment process in terms of instrument review and selection, administration, evaluation and its integration into the pedagogical framework, leaning on learning theory with special emphasis on experiential constructivism guiding the learning outcome of student growth in intercultural competence as a developmental journey, and as one crucial aspect of internationalization.

3.2. Developing an Institutional Assessment Process

At Bellarmine University, where my research study was undertaken, the rationale and eye on outcomes was never lost throughout the five year institutional internationalization process, which permanently wove internationalization into the Bellarmine fabric. It was driven by a ten year re-accreditation process, monitored and guided by SACS (Southern Association of Colleges and Schools), and within their five year academic focal point (QEP/Quality Enhancement Plan) in one area of strategic significance, i.e. at Bellarmine, the "Internationalization of Bellarmine University". It was ratified via campus wide faculty and staff ballot and approval by the Board of Trustees as part of the University's Vision 2020 agenda. A team of faculty and administrators was identified and the international programs director/researcher was charged with leading the initiative in terms of funding, development, implementation and assessment across all of Bellarmine's six schools.

In order to understand the strategic cross-cultural intervention pedagogy portion of this research project with focus on the development of intercultural competence as a central learning outcome and a highlight of the internationalization efforts, some additional contextualization is necessary at this point.

Following the campus wide ballot for the SACS/QEP institutional focus determined to be "internationalization", a comprehensive 38 item faculty survey was compiled by the researcher and administered in all of Bellarmine's schools. This presented the researcher and institution with insights on the international background of the faculty, their teaching, research, and travel experience, their foreign language proficiency, their international aspirations, levels of involvement, interest in the internationalization process in general, and the potential for specific institutional or departmental strategies, in particular teaching and research abroad.

I am offering below in figure 3.1. item number 38 of the faculty survey as a sample for closer examination. The complete survey is available under Appendix I. When the faculty were asked to identify the top three areas of internationalization, the top choices were all curriculum related: *Foreign Language Study (53%), academic offerings with international content (47%), and human, physical, and political geography (34%).* The University responded to all three with curricular updates. A foreign language requirement was introduced in 2009 for all BA degrees. The required junior year seminar was expanded to maximize the delivery of its intercultural content by faculty teaching such content abroad rather than on campus beginning in 2009. Human, physical and political geography were infused into the general education curricular offerings beginning in 2009.

Figure 3.1.

2007 Bellarmine Faculty Survey Results-Item number 38

38. Please list up to 3 areas which you believe to be most important in the INTERNATIONALIZATION of Bellarmine University:

	Response Percent	Response Count
Articulated institutional commitment to internationalization	28.7%	50
Foreign Language Study	**53.4%**	**93**
Focus on hiring faculty and staff members with international experience	27.6%	48
Academic offerings with international content	47.1%	82
Geography (human physical and political)	33.9%	59
International faculty development	27.6%	48
International student recruitment	32.8%	57
International student programming and support services	27.0%	47
Community outreach	25.3%	44
Other suggestions or reflections	12.1%	21
answered question		174
skipped question		59

As De Wit points out "in the late 1990s a movement started in Europe named 'Internationalisation at Home', which focused more on internationalising the curriculum and the teaching and learning process, rather than interpreting internationalisation as being exclusively concerned with the 5% to 10% of mobile students" (De Wit, 2009). Hudzig and Stohl (2009) remind us, the internationalization and subsequent input, output and most importantly *outcomes* assessment of the curriculum has to follow a comprehensive all for one and one for all approach, encompassing all formal and informal academic institutional pursuits. "Widening accountability has major implications for the contributions made to internationalisation" (Hudzig and Stohl, 2009). This position is echoed by De Wit who advocates "internationalisation efforts in higher education need to be focused on moving away from input and output to more of a process and outcome approach to internationalisation, ensuring that students and faculty are prepared and competent for an increasingly global and interconnected society" (De Wit, 2013).

This *process and outcomes approach* was excised in establishing the assessment framework for this research project. One of the researcher's inspirations for the campus wide review process was the International Quality Review Process (IQRP) which began in the nineties in Europe. The IQRP is a self-assessment tool to help universities review their goals and assess the appropriateness of their strategies which always included internationalization as one of the key elements in the assessment plan (de Wit & Knight, 1999). The American Council on Education (ACE) a few years later successfully adapted the European IQRP for its "Internationalization Laboratory Project" which the researcher embraced as a guiding tool for driving and assessing the internationalization process.

The following five key elements for a successful, comprehensive campus internationalization approach recommended by ACE were presented to the institution by the researcher and subsequently successfully adopted by the institution.

I   Articulated Institutional Commitment

II   Academic Offerings with International Content

III   Organizational Infrastructure

IV   International Investment in Faculty

V   International Students and Student Programs

In terms of developing specific internationalization learning outcomes, the researcher turned to the American Council of Education for guidance. An advisory committee was formed and a second campus wide faculty survey was administered, adapted from a ranking document created by the ACE (American Council on Education) Working Group on Assessing International Learning, sponsored in part by the Fund for the Improvement of Post-Secondary Education (FIPSE), U.S. Department of Education. This survey was used to identify the most desirable learning outcomes for a "globally competent" Bellarmine graduate. The focus was on KNOWLEDGE, SKILLS, and ATTITUDES with the most desirable learning outcome in these three categories determined by campus wide faculty vote, *after* faculty were educated about all the "intercultural learning opportunities" available to Bellarmine students, such as particular general education course work with intercultural content, community based and international cross-cultural service, study abroad, teaching, internships, and clinicals abroad. Table 3.1. displays the complete document with commentary as presented to the faculty for input in the learning outcomes selection process. The shaded learning outcomes in each of the three

categories are the ones considered *most important according to campus wide consensus.*The

complete document can be found under Appendix K.

Table 3.1.

Internationalization Student Learning Outcomes Ranking Document

Desirable Learning Outcomes for "Globally Competent Students" at BELLARMINE UNIVERSITY:
This questionnaire is intended to help the **Bellarmine Strategic Planning Task Force** draw upon your international expertise and your knowledge of our institutional culture **to identify the most important international learning outcomes for undergraduates graduating from Bellarmine University**. When ranking the outcomes, please keep in mind you are describing what is desirable for future graduating students.
The following list of learning outcomes has been organized into three categories: **knowledge, skills and attitudes.**
Please, provide a ranking for *each* category using the following procedures:
        Step 1: *Identify the 5 most important learning outcomes within each category.*
        Step 2: *Rank these 5 in the order of 1 through 5. (# 1 being the most important item of your top five choices)*

Knowledge **A globally competent student graduating from Bellarmine University ….**

☐ A. demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).
☐ B. demonstrates knowledge of the relationship between local and global issues.

☐ C. demonstrates knowledge of one's own culture (beliefs, values, perspectives, practices, and products).
☐ D. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).

☐ E. understands his/her culture in global and comparative context— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
☐ F. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.
☐ G. demonstrates knowledge of world geography and conditions.

☐ H. understands how historical forces have shaped current world systems.

☐ I. understands intercultural communication concepts.

☐ J. understands the nature of language and how it reflects diverse cultural perspectives—that is,

understands the way a language organizes information and reflects culture.

Skills **A globally competent student graduating from Bellarmine University ….**

☐ K. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically

and solve problems.

☐ L. adapts his/her behavior to interact effectively with those who are different.

☐ M. uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:

- speaks in a language other than his/her first language.
- listens in a language other than his/her first language.
- reads in a language other than his/her first language.
- writes in a language other than his/her first language.

☐ N. identifies and uses information from other languages and/or other countries—that is, may

demonstrate one or more of the skills listed below:

- uses language skills to enhance learning in other academic areas.
- uses the study of a foreign language as a window to cultural understanding.
- uses learning in other academic areas to enhance language and cultural knowledge.
- can name ways to maintain or improve his/her language skills over time.
- uses technology to participate in global exchange of ideas and information.

☐ O. demonstrates coping and resiliency skills in unfamiliar and challenging situations.

☐ P. interprets issues and situations from more than one cultural perspective.

☐ Q. is engaged in global issues; plays an active role in community organizations within and beyond

campus.

☐ R. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between

others.

Attitudes **A globally competent student graduating from Bellarmine University ….**

☐ S. accepts cultural differences and tolerates cultural ambiguity.

☐ T. is willing to learn from others who are culturally different from him/her.

☐ U. is willing to engage in diverse cultural situations.

☐ V. appreciates the language, art, religion, philosophy and material culture of different cultures.

☐ W. demonstrates movement from being sympathetic to being empathetic towards people from other cultures.

☐ X. demonstrates resistance to cultural stereotyping.

☐ Y. demonstrates an *ongoing* willingness to seek out international or intercultural opportunities.

☐ Z. displays curiosity about global issues and cultural differences.

☐ AA. Demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.

☐ BB. Is flexible, open to change and seeks personal growth.

Upon conclusion and review of the faculty survey results (the faculty selected *the* primary learning outcomes as marked above in each of the three categories for a Bellarmine student of the 21st century), the researcher approached the Academic Affairs team, along with the International Advisory Committee at Bellarmine University for input regarding the selection of the most appropriate assessment instrument to measure the individual student's learning outcomes identified by the faculty at large in the areas of Knowledge, Skills and Attitudes.

> KNOWLEDGE: Understands his/her culture in global and comparative context - that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

> SKILLS: Adapts his/her behavior to interact effectively with those who are different.

> ATTITUDES: Accepts cultural differences and tolerates cultural ambiguity.

In reviewing the above learning outcomes as the most desirable for Bellarmine graduates of the 21st century, it is clear that all three of them are reflecting the development of cross-cultural competence. Thus, the next step was to identify and review the, the most suitable assessment instruments available at that time in 2007. As Green (2012b) notes "The next step is deciding on the learning opportunities that will serve as the sites for assessment, such as particular courses, programs, study abroad, or curricular opportunities. Once these have been identified, the group will need to decide what tools to use or data to gather to assess student learning. Assessment tools must be both *valid* (an accurate measure of intended outcomes) and *reliable* (yielding consistent results among raters and over time). They can be quantitative or qualitative, and administered to an entire population of students or a sample. Additionally, assessment tools may be direct, (embedded course assessments, portfolios, performances, tests, papers, or projects) or indirect (e.g. surveys, interviews, focus groups, self-assessments, data

such as job placements) (Green, 2012, p. 10). Green's student learning assessment process below in table 3.2. offers a comprehensive summary as assistance for campuses regarding the necessary steps in a comprehensive assessment approach (Green 2012b, p.11).

Table 3.2. Steps in Student Learning Assessment Process

Figure 4: Steps in the Student Learning Assessment Process

1. Decision to proceed with assessment of student learning outcomes.
2. Determination of how the assessment of global student learning outcomes aligns with existing institutional assessment efforts.
3. Decisions on what questions to ask and why.
4. Identification of team to conduct/oversee the assessment.
5. Identification of global student learning outcomes to be assessed.
6. Identification of the learning opportunities where students can achieve these outcomes.
7. Identification of assessment tools, including the following considerations:
   a. existing data sources
   b. existing methodologies that can be used or adapted
   c. existing instruments
   d. time, resources, expertise available.
8. Completion of necessary institutional human subject review.
9. Decisions on technical issues, including:
   a. sample size
   b. assessment tools, data sources to be used
   c. development of a database
   d. management of quantitative data
   e. management of qualitative data, including content analysis and conversion to quantitative indicators
   f. data entry and analysis
   g. processes to gain informed consent and maintain confidentiality, if necessary.
10. Implementation of assessment and data collection.
11. Review of types of analyses to conduct to obtain information identified in question 3 above.
12. Interpretation of data.
13. Development of summary of results and report.
14. Development and implementation of communications plan.
15. Discussion of implications of results for program improvement.
16. Decision and action on program improvement.
17. Assessment of the assessment process; suggestions for improvement in the next cycle.

(Adapted from Sternberger, La Brack, and Whalen. 2007, 85-86.)

The International Advisory Committee and Academic Affairs, guided by the researcher reviewed a selected number of available instruments based on project needs, like the BEVI (Beliefs, Events, and Values Inventory), CCAI (Cross Cultural Adaptability Inventory), the COI (Cultural Orientations Indicator), the IDI (intercultural Development Inventory), the Intercultural Effectiveness Scale (IES), the Global Competencies Inventory (GCI) and the GPI (Global Perspectives Inventory), in order to determine the most appropriate instruments to measure the

identified learning outcomes. As a side note, of the above instruments that require certification, the researcher was trained in and is certified in the administration of the IDI, GCI and IES.

In the literature review of chapter two, a variety of intercultural competence models were discussed, with special attention given to the developmental model of intercultural sensitivity (DMIS), since this model promised to best capture the developmental nature of intercultural competence, in particular vis-à-vis constructivist learning theory where the intervention pedagogy of my teaching model is anchored. At this time, I would like to analyze in detail why this developmental model, along with its assessment instrument, the IDI, best accommodates the needs for my pedagogical intervention approach.

3.3. Review of the DMIS (Developmental Model of Intercultural Sensitivity)

While there is a large body of theoretical literature on what constitutes intercultural sensitivity and competency, there is a much smaller research base on how to measure or assess it. Milton Bennett's DMIS was introduced in 1986 as a narrative on how people adapt to intercultural environments after extensive research into how people move in and out of cross-cultural contexts. His work led to a grounded theory explained with a constructivist perception theory (Glaser & Strauss, 1967). While his original 1986 publication was not quite as explicit, Bennett's 2012, 2013 publications stress that the model was designed to reflect the paradigmatic framework of constructivism, which sees an individual's experience of reality as a function of their organization of perception. The DMIS as a sequential description of the individual's *perception* of culture is being organized in more and more complex ways and as such it is *central* to the collection and interpretation of data in this study and thus the reason for giving it special attention in this section before I discuss the instrument best suited to reflect the theory. As Bennett emphasizes, "Culture does not reside in individuals; it is by definition a group

phenomenon. But individuals manifest culture through their worldviews. Similarly, intercultural sensitivity does not reside in separate individuals, but it can be manifested by a predominant experience of difference." (2012, p.58) The different experiences of culture are positioned along a continuum from ethnocentrism to ethnorelativism, a term coined by Bennett.

Standing on the theoretical foundations of Berger and Luckman and other (radical) constructivists, and recognizing the depth of this intercultural paradox, Bennett succinctly states the challenge in opening his theoretical framework for a developmental model of intercultural sensitivity (DMIS): "Intercultural Sensitivity is not natural … Education and training in intercultural communication is an approach to changing our 'natural' behavior" (M. Bennett 1993, pp.21,26). Bennett leans heavily on the constructivist position that the means by which our experiential worlds are constructed can in fact be explored, that an awareness of this "operation" can help us to do things differently. Intercultural experience does not occur automatically from being in the vicinity of cross-cultural events. People must be prepared to make something of the events – ideally, to attribute to them meaning typical in the other culture. Further, people can become aware of their own worldviews, and in so doing they may attain the capability to re-construe the world in culturally different ways; that is, in ways that are "better" for intercultural communication. This is the essence of frame-of-reference shifting, or perspective-taking (empathy).

Milton Bennett's developmental model mirrors Perry's model of intellectual development (1970), which posits a progression from dualistic thinking (for Bennett the ethnocentric stage of denial and defense) through multiplicity and contextual relativism to finally committed relativism (for Bennett the ethnorelative stages of adaptation and integration).

Figure 3.2.

Perry's Intellectual Development					
Dualism		Multiplicity	Relativism		Committed Relativism
Bennett's Developmental Model of Intercultural Sensitivity (DMIS)					
Ethnocentrism					Ethnorelativism
Denial	Defense	Minimization	Acceptance	Adaptation	Integration

Adapted from: Perry (1970) and Bennett (2003)

Notably, reaching the advanced stages of committed relativism for Perry and adaptation for Bennett requires an ability to not only recognize the validity of other perspectives and be open to alternatives, but to also act based on reasoning that draws on multiple points of view. Importantly, both argue that the path along their developmental continua is not paved by experience alone. Education and training must accompany the experiences that fuel the learning. At the center of Perry's theory is the idea of meta learning, where students are engaged in "thinking about thinking" (1970, p.88) and examine more than one perspective to a problem, resulting in the making of meaning by the holder of meaning. (p.87). This kind of didactic learning, when supported by trained educators, has the capacity to develop the learner along the spectrum of the various developmental stages in Perry's model, as well as in the DMIS, moving the learner from an ethnocentric worldview to a more ethnorelative approach to dealing with "otherness."

The strength of the DMIS lies in its developmental approach to understanding the nature of intercultural competence and how one develops competence in interacting with cultural others. Applying developmental theory allows the theorist to address the fundamental

complexities of intercultural relations. Developmental theorists span a wide range of fields,

ranging from cognitive development, to needs, to self-related stages, including areas of morals

and ethical perspectives. As Douglas Stuart (2012) points out, developmental theorists operate

from similar assumptions, namely:

> … that progress, in whatever line of development, occurs in relatively discrete and
>
> measurable stages, and that the stages unfold in a particular order, each apprehending
>
> greater complexity than the last. (Douglas Stuart in Vande Berg et al, 2012, p. 62-63)
>
> Stuart (2012) emphasizes, in citing Otto Laske, that developmental learning does not

progress in a linear fashion like traditional learning, and rather, it is a dialectical movement from

a thesis to an antithesis, to a synthesis. As Laske asserts, this synthesis is richer, more

differentiated and more complex than the original thesis. It is for these reasons that the

Intentional Targeted Intervention (ITI) Model (presented in chapter five) mirrors this dialectical

process by dividing the students' assignments into the three course sections of SELF (thesis),

OTHER (antithesis), and SYNTHESIS. The strength of this approach to intercultural learning is

that it lends explanatory power to the qualitative differences, the qualitative *shifts*, indicative of

transformational learning. As Stuart (2012) notes:

> Such shifts, whether the result of new experience and/or deliberate intervention, produce
>
> perceptual discontinuities, and vast changes in how we perceive our environment,
>
> ourselves, and how we interact with the increasingly differentiated objective world. We
>
> are looking at the same world but suddenly seeing it differently. (Douglas Stuart, 2012, p.63)
>
> These types of qualitative changes are presented within the DMIS as developmental

stages (see figure 3.3. and 3.4.) in one's orientation to cultural difference. We can easily

recognize the perceptual discontinuity between two students, for example, where the first student

might engage cultural difference predominantly from an ethnocentric, defensive perspective and the second student from a perspective of minimization. These perceptual discontinuities show up readily in the way the students talk and write about their experiences of cultural differences and similarities. The former will tend to focus on differences in a judgmental manner with a preoccupation to assess which cultural practice is better, whereas the latter student will tend to focus on and point out the similarities between the two cultures. This student, having resolved issues of defensiveness or polarization, will tend to engage the cultural other on the basis of perceived sameness at the expense of minimizing important differences. *In short, the two students can be looking at the same world, but they see it from different, discontinuous perspectives that have different orders of complexity.*

Figure 3.3.
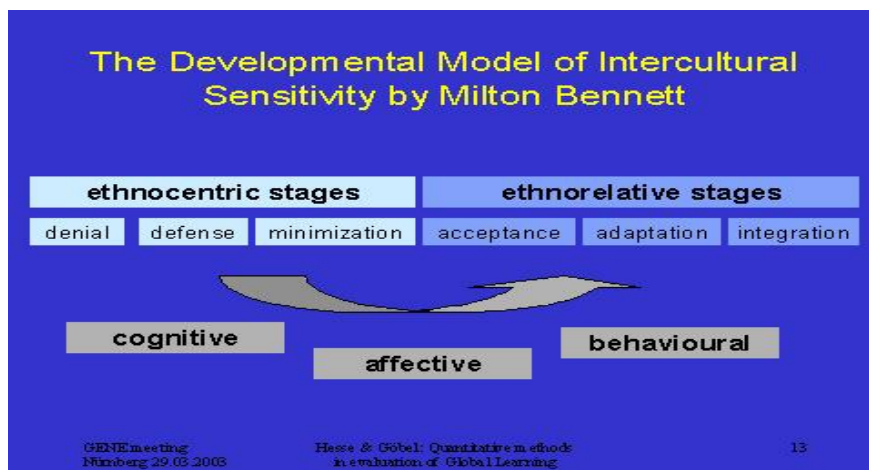
The DMIS is a stage theory developmental model, wherein each stage represents a different order of greater complexity. More importantly, stage theories are constructivist developmental models and, as explained in the literature review in chapter two, "constructivism takes the theoretical position that the world we know is constructed in our mind through our ongoing perception of and interaction with external reality. As our interactions with that reality

become more complex, we are gradually pressed to construct more comprehensive worldviews."(M. Bennett, 2012, p.64). Bennett explains further:

The model represents two major paradigmatic departures from many other explanations of cross-cultural behavior. First, the DMIS does not make the positivist assumption commonly made by cross-cultural psychologists that people's behavior is ''caused'' by any combination of personality, knowledge, attitudes, or skills. From a constructivist perspective, no amount of measurement of those variables will yield an understanding of how or why some people are better than others at intercultural relations. Second, the DMIS does not make the relativist assumption common to intercultural communication that an unprejudiced understanding of one's own and other cultures will automatically yield better intercultural relations. In this sense, the DMIS is neither an affective nor a cognitive model of intercultural communication. (M. Bennett, 2012, p. 102)

The model does assume, in accordance with its constructivist epistemology, that an individual's experience or apprehension of reality itself is a function of how the individual's perception is organized. This organization is a function of the interplay between external (cultural) and internal stimuli, i.e. *lived experience*. The model assumes further that the individual can develop ever greater perceptual sensitivity which generates more complex intercultural experiences. The DMIS proposes a continuum of orientation to cultural difference with six distinct perceptual orientations, ranging from ethnocentrism to ethnorelativism:

I use the term ethnocentrism to refer to the experience of one's own culture as ''central to reality.'' By this I mean that the beliefs and behaviors that people receive in their primary socialization are unquestioned; they are experienced as ''just the way things are.'' I coined the term ethnorelativism to mean the opposite of ethnocentrism—the experience

of one's own beliefs and behaviors as just one organization of reality among many viable possibilities. In general, the more ethnocentric positions represent ways of avoiding the experience of cultural difference, either by denying its existence (Denial), by raising defenses against it (Defense), or by minimizing its importance (Minimization). The more ethnorelative positions represent ways of seeking the experience of cultural difference, either by accepting its importance (Acceptance), by adapting perspective to take it into account (Adaptation), or by integrating the experience into one's personal or organizational identity (Integration). The sequence of these experiences became the stages of the DMIS. (M. Bennett, 2012, p. 103)

This constructivist, developmental model understands intercultural learning as "Acquiring increased awareness of subjective cultural context (world view), including one's own, and developing greater ability to interact sensitively and competently across cultural contexts as both an immediate and long term effect of exchange." (M. Bennett, 2009, 2013, p.113). In considering this definition, it is noteworthy that traditional (positivist and relativist) study abroad programming often refers to cultural self-awareness as a learning goal, but cultural self-awareness is only a precursor of intercultural learning, not an end in itself that can be equated with intercultural competence. For this reason the experiential constructivist definition of intercultural learning focuses on the development of cultural self-awareness into intercultural sensitivity and competence. Bennett explains further that "sensitivity" refers here (as it does in the DMIS) "to the complex perception of cultural difference and "competence" refers to the enactment of culturally sensitive feeling into appropriate and effective behavior in another cultural context" (M. Bennett. 2013, p.115). For my study, I have adopted the DMIS as a methodological framework for understanding the nature of intercultural competence and

providing a roadmap for investigating whether students are developing intercultural competence on study abroad programs. More fundamentally, this dissertation adopts the theoretical principles of the experiential constructivist epistemology – lending further justification to the adoption of the DMIS as it is informed by such – which suggests that intercultural learning will generally not take place without intentional intervention into the students' cultural immersion experience. Again, Bennett, Stuart, and Vande Berg are all instructive on this matter:

> The ''experience of another culture'' has long been one of the goals of study abroad programs. But the definition of what constitutes such an experience has been rooted in either positivist or relativist paradigms. In the former case, experience was thought to be the inevitable outcome of being in the vicinity of events when they occur; all that was necessary for experiencing the other culture was to be there. By this positivist criterion, study abroad programs need only physically place students in the other cultural context for intercultural experience to occur. Switching to a relativist paradigm merely adds the requirement that students be aware of how their own perspective may differ from that of the host culture—at best, an expression of Acceptance in DMIS terms. For a predominant experience of Adaptation to be achieved, the ethnocentric issues of Denial, Defense, and Minimization must have been sufficiently resolved; adequate perceptual frameworks for identifying cultural differences must have been established; and ethical issues must have been addressed. These elements, in this order, seldom occur by chance—and thus the imperative for ''interventionist'' programs. (M. Bennett, 2012, p.110)

Stuart, in referencing Kegan's developmental model, provides the same advice while emphasizing biological imperatives leading to the same challenges:

> These young people, typically in the developmental substages between S-2 and S-3 (S-

2[3], S-2/3), are strongly challenged biologically and socially at home, under increasing adult pressure to persevere in their development. Away from their primary culture, they are freed to a large degree from the socializing pressures of home, with little replacement pressure in their new environment. What a relief: out of the pressure cooker and into a fascinating new environment with little adult supervision! Is it any wonder, then, that many students abroad might choose to minimize unfamiliar challenges to whatever degree possible by (a) clustering with their compatriots, (b) avoiding the language challenge, and (c) exploring the host culture in like-minded groups of other expatriate adolescents? Is there any doubt, considering the developmental state of their brains, about why too many of them ''behave badly,'' while learning little of the new culture and language? Understanding both the developmental challenges from the social emotional perspective and the developmental opportunities from the biological perspective provides a strong argument for well-supervised learning with frequent and structured interventions. Considering the forebrain's plasticity at this point, supporting great behavioral adaptability, any effort to encourage structured interaction with the target culture and language, led by well-trained cultural and linguistic mentors, will be powerfully effective in helping induce developmental transformation across substages within Kegan's (1982) framework. (Douglas Stuart, 2012, p.81-82)

Challenges such as those described above are reflected in the systematic summary of the DMIS Model's six developmental stages, originally summarized by Paige, Jacobs-Cassuto, Yershova, and DeJaeghere (2003) and reflected in the slighted adapted format in table 3.3. Milton Bennett describes the genesis of the development of the DMIS as follows:

After years of observing all kinds of people dealing (or not) with cross-cultural situations,

I decided to try to make sense of what was happening to them. I wanted to explain why

some people seemed to get a lot better at communicating across cultural boundaries while

other people didn't improve at all, and I thought that if I were able to explain why this

happened, trainers and educators could do a better job of preparing people for cross-

cultural encounters. (M. Bennett, 2004, p. 61)

Table 3.3.

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The Developmental Model of Intercultural Sensitivity

2.1. Stage one: Denial of Difference

This initial ethnocentric stage consists of benign neglect, indifference to, or ignorance regarding cultural difference. It is characterized by naive observations about culturally different others and superficial statements of tolerance. Persons in the Denial stage have generally grown up in culturally homogeneous environments and have had limited contact with people outside their own culture group.

There are two substages of Denial. The first is *isolation*, which is the unintentional isolation from other culture groups due to life circumstances. The second is *separation*, the intentional separation from other culture groups to maintain the condition of isolation.

Sample IDI Denial items include:
- *Society would be better off if culturally different groups kept to themselves.*
- *I do not like to socialize very much with people from different cultures.*

2.2. Stage two: Defense against difference

This is the stage characterized by recognition and negative evaluation of difference. Persons in Defense feel threatened by difference and respond by protecting their worldview. Dualistic ''we—they'' thinking and overt, negative stereotyping are common at this stage.

There are three dimensions of Defense. In the first, *superiority*, the virtues of one's own group are compared to all others, the positive aspects of one's group are exaggerated, and criticism of one's culture is interpreted as an attack. This substage might be viewed as positive in-group evaluation. The second substage is *denigration* where persons evaluate other cultures as inferior, use derogatory terms to describe other groups, and apply negative stereotypes to other groups. This can be referred to as negative out-group evaluat ion. The third substage of *reversal* consists of viewing the other culture as superior to one's own and feeling alienated from one's own culture group. It can be viewed as ''going native,'' the phenomenon of negative in-group combined with positive out-group evaluation.

Sample IDI Defense items include:
- *My culture's way of life should be a model for the rest of the world.*
- *People from other cultures are not as open-minded as people from my own culture.*

2.3. Stage three: Minimization of difference

In this stage, people recognize superficial cultural differences, but they hold to the view that basically human beings are the same. The emphasis is on similarities, not differences. The similarities are those people see in others that resemble what they know about themselves.

There are two substages of Minimization, the first being *physical universalism* where the emphasis is on physiological similarities; similarity is based on the fact of our all being human beings with similar needs, etc. The second substage of *transcendent universalism* represents the assumption that people are similar due to spiritual, political, or other overarching commonalties.

Sample IDI Minimization items include:
- *People are the same despite outward differences in appearance.*
- *I am sick and tired of hearing all the time about what makes people different; we need to recognize that we are all human beings, after all.*

Adapted from: R. M. Paige et.al. 2003

</div>

2.4. Stage four: Acceptance of difference

This is the first of three ethnorelative stages. Persons in Acceptance recognize and appreciate cultural differences. Culture is understood as a viable way of organizing human behavior. Cultural differences in behaviors and values are accepted as normal and desirable. Difference is no longer judged by the standards of one's own group; difference is examined within its own cultural context. The guiding principle of Acceptance is cultural relativism: one culture is not inherently better or worse than another.

There are two substages of Acceptance. In *behavioral relativism* persons accept the idea that behavior varies across culture groups and according to cultural context, behavioral patterns are valid for those who share and understand them, and acceptance of behavioral difference does not mean that one is necessarily comfortable about specific differences. *Value relativism* means accepting the perspective that values and beliefs also exist in a cultural context and vary across cultural communities, notions of ''good'' and ''bad'' are value orientations that can differ according to the culture group that holds those views.

Sample IDI Acceptance items include:
- *I generally enjoy the differences that exist between myself and people from other cultures.*
- *It is appropriate that people from other cultures do not necessarily have the same values and goals as people from my own culture.*

2.5. Stage five: Adaptation to difference

Persons in this stage consciously try to imagine how the other person is thinking about things. They shift their mental perspective into the ''insider's'' point of view. They employ alternative ways of thinking when they are solving problems and making decisions. They can communicate and interact effectively with people from other cultures. They can shift their frames of reference.

The two dimensions of Adaptation are *empathy* and *pluralism*. Empathy refers to the ability to shift perspective into alternative cultural worldviews. Pluralism means the internalization of more than one complete worldview. Behavior shifts completely into different frames of reference without much conscious effort.

One difference between the IDI and the DMIS emerged in the instrument development process. The factor analysis of Adaptation delineated two-factors comprised of items related to (1) the pluralism form of Adaptation and (2) items related to what the authors referred to as the ''importance of culture specific understanding'' (Hammer & Bennett, 1998, p. 67–68). In the model, pluralism is the more advanced form of Adaptation; it measures its behavioral aspects. The authors renamed this scale *Behavioral Adaptation* to more accurately represent the content of its items. A factor analysis of the sixth and final DMIS Integration stage revealed one factor, which includes items from the contextual evaluation form of Integration and the empathy form of Adaptation. This substage was renamed *Cognitive Adaptation*.

Sample IDI Cognitive Adaptation items include:
- *I feel there are advantages in identifying with more than one culture.*
- *In evaluating an intercultural situation, it is better to be able to draw from more than one cultural perspective.*
- *Sample IDI Behavioral Adaptation items include:*
- *Although I am a member of my own culture, I am nearly as comfortable in one or more other cultures.*
- *When I come in contact with people from a different culture, I find I change my behavior to adapt to theirs.*
- **2.6. Stage six: Integration of difference**

Persons in this stage have internalized more than one cultural worldview into their own. Their identity includes but, more importantly, transcends the cultures of which they are a part. They see themselves as persons ''in process''. They define themselves as persons at the margin of cultures (''cultural marginals'') and as facilitators of cultural transition.

There are two substages of Integration. The first *is contextual evaluation*, which is defined as the ability to employ different cultural frames of reference in evaluating a given situation. The second is *constructive marginality*, i.e., acceptance of an identity that is not based primarily on one culture. Persons in this substage have the ability to facilitate constructive contact between cultures and they are likely to participate in a ''marginal reference group.'' As was pointed out, no items were found to form pure contextual evaluation or constructive marginality substages, nor did items from the two substages form an Integration construct.

Adapted from: R. M. Paige et.al. 2003

In summary, the DMIS theorizes that individuals move from ethnocentric stages (Denial, Defense, Minimization), where their own culture is experienced as central to their reality through ethnorelative stages (Acceptance, Adaptation, and Integration) of greater recognition and ultimately acceptance of and adaptation to difference. It posits that ethnorelative world views have greater potential to develop knowledge, skills and attitudes that facilitate intercultural adjustment and adaptation to a variety of cultural contexts, defined by Bennett and Bennett (2004) as "the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts" (p.149).

3.4. IDI (Intercultural Development Inventory) Review, Benefits and Limitations

Good assessment of student learning outcomes always occurs within a context, in this case, the within internationalization efforts of a university to prepare its students for global citizenship. It must therefore be an act of institutional vision and commitment, and not control, focusing on why students grow and develop as a result of their education and experiences. Assessment is also about taking ownership and a willingness to make adjustments based on what has been learned from the assessment, with the most effective use being its role in focusing campus discussion about issues, problems, successes, and challenges connected to internationalization and the assessment thereof, one of which is intercultural competence. As discussed in chapter 2 during the review of the developmental models, there is a plethora of instruments to choose from, as reflected below in the summary by Paige, Jacobs, Yershova, and DeJaeghere (2003), that might be helpful in determining what might work best for a particular institution or program. For Bellarmine in 2006/07 the selected instrument at that point in time was the IDI for administration over a four year period between 2008-2012 in order to measure development of intercultural competence over the entire span of an undergraduate experience.

Table 3.4.

Intercultural Instruments by Topic

I. Organizational Assessment and Development
A. Organizational Culture
1. Organizational Climate Inventory (Cooke & Lafferty, 1983; Cooke & Szurnal, 1993)
2. Culture for Diversity Inventory (Human Synergistics/Center for Applied Research, 2001)
3. Assessing Diversity Climate (Kossek & Zonia, 1993)
B. Equal Opportunity Climate
1. Military Equal Opportunity Climate Survey (Dansby, Stewart, & Webb, 2001; Landis, 1990)
2. University Equal Opportunity Climate Survey (Landis et al., 1996)
II. Personal Assessment and Development
A. *Intercultural Development*
    1. Intercultural Development Inventory (Hammer, 1999; Hammer & Bennett, 2001a, 2001b)
B. *Cultural Values and Value Orientation*
1. Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)
2. Horizontal and Vertical Individualism and Collectivism (Gelfand & Holcombe, 1998; Singelis, Triandis, Bhawuk, & Gelfand, 1995)
3. Self-Construal Scale (Singelis, 1994)
4. Value Orientations Survey (Kluckhohn & Strodtbeck, 1961)
5. Four-Value Orientation Inventory (Casse, 1982)
6. Intercultural Conflict Style Inventory (Hammer, 2003)
C. *Cultural Identity*
1. Bicultural Involvement Questionnaire (Szapocznik, Kurintes, & Ferdinandez, 1980)
2. Mulitgroup Ethic Identity Measure (Phinney, 1992)
3. Multi-Index Ethnocultural Identity Scale (Horvath, 1997; Yamada, 1998)
4. Personal Dimensions of Difference (Dunbar, 1997)
5. Black Racial Identity Scale (Helms & Parham, 1990, 1996)
6. Cross Racial Identity Scale (Cross & Vandiver, 2001; Worrell et al., 2001)
7. White Racial Identity Attitudes Scale (Helms, 1984; Helms & Carter, 1990b)
8. Acculturation Rating Scale for Mexican Americans-II (Cuellar, Arnold, & Maldonado, 1995)
9. Suinn-Lew Asian Self-Identity Acculturation Scale (Suinn, Rickard-Figuerosa, Lew, & Vigil, 1987)
10. Third Culture Adolescent Questionnaire (Gerner, Perry, Moselle, & Archibold, 1992)
D. *Learning Styles*
1. Learning Styles Inventory (Kolb, 1993, 1999)
E. *Global Awareness and Worldmindedness*
1. Cross-Cultural World-Mindedness Scale (Der-Karabetian & Metzer, 1993)
2. GAP test (Corbitt, 1998)
F. *Cultural Adjustment, Culture Shock, and Cultural Adaptation*
1. Cross-Cultural Adaptability Inventory (Kelley & Myers, 1999)
2. Culture Shock Inventory (Reddin, 1994)
3. Overseas Assignment Inventory (Tucker, 1999)
4. Sociocultural Adaptation Scale (Searle & Ward, 1990; Ward & Kennedy, 1999)
G. *Personality Characteristics*
1. Myers-Briggs Type Indicator (Brown & Knight, 1999)
2. Singer-Loomis Type Development Inventory (Singer, Loomis, Kirkhart, & Kirkhart, 1996)
H. *Intercultural and Multicultural Competence*
1. Multicultural Awareness-Knowledge-Skills Survey (D'Andrea, Daniels, & Heck, 1991)
2. Culture General Assimilator (Cushner & Brislin, 1996)
I. *Prejudice and Racism*
1. Color-Blind Racial Attitudes Scale (Neville, Lilly, Duran, Lee, & Browne, 2000)
2. Attiudinal and Behavioral Openness Scale (Caligiuri, Jacobs, & Farr, 2000)
Adapted from: R. M. Paige et.al. 2003

As Michael Paige (2003) indicates in the instrument summary above in table 3.4., the IDI (Intercultural Development Inventory) was at that point and is still today the only quantitative instrument among the personal assessment and development instruments which measures intercultural *development,* which is of course also very effectively measured through qualitative assessment. Qualitative assessment is the primary assessment mode in my pedagogical model, in addition to quantitative IDI assessment which is a) more easily communicated and b) surprisingly in line with the qualitative assessment as the reader will see in chapter five where this relationship is closely analyzed. Fantini (2009) reminds us "In addition to assessment activities devised by teachers, *external* (emphasis added) tests can also help; however, it is important to insure that the information they provide aligns with the outcomes we intend to measure" (p. 475). Since the development of intercultural competence was identified as our University's core mission when we send students into culturally different environments at home or abroad, the IDI was closely examined as a potential *external* assessment instrument since it was designed for measuring an individual student's development within and alongside entire class cohorts (2008, 2009, 20010, 2012) in terms of awareness of, and sensitivity to cultural differences. The earliest reliability and validity testing on the IDI was conducted by Michael Paige. In 1993, Paige reminds us that the "IDI data from the final sample of 353 were analyzed using a standard set of psychometric procedures including factor analysis, reliability and validity testing, and social desirability analysis. The results demonstrate that the IDI is a reliable measure that has little or no social desirability bias and reasonably, although not exactly, approximates the developmental model of intercultural sensitivity upon which it is based." (Paige, 1993, pp. 21-71). The next IDI analysis was conducted ten years later in 2003 after some minor IDI adjustments by a team of four researchers (R. Michael Paige, Melody Jacobs-Cassutob, Yelena A.

Yershova, & Joan DeJaeghere, 2003) reaffirming again the initial assessment of the instrument:

"The analyses of the internal structure of the IDI have shown it to be a reasonable approximation

of the theoretical model of intercultural development. Reliability coefficients for individual

stages were found to be quite high, similar to the original IDI validation study results. This

indicates that the items within each individual scale correlate well with each other in measuring

the intended trait. …….. Overall, the factor analyses provide strong empirical support for the

broader two factor (ethnocentric and ethnorelative) structure of the developmental model and

modest support for the six-factor structure of intercultural sensitivity that the IDI is purporting to

measure. While the six factors do not exactly mirror the six stage structure of the IDI, upon

closer examination there is nothing particularly surprising or problematical about the factor

loadings". (p. 483). The four researchers' study concludes "In summary, our research suggests

that Hammer and Bennett's Intercultural Development Inventory is a sound instrument, a

satisfactory way of measuring intercultural sensitivity as defined by Bennett (1993) in his

developmental model" (p.485).

Hammer, Bennett, and Wiseman (2003) concur, that the IDI was closely examined in its

original 60 item format, as well as in its subsequent /current 50 item format. They note "In the

first phase, a preliminary, 60-item version of the IDI was developed. Subsequent testing of this

version by Paige, Jacobs-Cassuto, Yershova and DeJaeg suggested specific directions in further

development of the IDI. In the second phase, we completed further analysis that resulted in a

revised, 50-item ID…" (p. 426). In addition, a number of smaller earlier studies have also found

the IDI to maintain satisfactory reliabilities across cultural contexts and that it meets the standard

scientific criteria for a valid and reliable psychometric instrument as emphasized by (Hammer,

Bennett, and Wiseman, 2003, pp. 421-443).

The results of the confirmatory factor analysis completed as part of the development of a revised IDI instrument indicate that a five-factor solution (DD, R, M, AA, and EM scales) provides a good fit to the data. Further, in a direct comparison of the five-factor solution with both the original, seven-dimensional model of intercultural sensitivity proposed by Bennett (1986, 1993) and a two dimensional, more global model (of ethnocentrism and ethnorelativism), the five factor solution was found to be superior. Additional testing done on these five scales on gender, age, education level, and social desirability reveals no significant effects by age, education level, or social desirability and no significant effects on four of the five scales by gender. (p.439)

Doug Stuart concludes "The IDI is supported by impressive reliability and validity studies and can be used with confidence in both the selection process and development planning, where it predicts the kind of intervention most effective for the development according to the revealed stage of intercultural sensitivity"(Stuart, 2009, p.182).

Hammer elaborates further, "The IDI questionnaire includes contexting questions that allow respondents to describe their intercultural experiences in terms of (a) their cross-cultural goals, (b) the challenges they face navigating cultural differences, (c) critical (intercultural incidents they encounter around cultural differences during their study abroad sojourn, and (d) ways they navigate those cultural differences. Responses to these questions provide a cultural grounding for relating IDI profile scores to the actual experiences of the individual." (Hammer, 2012, p.117)

Table 3.5. below summarizes some of the main validation findings of the IDI from multiple studies:

Instrument Development Criteria	IDI Fully Meets Criteria
1. Testing confirmed the underlying theoretical framework of the IDI—the Intercultural Development Continuum or IDC (e.g., high inter-rater reliabilities based on in-depth interview analysis & correlational analysis)	☑
2. IDI items reflect perspectives of people from a wide range of international and domestic cultural groups (e.g., through in-depth interviews)	☑
3. IDI does not contain cultural bias (e.g., initial pool of items generated from statements made by culturally diverse interviewees—not by the researchers)	☑
4. IDI validity and reliability results confirmed in large, multicultural samples —over 10,000 individuals (e.g., using rigorous Confirmatory Factor Analysis in item/scale analysis)	☑
5. IDI has strong "content" validity (e.g., initial item pool generated from actual statements made by interviewee's from a wide-range of cultural groups & Expert Panel Review used to narrow item pool—with high inter-rater reliabilities)	☑
6. IDI has strong "construct" validity (IDI Orientations correlated as predicted to Worldmindedness (cognitive measure) and Intercultural Anxiety (affective measure)	☑
7. IDI has strong "predictive" validity in organizations (e.g., IDI predictive of success in diversity recruitment and hiring)	☑
8. IDI has strong "predictive" validity in education (e.g., IDI predictive of achievement of study abroad outcomes)	☑
9. IDI Developmental Orientation and Perceived Orientation scores are highly reliable (.82, .83, coefficient alpha & all sub-scales achieved satisfactory reliabilities)	☑
10. Readability analysis of the IDI indicates the IDI is appropriate for individuals 15 years of age or higher)	☑

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The cross-cultural validity of the IDI and practical impact of the Intercultural Development Inventory has resulted in remarkably strong support from a wide-range of external, third-party, prestigious associations, journals/books and cross-cultural, professional organizations. One of the organizations is the American Council of Education (ACE), the most

influential association of higher education in the United States, which represents the presidents of 1800 colleges and universities. In 2003, the ACE convened a working group on intercultural learning with the objective to identify an assessment tool that provides direct evidence of students' intercultural development. Upon researching 20 assessment instruments, the ACE recommended the IDI as one of only two tools that met their rigorous review process. In 2010-2011, the American Association of Colleges and Universities (AAC&U) developed a rubric on intercultural competence and based their learning outcomes for global citizenship recommendations primarily on the Developmental Model of Intercultural Sensitivity, which represents the theory upon which the IDI was built (www.aacu.org/valu/rubrics/) in addition to Deardorff's Process Model.

In 2009, SIETAR Europa (Society for Education, Training and Research) surveyed its membership to identify which cross-cultural assessment instruments are mostly widely accepted and used by cross-cultural professionals. The IDI was identified as the most widely used assessment tool used by professionals in the intercultural field.

In 2003, the *International Journal of Intercultural Relations* (IJIR), the most important peer-reviewed academy publication within the field of intercultural relations, devoted a special issue to the Intercultural Development Inventory, attesting to the valuable contributions being made by the IDI in assessing and increasing intercultural competence.

My literature review in 2007/2008 (when I began my research) noted the above recognition of the IDI but also encountered Greenholtz (2005) who questioned ten years ago whether the IDI and DMIS are transferable across cultures. This in the meantime (ten years later) has been addressed in that the IDI has been translated into and consistently been administered across cultures in 14 languages, according to Hammer (2015). However, it is my position based

on my work with international students as participants in my intervention model, that further research in this area is definitely needed. Aside from Greenholtz, I encountered no true critics of the IDI in 2007, when I was evaluating instruments for possible use in my study, which was launched in 2008. My continued literature review and frequent interaction with assessment experts in the field of international education at seminars and conferences around the globe, continues to reveal few critics of the IDI. Among them are Matsumoto and Hwang (2013) who point out that using the IDI in pre-departure and posttest scenarios in order to assess training efficacy, has generated positive, as well as negative results. In their criticism of the IDI it is unclear if the mixed results were due to poor training of the participants, the IDI as an inadequate assessment instrument, or both.

Perry (2011), three years into my study, offered criticism of the DMIS, the theory behind the IDI, "One possible critique of the DMIS is that it assumes that individuals develop intercultural sensitivity in a step wise fashion, omitting the possibility that individuals may move backwards as well as forwards in the six stages. The experiences of many individuals who have lived extensively overseas would suggest that the process of embracing an ethnorelative orientation, the final stage of the DMIS, is often not as simple and straightforward as the DMIS conceptualizes."(p.471). Bennett (2009), the creator of the DMIS, and co-creator of the IDI himself pointed to a weakness of the DMIS and its assessment via the IDI when he says "The disadvantage of the IDI is that it sacrifices ideographic data in favor of the nomothetic data necessary for group comparisons…….. Consequently, the IDI should be used cautiously and only with other measures, such as the qualitative data in descriptive studies, to discover the overall intercultural sensitivity of groups" (p.6). It is important to emphasize here that Bennett's criticism is launched at group results, rather than individual IDI results.

Certainly, criticism of the empirical assessment of intercultural competence in general cannot be avoided, because the construct of intercultural competence is incredibly complex, because the types of empirical evidence samples are very complex. I am therefore advocating, like Bennett, that any type of quantitative assessment of intercultural competence be ideally combined with *qualitative* assessment, which is at the heart of my pedagogical model. My position is supported by Matsumoto and Hwang (2013) when in their criticism of the IDI, they advise "the incorporation of qualitative methodologies may add important flavor to the development of 3 C tests that may complement the existing literature in important ways, and we encourage researchers to consider the inclusion of qualitative methods in future efforts" (p.868).

In 2012, Vande Berg, Paige, and Lou edited the influential book, *Student learning abroad: What our students, what they're not, and what we can do about it* (Sterling, VA: Stylus). In this book, extensive research and specific case studies are presented that demonstrate student development of intercultural competence based on the use of the IDI both as a teaching and assessment tool.

The IDI can be used as a pre- and post-test for profiling the intercultural sensitivity before and after study abroad and/or pedagogical interventions aimed at developing intercultural competence. Thus, minimal critics in 2007/2008 notwithstanding, I felt in 2008 that the IDI was indeed the most appropriate instrument to align with my subjects' qualitative assessment for assessing my research question. Therefore, the IDI was ultimately selected as the most suitable and reliable instrument at the time (2008) by the researcher to measure the underlying development for all three identified areas (knowledge, skills, attitudes), namely *'intercultural competence',* as the most desirable attribute of the Bellarmine graduate of the 21st century. It was of considerable importance to the researcher and faculty that the instrument was rooted in

theory; the theory of the DMIS (Developmental Model of Intercultural Sensitivity) discussed earlier in this chapter, focusing on constructivist concepts to describe and measure the process of intercultural learning and development. The researcher (certified in the administration of the instrument) was charged with the campus wide IDI administration planning, project execution, evaluation, and fund sourcing. The pre and post testing was made available to all students over their four year college journey and was secured by the researcher via an external foundation grant at $22 per student for the 1812 students that were tested for this research over the course of four years (2008 and 2012). The cost of $22 per student for pre and post testing is clearly a significant limitation of this instrument and while it is manageable for individual student and classroom application, it may likely deter the use of the IDI for broad-based institutional assessment of intercultural competence such as the one in this extensive study.

Cognizant of the need for multiple measures to provide a broader picture of the learning outcomes and to assist with the triangulation of the project, a secondary instrument, the GPI (Global Perspectives Inventory) was chosen based on its relevance and relationship to the University's strategic plan "Vision 2020" (Appendix L), complementing the primary instrument, the IDI. The GPI along with all GPI assessment results will be discussed in chapter four under 4.8.. With the help of the above selected two instruments, this study examines the effectiveness of a campus wide strategy for internationalization at one U.S. university by analyzing the level of intercultural development from the time students arrive as Freshmen (Fall 2008 Freshmen FF) until their graduation as Seniors with special focus on what role intervention pedagogy plays in this development process.

In addition to the above quantitative assessments, extensive qualitative assessment is at the heart of the researcher's intervention pedagogy model. To examine and demonstrate a

possible relationship between the IDI and the qualitative assessment in this study, I have selected the last academic year's fall semester 2012 of this 4 year study as a representative sample for close analysis of the two forms of assessment. This subgroup of students (n=10) immersed in experiential learning communities abroad will be analyzed in chapter five of this study vis-à-vis a relationship between their IDI scores and their written assignments, reflective of their level of intercultural competence.

3.4.1. Key characteristics and applications of the IDI.

The IDI is a survey instrument that was developed to reflect the stages of development of intercultural sensitivity as outlined in the DMIS. As summarized by the developers of the instrument, "Based on this theoretical framework, the Intercultural Development Inventory (IDI) was constructed to measure the orientations toward cultural differences described in the DMIS. The result of this work is a 50-item (with 10 additional demographic items), paper-and-pencil measure of intercultural competence". (Hammer, Bennett, & Wiseman 2003, p.421). Today (2015) this instrument has gone through version V1, V2, and V3 adjustments. It reflects four open-ended "contexting" questions, and can be completed in 15-20 minutes on line. Upon completion of the IDI, a graphic profile is automatically generated, reflecting the respondent's overall position on the intercultural development continuum presented in Figure 3.4. below, in an updated visual, a modification by Mitch Hammer of the five stages of Bennett's 1986 DMIS. A graphic IDI profile sample can be found in Appendix M. It is for the Fall 2012 Focus Group in chapter five.

Figure 3.4.
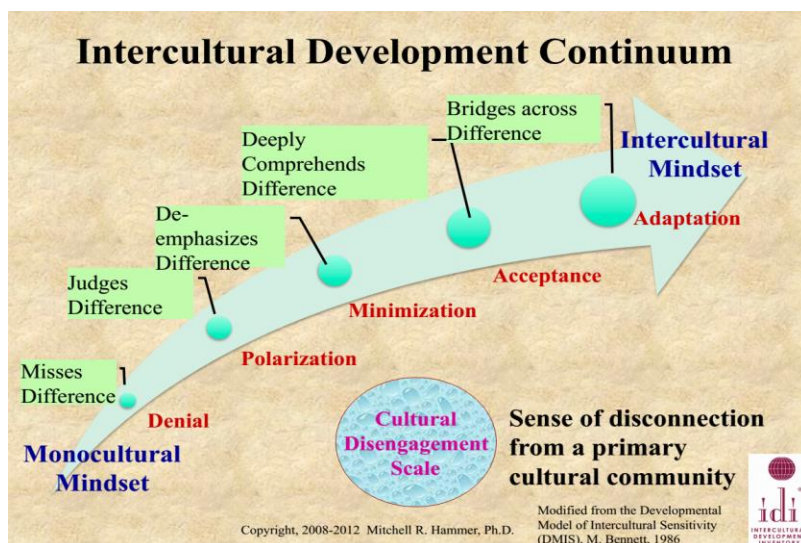
The IDI is a theory based assessment instrument in either an organization or education

version that empirically measures five orientations toward cultural difference, based on Milton

Bennett's Developmental Model of Intercultural Sensitivity (DMIS) (M. Bennett, 1986, 1993,

2004) which is a framework for explaining the reaction of people to cultural differences. Bennett

has identified a set of fundamental cognitive structures (or "worldviews") that act as orientations

to cultural difference, anchored in the DMIS which identifies several worldview orientations that

are primarily ethnocentric or mono-cultural and some that are primarily ethnorelative or

intercultural. The IDI in turn reflects five one-dimensional corresponding scales which measure

an individual's or group's fundamental worldview orientation to cultural difference, and thus the

individual's or group's capacity for intercultural competence. The IDI is available in English and

has been rigorously "back translated" into 14 additional languages, to assure that each item

reflects linguistic and conceptual accuracy. The IDI is used across disciplines in academia, as

well as by a wide range of organizations and industries. In my research it was used exclusively in

the context of international education. There are more than 1400 Qualifies Administrators, of

which the researcher is one, at over 170 universities, in more than 30 countries, who have

applied the IDI in academic and non-academic environments. According to M. Hammer, research on and with the IDI has grown to more than 60 articles and 66 PhD dissertations, while also supporting many of the Standards of Good Practice of the Forum on Education Abroad. In summary, the main characteristics of the IDI according to Hammer are a web/cloud analysis system that produces customized IDI group and sub-group profile reports, group and sub-group administrator reports, individual profile reports, and individual, intercultural development plans (IDPs). Applications include baseline assessments; education development needs analysis, program evaluation, research, group or team development, individual learning and development (with IDPs).

3.4.2. IDI administration and scoring.

The IDI consists of five scales reflecting the relevant stages of the underlying model, the DMIS: denial, defense, minimization, acceptance, and adaptation. The first scale of the IDI, the DD scale, has a denial cluster with two sub-clusters—disinterest and avoidance of interaction—and a defense cluster with no sub-clusters. "The DD scale measures a worldview that simplifies and/or polarizes cultural differences. It includes the tendency to view the world in terms of 'us' and 'them' where 'us' is superior" (Hammer, 2015, p. 1). The second scale, the R scale measures a reverse version of defense, and has no sub-clusters. It is "the 'mirror image' of the *denial/defense* orientation and is similarly considered to be ethnocentric" (Hammer, 2015, p.1). The next scale, the M scale, concerns minimization and has two sub-clusters: similarity and universalism. This scale measures a worldview "that highlights cultural commonality and universal values through an emphasis on similarity and/or universalism" (Hammer, 2015, p. 1). This worldview is seen as transitional from a more mono-cultural worldview toward a more culturally sensitive or multicultural worldview. The following scale, the AA scale, has an

acceptance cluster with no sub-clusters, and an adaptation cluster with two sub-clusters referred to as cognitive frame-shifting and behavioral code-shifting. This scale measures a worldview "that can comprehend and accommodate complex cultural differences" (Hammer, 2015, p. 1). This scale represents an ethnorelative worldview. Finally, the EM scale is measuring marginality and refers to the final stage of the DMIS, the scale of integration. The scale – not the model - measures a worldview "that incorporates a multicultural identity with confused cultural perspectives" (Hammer, 2015, p. 1). Respondents score for each scale between one and five; a score below 2.33 has been termed *unresolved*, in *transition* means a score between 2.33 and 3.66, and for a *resolved* result, the respondents' score must be above 3.66.

Student development in this study was assessed and monitored with the IDI as the main external assessment instrument over a period of four years (2008-2012), moving an entire class from F to SR class status. It is currently the only such research conducted with the IDI, while simultaneously administering intervention based IDI guided pedagogy to a group of students in immersion at foreign universities, as well as international students on a U.S. campus. My study will follow the 2008 FF cohort over four years of assessment until graduation and thereupon analyze the level of intercultural competence development in the context of a variety of high impact college experiences, such as short-term, long term, direct enrollment study and service abroad, and finally while participating in intercultural course work during their sojourn. This coursework, accompanying students via an asynchronous on line learning model (Moodle), is designed to reflect the current paradigm shift in learning abroad, which guides the student through intervention rather than mere immersion abroad by utilizing the IDI not just or primarily, as a measuring tool, but also a very effective teaching tool. Chapter five will focus solely on the pedagogy of this model.

3.5.   Chapter Summary

In this chapter, I have argued that research on quantitative assessment and its tools in addition to qualitative assessment of student learning outcomes has shown that the numbers of instruments while abundant at first glance, are in fact quite limited for assessing progression and development over time. This holds true especially for measuring the development of intercultural competence over time, aided by a special pedagogical framework that helps students to reflect on self and others in support of global citizenship skill building while learning in immersion abroad. In addition to the instrument review of chapter two, I presented here my rationale for the choice of my primary quantitative instrument and its theoretical framework in support of my experiential constructivism approach to intervening in intercultural learning abroad. I have discussed the methodological framework, the assessment process, as well as the characteristics of the main quantitative assessment instrument used for this study, the Intercultural Development Inventory (IDI) which is based on the theoretical framework of the Developmental Model of Intercultural Sensitivity (DMI). I have come to the conclusion based on my literature review that the IDI is considered by a large number of experts in the field to be an instrument that is a cross-culturally generalizable, valid and reliable measure of intercultural competence that does not contain cultural bias and fully in support of and aligned with the essence of my pedagogical model, i.e. the development of intercultural competence through learning abroad. There are a handful of researchers who are somewhat critical on the IDI on aspects such as cross-cultural and cross-language validity, and the movement between an individual's developmental stages, as well as its commercialization as of late. Notwithstanding those critics, I felt in 2008, at the beginning of my longitudinal research study, and still fee today in 2015, that the IDI is indeed a valid and reliable instrument as a foundation for assessing my research question.

As the following chapters (particularly chapter will demonstrate, the IDI is not just an assessment tool but also a useful teaching tool with pre and post applications. The theoretical model, along with the IDI instrument can "empower educators [to] create curriculum that facilities movement through the stages" (Bennett, 2003, p.24; Olsen & Kroeger, 2001, p.119). The second instrument, the GPI, will be discussed in detail in chapter four under 4.8..

CHAPTER FOUR: CROSS-SECTIONAL AND LONGITUDINAL DESIGN AND ANALYSIS OF RESEARCH FINDINGS OVER FOUR YEARS OF COLLEGE LIFE AND LEARNING VIS-À-VIS THE DEVELOPMENT OF INTERCULTURAL COMPETENCE

4.1. Introduction

The purpose of this chapter is to present the research application, tools, populations and resulting multiple, extensive data sets that were used to answer the research question and analysis of the hypothesis regarding a possible relationship between students' intercultural development and their learning abroad experiences vis-à-vis program characteristics, program duration, and in particular the impact on students as a result of intentional intervention curriculum while abroad. The working definition of assessment for this study is adapted from Upcraft and Schuh (1996) as the approach of *gathering, analyzing, and interpreting evidence which describes effectiveness.* The research question and hypothesis evolved from the gaps in the literature and practice of delivering programming abroad that could benefit from intentional intervention pedagogy in order to enhance the development of intercultural competence for students participating in experiential learning abroad on their path to developing knowledge, skills and attitudes for effective participation in a globally interdependent world. In 2008, Hoff called for increased research via longitudinal studies, so that "the international education field may actually come to know the true "life-changing effect" of study abroad" (2008, p.70). While Hoff is focusing on a wide range of life changing effects of study abroad, my research is focusing on one outcome, namely *intercultural competence.* Thus, I am presenting in this chapter cross-sectional as well as longitudinal studies, their research design, methods of data collection and analysis, with the identification of the independent, attribute, and dependent

variables; the target population, available population, sampling plan, and setting; plus the instrumentation used, as well as an analysis of the reliability and validity, including strengths and weaknesses of the research methods.

4.2. Research and IDI Assessment Environment

The target population in this research study involves 2299 subjects in 87 programs and 37 countries at various intersections with my research question. All subjects were college students at a small liberal arts university in the Midwest of the United States of America, Bellarmine University in Louisville, Kentucky. As research towards a sustainable pedagogy, my work is by design U.S. focused in order to be immediately translatable into effective application within the framework of a U.S. liberal arts university's international strategy.

By the end of my research in 2012/13, the demographics of Bellarmine University were: undergraduate population of 2,604, of whom 2,378 were full time students, with 37% or 951 being male, and 63%, or 1,653 being female. Of these students, 12% were students of color and 2% were international. In terms of the geographic origin of these students, 1,743, or 67% were from Kentucky, 307, or 12% from Indiana, 197, or 8% from Ohio, 74, or 3% from Illinois, 50, or 2% from Tennessee, 37, or 1% from Missouri, with 142 or 5% coming from 30 additional states and 54 or 2% from 20 different countries. Of these students, 36% were first generation college students, and 46% were living on campus. While the university offers over 60 majors, the following 5 majors dominate the academic environment: Nursing (28%), Psychology (7%), Business Administration (7%), Exercise Science (6%) and Biology (6%), making up about 50% of the overall UG enrolment with the other half being shared by 57 additional majors. All courses are taught in English, with all students speaking, reading and writing English. Thus, all assessment was conducted in English.

After clearance from the Institutional Review Board (IRB), eligible subjects were sent an e-mail invitation to participate via various assessment tools, ranging from the IDI, GPI, and in house impact survey. The dominant research tool by far was the theory based IDI with pre and post assessment of students' orientation to cultural difference along the developmental scale of intercultural sensitivity, beginning with the 2008 First time Freshmen (FF) class. The students were sent an e-mail from the researcher/University's SIO which contained a username and a password with a link to an on-line testing site. The testing site www.idiinventory.com was provided by IDI, LLC. The dominant testing instrument was the IDI for reasons discussed in detail in the previous chapter. The testing expenses of $22 per student for each pre-post-test over the period of four years were covered by a grant developed by the researcher and awarded through a local not for profit educational foundation in support of global learning at Bellarmine University. The data collection occurred for the freshmen in the fall of 2008, 2009, 2010, and 2011, and for the seniors in the spring of 2009, 2010, 2011, 2012, and for all subgroups featured in this chapter at various times between 2008 and 2012 in accordance with specific programming delivered abroad. Participants were asked to input their username and password and then complete the IDI. Assessment results were compiled and forwarded to the researcher via an electronic data file for analysis and potential coaching. The sampling plan included the entire accessible freshmen and senior population that met the eligibility criteria and all were thus invited to participate. The eligibility criterion was to be a freshman, senior and/or participant in a particular international experience abroad. All participants were at least 18 years of age. The final data-producing samples were self-selected from the invited populations.

Descriptive analysis, frequency distribution, measures of central tendency, and variability (range and standard deviation) were used for the major data sets in this study. All are offered in

their entirety in the appendix. For the causal-comparative (exploratory) aspects, a two-tailed, independent *t-test,* one way Analysis of Variance (ANOVA) with post hoc comparisons was completed.

To review from chapter three, the IDI consists of five scales reflecting the relevant stages of the underlying model, the DMIS: denial, defense, minimization, acceptance, and adaptation. The first scale of the IDI, the DD scale, has a denial cluster with two sub-clusters—disinterest and avoidance of interaction—and a defense cluster with no sub-clusters. The DD scale measures a worldview that simplifies and/or polarizes cultural differences. It includes the tendency to view the world in terms of 'us' and 'them' where 'us' is superior. The second scale, the R scale measures a reverse version of defense, and has no sub-clusters. It is the 'mirror image' of the *denial/defense* orientation and is similarly considered to be ethnocentric. The next scale, the M scale, concerns minimization and has two sub-clusters: similarity and universalism. This scale measures a worldview that highlights cultural commonality and universal values through an emphasis on similarity and/or universalism. This worldview is seen as transitional from a more mono-cultural worldview toward a more culturally sensitive or multicultural worldview. The following scale, the AA scale, has an acceptance cluster with no sub-clusters, and an adaptation cluster with two sub-clusters referred to as cognitive frame-shifting and behavioral code-shifting. This scale measures a worldview that can comprehend and accommodate complex cultural differences. This scale represents an ethnorelative worldview. Respondents score for each scale between one and five; a score below 2.33 has been termed *unresolved*, in *transition* means a score between 2.33 and 3.66 and for *resolved* respondents' score must be above 3.66.

4.3. STUDY I: Cross-Sectional Study (N=1225): IDI Intercultural Competence Development Assessment and Outcomes Analysis over 4 Years of Annually Arriving Freshmen and Annually Graduating Seniors

At Bellarmine University, learning abroad is an integral part of approximately one third, or about 35% of the full time, undergraduate student population. These opportunities abroad have been strategically initiated and developed by the researcher since 1995 with the support of faculty and administrators across all 7 schools at BU. Opportunities for students exist in the form of lower-impact short-term experiences abroad with BU faculty during the summer or winter breaks. Over the past years, an average of about 50% of BU students studying abroad engage in such short term learning through credit bearing academic or service courses. Another 30% participate in approved programs in cooperation with board associated institutions or consortia. The remaining approximately 20% are students who select long term direct enrolment opportunities through BU's 38 bilateral partner campuses around the globe or via International Student Exchange Program (ISEP). See appendix for a list of bilateral/ISEP study options for the students in this study. Table 4. 1 contextualizes the type of international experiences the subjects in this research were involved in, beginning with 2008 and thus covering the 2008-2012 research periods. I have added the 2012-2014 academic years in Table 4.1. below for additional information only to reflect a sense of continuity.

Table 4.1. BELLARMINE LEARNING ABROAD PROGRAMMING SUMMARY

Description	Type I Bellarmine University Faculty-Led Short-term Short-term course(s) taught abroad by B.U. faculty	Type II Short-Term "Approved" programs operated in cooperation with board associated institutions or consortia (CCSA, KIIS, CC-CS, CIEE, et al.)	Type III Exchanges Unilateral or multilateral reciprocal exchanges, ISEP	Type IV Non-Institutional Programs Programs operated by other institutions or agencies not directly associated with Bellarmine. Students must seek pre-approval for these programs in order to guarantee transfer of credit.
Number of Students Abroad about 35% annually of F.T. students	2008/2009: 65 / 50% 2009/2010: 85 / 56% 2010/2011: 56 / 40% 2011/2012: 61 / 46% 2012/2013: 75 / 51% 2013/2014: 122 / 61%	2008/2009: 40 / 31% 2009/2010: 28 / 18% 2010/2011: 51 / 36% 2011/2012: 36 / 27% 2012/2013: 42 / 28% 2013/2014: 51 / 26%	2008/2009: 23 / 18% 2009/2010: 32 / 21% 2010/2011: 30 / 21% 2011/2012: 31 / 23% 2012/2013: 26 / 18% 2013/2014: 22 / 11%	2008/2009: 3 / 5% 2009/2010: 7 / 3% 2010/2011: 4 / 3% 2011/2012: 4 / 3% 2012/2013: 3 / 2% 2013/2014: 3%
Length	Short-term: 2-4 weeks; summer	Short-term: 3-8 weeks; summer or winter programs	Long term: Semester or Academic Year	Summer, Semester, or Academic year
Development of Global Views	Lowest impact.	Greater impact.	Greatest impact.	Outcomes vary.
Institutional Value	Benefits: Faculty development Curriculum expansion Student development	Benefits: High visibility for Bellarmine through board representation Faculty development Student development Curriculum expansion Collaborative research	Benefits: High visibility for student/faculty/staff exchanges Cooperative projects Collaborative research Curriculum expansion Strong student intercultural development International students as counterpart inbound to BU	Benefits: Student development
Placement Quantity Potential	* Moderate Number High administrative and faculty costs limit the number of programs that can be developed and the number of placements that can be offered.	* Moderate Number of Placements Moderate administrative costs encourage the selective approval of a large number of affiliated programs as institutional offerings	*Lower Number Highest administrative costs limit the number of bilateral programs that can be developed. ISEP offers additional placements.	*Largest Number of placements options & lowest internal IPO administrative costs, availability of non-institutional non-traditional programs. Loss of BU tuition makes this an unattractive option for the institution.
Student Cost	Low to Moderate Student pays study tour cost – on the average, $3,000-$3,500 and 50% of summer tuition fees.	Low to Moderate Student pays study program cost – on the average, $2,000-$5,000. $50 B.U. short-term study abroad fee.	Low Student pays Bellarmine tuition fees, sometimes room, board to BU. All BU financial aid is portable. $150-300 per semester B.U. study abroad fee	Highest or Moderate Cost of the experience varies according to program, destination, and length of sojourn. Bellarmine financial aid is not portable. $300 per semester B.U. study abroad fee
Development	Initial and on-going development, including program design, site selection, campus, state and travel advance processing, and final program execution	Initial and on-going selection and negotiation of programs; consortium activities and site visits.	Select, negotiate, confirm and implement institutional agreements; host visiting delegations, and plan individual or delegation visits to partner institutions.	None
Promotion	Faculty-leaders have primary promotional responsibility, but advisor assists with specific materials, mailings and activities, as well as general support through on-going campus-wide promotional efforts	Produce general and specific promotional materials and provides activities for on-campus promotion including information tables, in-class presentations, study-abroad fair, campus newspaper feature articles, etc.	Create and distribute general and specific materials and arranges office and campus activities for broad promotion, including information tables, in-class presentations, study-abroad fair, campus newspaper feature articles, etc.	Provide promotional materials and activities and general campus promotion
Advising/	Provide individual advising and	Out-going participants:	Out-going participants:	Provide individual advising and

Orientation	assistance with other campus units (Registrar, Financial Aid, others) and assists faculty leader in pre-departure orientation activities	Provide individual advising and group pre-departure orientations.	Provide individual and group advising and pre-departure orientations. In-coming participants: Provide orientation and individual and group advising and orientation.	scheduled pre-departure orientation activities
Administration	Coordinates on-campus processes with Registrar, Financial Aid and other Bellarmine campus units.	Bellarmine representation on the Boards of KIIS, CCSA, CC-CS as well as addl. committees (by B.U.'s Int'l Director)Coordinates on-campus processes with Records, Registrar, Financial Aid, Housing, academic departments, and other campus units for out-going and in-coming participants.	Coordinates with exchange institutions, arranges on-campus processes with Registrar, Records, Financial Aid, Housing, academic departments, and other campus units for out-going and in-coming participants.	Process credit-transfer forms with Records Office
Evaluation	Written evaluations and individual interviews.	Written evaluations and individual interviews.	Written evaluations and individual interviews.	Written evaluations not always available, individual interviews.

The above programming chart communicates the institutional opportunities and challenges from various perspectives, impacted by resources, faculty background, student demographics, capacities, number of international exchange partners, and a completely tuition dependent institutional financial structure.

Figure 4.1., the graph below, reflects the student perspectives vis-à-vis the students' motivating factors for engaging in learning abroad, covering the entire research span of 2008-2012, plus the current year. This survey assists further in contextualizing the data in this chapter when analyzing the various experiences students engage in and the outcomes achieved by the various programming types for which data will be presented. The survey below is offered every fall via *Survey Monkey* to all students who studied abroad during the previous academic year which is mostly second and third year students self-reporting on their motivations and experiences. As one of many strategies in the management of the BU international programming, it gives the administration and most definitely the faculty valuable insight into what kind of programs students look for at Bellarmine University. It also supports the advising needed via the IPO and the IPO's liaison faculty, working closely with students and the IPO in all academic

units across campus. The feedback is used when working with faculty and staff in the design of experiences abroad via specific academic units and majors, courses, internships, service learning, clinicals, and student teaching abroad. It will be discussed further in this chapter in the context of the data presented regarding the BU students' intercultural development during their time at Bellarmine.

Figure 4.1.

Bellarmine's Globe Trotter Survey
2008/2009-2013/2014
"I Studied Abroad Because I Wanted To..."

A bar chart with a vertical axis from 0.0 to 100.0 in increments of 10.0. The bars, from left to right, are:

Category	Value
Learn about/Challenge myself	82.5
Develop Intercultural Sensitvity	80.4
Step outside my comfort zone	80.1
Experience different political/social…	72.2
Meet new people while traveling	72.8
Become more self-reliant	68.8
Enhance future career	60.0
Take a course in my major/minor	44.9
Get away from BU for a while	45.6
Improve language skills	27.1

The direct student feedback in the chart above supplements a plethora of other criteria in supporting the development, implementation and/or alteration of international programming abroad for BU. While the researcher regularly employs various self-reporting surveys like the one above for useful feedback, the research project presented here is focused on a broad-based assessment initiative via the validated and theory based IDI as a result of the researcher's training in the administration of the IDI in 2004. The University's leadership selected the IDI as the most suitable instrument for the circumstances encountered at Bellarmine University at that very time, namely the academic year 2006-2007. In order to maximize the review of the research results via the IDI, I am offering below two "keys" (Table 4.2. and Table 4.3.) for the interpretation of the various tables accompanying the graphs throughout the rest of this chapter. For formatting reasons, abbreviations had to be used in all tables, to which Table 1 is the key, as indicated below for the reporting of the different stages of development along the continuum of

the IDI discussed in detail in the previous chapter, ranging from Denial, Defense and

Minimization to Acceptance and Adaptation. To the very left of these 6 developmental stages, all

graphs will list two OVERALL scores namely the PO or "Perceived Orientation", as "perceived"

by the subject, in this case the BU student. The PO column is followed by the DO column,

reflecting the actual "Developmental Orientation", and not where the subject "perceives" his or

her development to be. There is always a distinct gap between the two, although a lowering of

the gap can be observed as the student moves along the continuum over time. All data

discussions in this work focus solely on the developmental orientation or DO outcomes of the

IDI assessment, not the participant's perceived orientation or PO.

Table 4.2.

Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP
Pre & Post IDI Scores	PERCEIVED ORIENTATION	DEVELOP MENTAL ORIENT ATION	DENIAL	DEFENSE	REVERSAL	MINIMIZATION	ACCEPTAN CE	ADAPTATION

Table 4.3.

This table reflects the different stages of the DMIS as discussed in the previous chapter.

Developmental Orientation (DO)

55	70	85	100	115	130	145
Denial	Polarization: Defense/ Reversal		Minimization		Acceptance	Adaptation
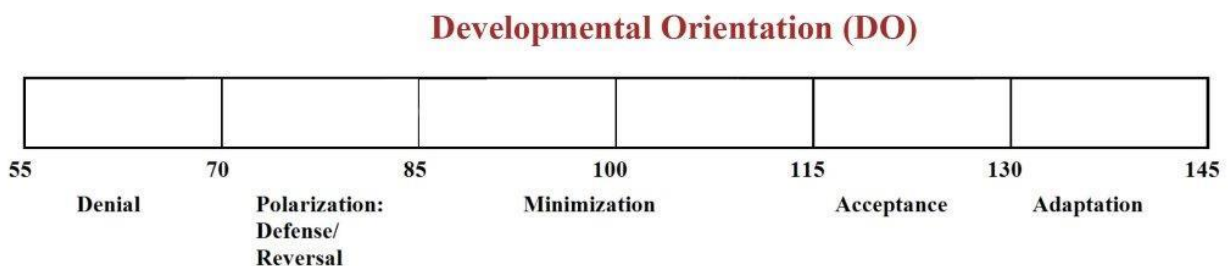
As one of the UK's leading academic writers on global citizenship, Nigel Dower (2003),

maintains, the status of a global citizen is defined by the normative (how humans should act), the

existential (relationship to the world), and the aspirational (role in the future). For all three of

these dimensions the point of departure must be an open mind, the capacity for empathy, in short,

openness if dealing with difference. In order to examine such capacity, on which a specific

intervention pedagogy can then be constructed, the researcher tested the entering first year

Freshmen university students over a period of four years at Bellarmine University. In that

process, the four year Freshmen data became the baseline of the research, and served as a control

group. In addition, over the same period of time, the researcher examined the exiting Senior

classes (to be discussed later in this chapter) as they were concluding their college journey. Both

groups, the longitudinal first year and fourth year data, collected over the course of four years are

reflected in Figure 4.2. below.

Figure 4.2.
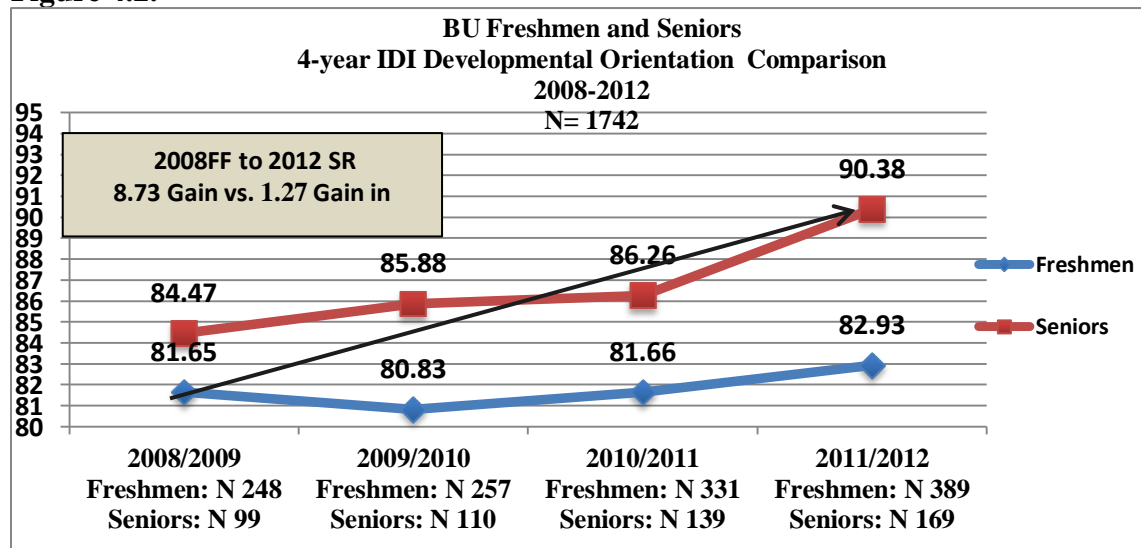
SENIORS	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
BU Seniors 2009 (N=99)	117.78	84.47	4.17	3.99	3.28	2.49	3.48	3.18	3.93
BU Seniors 2010 (N=110)	117.96	85.88	4.12	4.04	3.43	2.49	3.38	3.08	4.01
BU Seniors 2011 (N=139)	118.45	86.26	4.22	4.02	3.40	2.44	3.57	3.21	4.05
BU Seniors 2012 (N=169)	119.91	90.38	4.30	4.06	3.63	2.47	3.45	3.31	4.17
Seniors SP09 - SP12 Average (N=517)	118.70	87.18	4.21	4.03	3.46	2.47	3.47	3.21	4.06
FRESHMEN	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
FF Fall 08 Average	116.04	81.65	3.91	3.87	3.34	2.52	3.20	2.88	3.80
FF Fall 09 Average	115.95	80.83	3.93	3.88	3.29	2.41	3.34	2.98	3.66
FF Fall 2010 Average	116.13	81.66	3.94	3.83	3.37	2.43	3.32	2.93	3.80
FF Fall 2011 Average	116.44	82.93	3.93	3.86	3.46	2.43	3.31	2.91	3.75
Freshman Average 2008-2012 (N=1225)	116.19	81.89	3.93	3.86	3.38	2.45	3.30	2.92	3.76

The background discussion of the IDI in the previous chapter 3, should aid in the reading of the graphs and tables in this chapter. In examining the four years of IDI results of the FF groups, it became obvious, that the BU FF entering classes between 2008 and 2012 were the same in terms of their orientation to cultural difference. Thus, the point of departure in my research was the focus on the Developmental Orientation (DO) of the four FF and four SR groups featured above in Figure 4.2. Given that the DO of the FF averages each year only fluctuate within a 2.1 point range (81.65 in 2008/09 , 80. 83 in 2009/10, 81.66 in 2010/11, and 82.93 in 2011/12), it became apparent that establishing a baseline average of 81.89 for all four groups (N=1225) combined (see Figures 4.3. and 4.4.) was justifiable as the developmental orientation of FF entering Bellarmine students. The baseline of the DO of 81.89 thus serves as the basis for determining the impact of whether and how experiences of difference, especially while abroad can and will contribute to the intercultural development from an ethnocentric to a more ethnorelative orientation.

Figure 4.3.

Bellarmine Freshmen IDI Developmental Orientation
2008/2009 - 2011/2012
N=1225

	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
FF Fall 08 Average	116.04	**81.65**	3.91	3.87	3.34	2.52	3.20	2.88	3.80
FF Fall 09 Average	115.95	**80.83**	3.93	3.88	3.29	2.41	3.34	2.98	3.66
FF Fall 2010 Average	116.13	**81.66**	3.94	3.83	3.37	2.43	3.32	2.93	3.80
FF Fall 2011 Average	116.44	**82.93**	3.93	3.86	3.46	2.43	3.31	2.91	3.75
Freshman Average 2008-2012 (N=1225)	116.19	**81.89**	3.93	3.86	3.38	2.45	3.30	2.92	3.76

Figure 4.4.
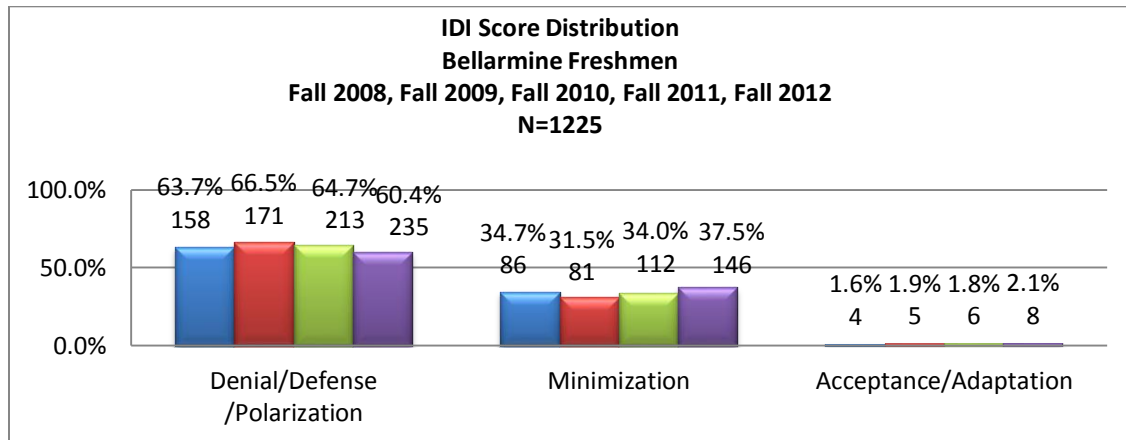
In reviewing the Bellarmine First Time Freshmen (FF) developmental orientation forwards difference in figure 4.3., it is obvious that the four year FF *average* developmental score of 81.89 points on the IDI scale, represented an opportunity for a great deal of intercultural work to be done by the University during the four year undergraduate learning cycle. Unfortunately, a considerable shortcoming when using the IDI is that the IDI LLC is very proprietary with the sharing of information. Thus, in spite of the world-wide use of the IDI, there is no data base that could be accessed in order to place this average score of 81.89 for 1225 Freshmen into a national, let alone an international context, in order to get a sense of how these freshmen students compared to others their age at similar or dissimilar institutions and cultural contexts. However, given this relatively large Freshmen sample (N=1225), and considering it was collected over a period of four years, the data have effectively informed strategies in support of intercultural learning at various levels on and off the Bellarmine campus.

For instance, the more detailed breakdown above in figure 4.4. of the Freshmen developmental orientation revealed that over the period of 4 years, the University was consistently taking in a very similar student population of which annually more than 60% were entering the University in a mode of Denial and Defense towards difference while virtually the

remaining 40% were in a mode of Minimization, and less than 2% out of 1225 students were in Acceptance or Adaptation. This revelation resulted in relatively timely adjustments to the content of the University's general education curriculum, where development towards difference had not been given much consideration at the first year level since its implementation in 1996, until these data were revealed in 2012. For instance, the mandatory freshmen seminar, a 3 credit hour course during the freshmen year had been delivered with U.S. centric content for many years. As a result of the above data in this action oriented research study, along with the appropriate engagement on campus, the mandatory freshmen seminar series has now been infused with intercultural content, when until 2012 such content was only delivered at the 3rd year Junior seminar level – much too late for effective student development and formation. I will be going into more detail on this later in this chapter when examining this study's most crucial longitudinal data set, the actual 2008-2012 four year *cohort* from FF to SR year.

Researchers maintain that "a university education [contributes] to one's ability to negotiate the political, economic and social dimensions of human experience" (Rhoads and Szelényi, 2011, p. 20) and can assist in moving students' perspectives from the ethnocentric to the ethnorelative. With academia's increased focus on educating future global citizens, leaders and employees with intercultural 21st century skill-sets, a broad based assessment agenda on which a plan of action for funding, faculty engagement and development, curriculum design and integration, plus international learning opportunities for students can be structured must be part of any university's or college's international strategy. (Green 2003)

The research data in this chapter and applied pedagogy (to be discussed further in chapter 5 of this study) certainly served in advancing Bellarmine University's international strategy, as well as that of a number of other institutions and organizations around the U.S. and abroad.

Currently the following institutions or organizations have benefited from and/or adopted/adapted this interventionist course pedagogy either in whole or in part: Macquarie University/Australia, Purdue University, Indiana, Norwich University/Vermont, Florida International University/Florida, Stockton University/New Jersey, Chinese University of Hong Kong/China, Center for International Educational Exchange (CIEE)/Maine, Spanish Studies Abroad/Massachusetts, American Center for Latin American Studies (ACLAS)/Ecuador, Via Lingua/Italy, Universidad de Monterrey/Mexico, U.S. Air Force Academy/Colorado, U.S. Naval Academy/Maryland, Oregon University System/Oregon, St. Mary's College/Indian, St. Joseph and St. Benedict Colleges/Minnesota, TEAN (The Education Abroad Network)/Illinois, as well as most recently in the fall of 2015, the University of Oregon and IFSA-Butler in Indiana asked for assistance and access to the research based intervention pedagogy framework.

Figure 4.5.

Bellarmine Senior IDI Developmental Orienation 2008/2009 - 2011/2012 N=517

	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
BU Seniors 2009 (N=99)	117.78	84.47	4.17	3.99	3.28	2.49	3.48	3.18	3.93
BU Seniors 2010 (N=110)	117.96	85.88	4.12	4.04	3.43	2.49	3.38	3.08	4.01
BU Seniors 2011 (N=139)	118.45	86.26	4.22	4.02	3.40	2.44	3.57	3.21	4.05
BU Seniors 2012 (N=169)	119.91	90.38	4.30	4.06	3.63	2.47	3.45	3.31	4.17
Seniors SP09 - SP12 Average (N=517)	118.70	87.18	4.21	4.03	3.46	2.47	3.47	3.21	4.06

When examining the graduating seniors at Bellarmine in figure 4.5. above, it is easy to note the significant uptick in intercultural development between 2011 and 2012 graduates, while during the college experience of the first three groups little or no intercultural development took place after investing in a U.S. university education for a period of 4 years. This lack of development between 2009-2011 is of course in part due to the demographics and extremely homogeneous campus community discussed in the assessment environment section of this chapter and once again reflected in the Freshmen IDI data in Figures 4.3 and 4.4.. In addition, the 2009, 2010, 2011 senior data sets suggest that the curriculum during those years did little or nothing to impact students in terms of their intercultural development. The seniors during those graduating years do not seem to have been guided to truly interact with "difference", the precursor to the development of global citizenship which requires that students not only "see and feel" the relevance of global issues in their lives, but to also be able to engage with and act upon local realities which in turn are impacted by global issues (Killick, 2006; Lunn, 2006; Shiel, 2006). As Schattle asserts, what is important, if not the key to embracing the idea of global citizenship is "face to face interaction among cultures in everyday life" (Schattle, 2008, p160). That being said, between 2011 and 2012 however, something clearly impacted the 2012 graduating seniors (N=169) since their development in intercultural competence reflected 8.73 points of growth on the IDI scale. This compares to just 1.27 points of growths reported by the 2008 completed Georgetown Study (Vande Berg 2012) of 1159 students in 61 programs upon assessing their development pre and post study abroad. Clearly, this quite significant gain of 8.73 points by the 2012 Bellarmine graduating Senior class warranted further examination.

Figure 4.6.

IDI Score Distribution
Bellarmine Seniors
Sring 2009, Spring 2010, Spring 2011, Spring 2012
N=517
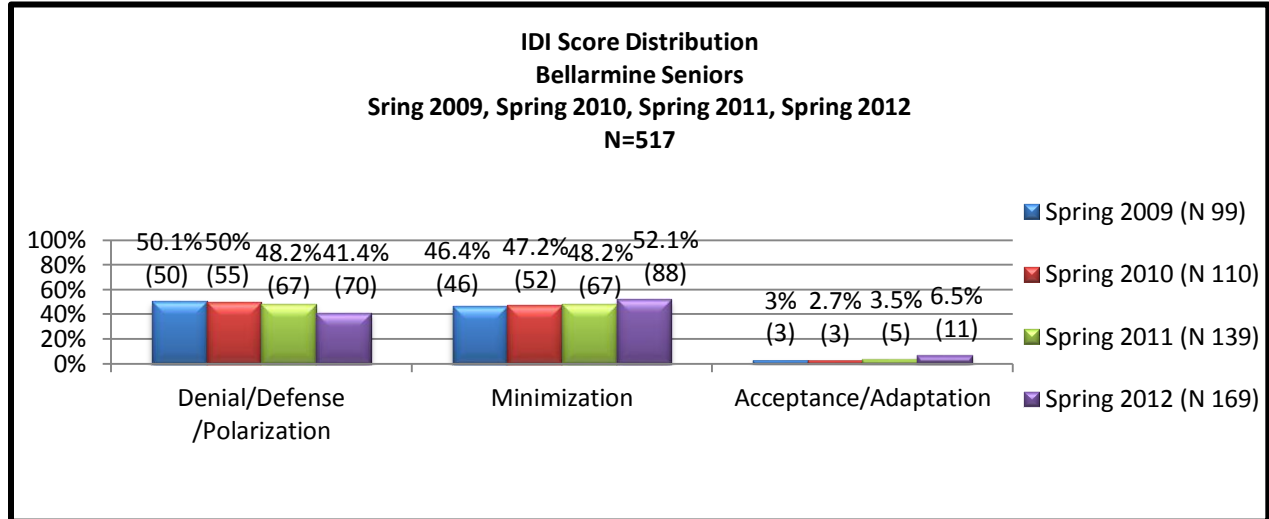
While I will be offering a more detailed discussion and data analysis when breaking down the four year senior data further into multiple subgroups in the next section (beginning with figure 4.7 below), I direct the reader's attention first to the shift in intercultural development from the time four years earlier in 2008 when these seniors were a typical BU freshmen class; heavy on denial and defense (63.7% in denial or defense, only 34.7% in minimization, and a mere 1.6% in acceptance/adaptation) compared to their senior year in 2012, where their development showed significant movement away from the denial and defense orientation (denial and defense are down by almost 20% and minimization is up by over 17%, while the acceptance/adaptation orientation tripled), as reflected in the breakdown of Figure 4.6. above. A more detailed statistical breakdown with T-test is available under appendix C.

4.4. STUDY II: Longitudinal Study (N=1802): IDI Intercultural Competence Development Assessment and Outcomes Analysis for Graduating Seniors after 4 Years of College Living and Learning following the 2008-2012 Freshmen to Seniors Cohort

Figure 4.7. below presents a breakdown of the four years of senior classes by analyzing the development of five different subgroups within four Senior classes (N=517). The average IDI score for these four graduating Senior classes was 87.18 versus the 81.89 average of the four year Freshmen classes. The Freshmen score of 81.89 is clearly located in the polarization orientation of the DD Scale (Denial and Defense), reflecting a basic orientation "that one's own culture is central to all reality" (M. J. Bennett, 1986, p.33). "The DD Scale measures a worldview that simplifies and/or polarizes cultural difference. This orientation ranges from a tendency towards disinterest and avoidance of cultural difference (a denial interpretive cluster) to a tendency to view the world in terms of "us" and "them", where "us" is superior (a defense interpretive cluster)…….. This worldview is considered ethnocentric, meaning that one's own culture is experienced as central to reality in some way." (Hammer & Bennett, 1998).

The four year average of the Seniors' IDI scores of 87.18 on the other hand is located at the beginning of the third stage of intercultural development, Minimization, which is a transitional stage between the ethnocentric polarization of difference in Defense and ethnorelative stage of Acceptance. The Minimization worldview is characterized by a focus on similarities and tends to overgeneralize these. Bennett (1986,1993) identifies two forms of Minimization, one is *human similarity* (or "physical universalism"), which views all cultures as "merely elaboration of fundamental biology" and the other is *universal values* (or "transcendent universalism") which assumes that all human beings are subject to one universal imperative (M.J.

Bennett, 1993, p.42). Theoretically this orientation is still somewhat ethnocentric, since the primary focus is still on oneself as being central, rather than focusing on the other.

When we shift our focus away from the combined four groups of Seniors (N=517), and look at only those Seniors who did *NOT* study abroad (N=381), the average developmental orientation of 85.59 is right on the dividing line between the more entrenched form of ethnocentrism found in Defense and Minimization, where simply treating one's own standards as central to the reality of all people is dominant.

Note further in Figure 4.7 that the Seniors (N=109) who studied abroad without an intervention experience while abroad, are still in the transitional stage of Minimization, but they are 4.13 IDI developmental points ahead of those Seniors who did not study abroad. That is more than three times the progress reported by the Georgetown Consortium Study (GCS), with its 1.27 IDI gain for students who studied abroad versus those who did *NOT* study abroad.

Figure 4.7.

Cross-Sectional Study: IDI Developmental Orientation Comparison
Seniors with Sub-Group Breakdowns
2008/2009 - 2011/2012
N=517
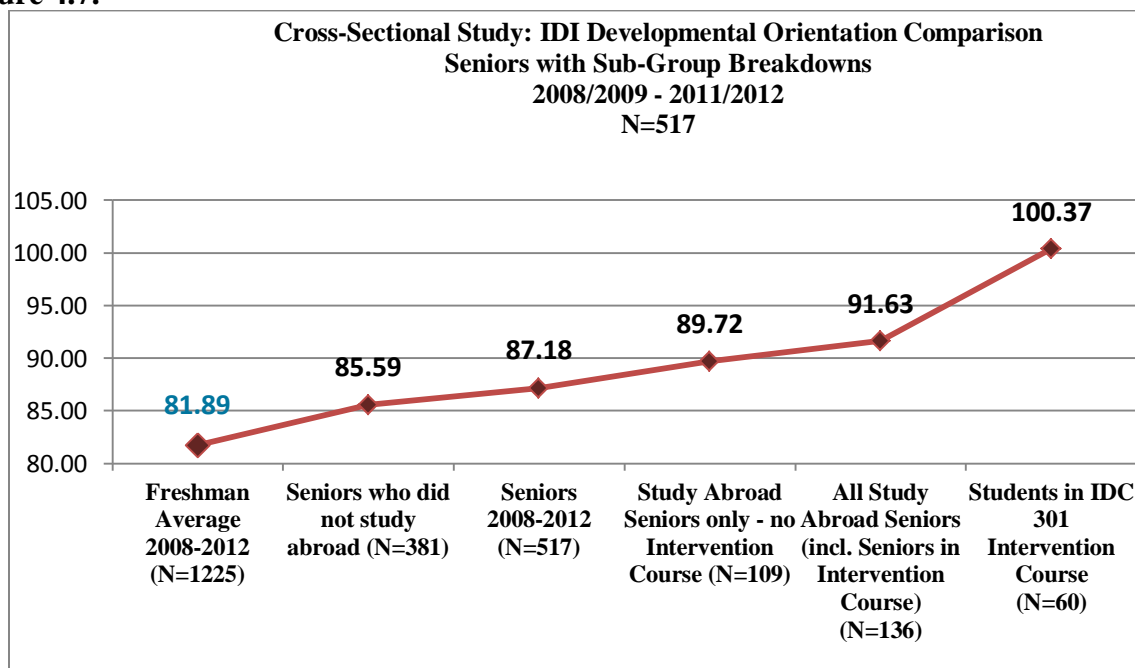
Group A FRESHMEN 2008-2012	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Freshman Average 2008-2012 (N=1225)	116.19	81.89	3.93	3.86	3.38	2.45	3.30	2.92	3.76
Group B SENIORS 2008-2012	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Seniors who did not study abroad (N=381)	117.86	85.59	4.15	3.96	3.46	2.44	3.38	3.12	4.05
Seniors 2008-2012 (N=517)	118.70	87.18	4.21	4.03	3.46	2.47	3.47	3.21	4.06
Study abroad Seniors only - no intervention course (N=109	119.95	89.72	4.36	4.23	3.46	2.44	3.65	3.36	4.11
All Study Abroad Seniors (incl. students in Intervention Course) (N=136)	121.03	91.63	4.40	4.24	3.47	2.56	3.73	3.47	4.08
IDC 301 2008-2012 N=60	124.87	100.37	4.62	4.21	3.74	2.82	3.94	3.61	4.09

When further examining the above group of 517 Seniors from 2008-2012, and focusing on *ALL* study abroad students (N=136)within this group, it is worth noting the IDI gain of 6.04, which is almost *five times* the GCS gain of 1.27. This group is followed by the most impressive group of students (N=60), namely those enrolled in the Intervention Pedagogy on-line course IDC 301 *Transcultural Experience through Cultural Immersion* with an intercultural development gain of almost 20 points. This group of Seniors and Juniors consisted of 47 (78.3%) females and 13 (21.7%) males, who studied on 5 continents in 21 countries: Australia, Austria, Bulgaria, Chile, Costa Rica, Ecuador, England, Finland, France, Germany, Hong Kong/China, Italy, Japan, Korea, Morocco, Netherlands, Northern Ireland, South Africa, Spain, Sweden,

Switzerland via 40 partner universities (see below).

Al Akhawayn University, American University in Bulgaria, Chinese University of Hong Kong, Curtin University of Technology, EM Strasbourg, Ewha Womans University, Fachhochschule Kufstein Tirol , Helsingin Yliopisto, Kansai Gaidai University, Katholische Universität Eichstätt - Ingolstadt, KIIS Regensburg, Mälardalen University, Pontificia Universidad Católica de Valparaíso, Radboud University Nijmegen, Rhodes University, Tilburg University, Universidad de Granada, Universidad de Murcia, Universidad de Salamanca, Universidad de Santiago de Compostela, Universidad de Vigo, Universidad Nacional, Universidad San Francisco de Quito, Università Cattolica del Sacro Cuore, Universität Bern, Universität Graz, Universität Tübingen, Université d'Angers, Université de Lille III, Université de Nantes, Université de Picardie Jules Verne, Université de Rennes II, Université du Havre, Université Paul Cézanne Aix-Marseille III, Universiteit van Amsterdam, University of Central Lancashire, University of Chester, University of Jyvaskyla, University of Notre Dame, Australia, University of Ulster.

These 60 students represented all of Bellarmine's schools at that time and earned credits abroad that were transferred from around the globe into 22 Bellarmine departments and majors.

Accounting, Art, Arts Administration, Biochemistry, Molecular Biology, Biology, Business Administration, Communication, Computer Engineering, Criminal Justice Studies, Economics, English, Exercise Science, Finance, Foreign Language & International Studies, Math, Middle Grades Education, Music, Nursing, Political Science, Psychology, Sociology

As a group, the average IDI score of these 60 students was an impressive 100.37 points on the developmental scale. This score represents a gain of 18.48 over the Freshmen group's four year cumulative IDI average of 81.89 and is almost fifteen times the 1.27 gain of the Georgetown study. In short, these students developed significantly via the one semester guided intervention pedagogy, focusing on regular reflections and research on the "self", the "other" and the "synthesis" of the two during their cultural immersion experience abroad. The pedagogy of the intercultural intervention which is available to all long term study abroad students at Bellarmine University will be discussed further within the context of its theory, as well as cross-cultural and cross-institutional applications in chapter 5 of this dissertation, including an examination of the value of enrolled international students studying abroad in the U.S., one additional aspect of

integration and exposure to diversity, examining the pedagogy of intervention in multiple environments.

In Appendix A, the reader will find the detailed intervention pedagogy syllabus which was followed by all of the 60 students enrolled on line at BU in the *Interdisciplinary Course (IDC) 301 Transcultural Experience through Cultural Immersion* while studying abroad at one of BU's partner universities.

In Appendix H, the reader will find a transcription of four typical IDC 301 *Transcultural Experience through Cultural Immersion* student video interviews, publicly reflecting on the intervention pedagogy which generated this impressive student development. The following are a few excerpts from written, unedited student evaluations as a reflection on the student perceived value of the intervention concept that produces gains such as the 18.48 points reflected in Figures 4.8. and 4.9. A detailed statically analysis is available under appendix E.

These randomly selected, but very characteristic comments below provided by students vis-à-vis the intervention pedagogy employed by the IDC 301 course indicate that the rearticulation of their frame of reference takes place in two distinct ways. One is the manner in which intercultural knowledge impacts their sense of belonging in their *new* cultural environment. The other refers to the choices they wish or hope to make in their *future lives* as a result of a reassessment of their orientations, beliefs, attitudes and values connected to their experiences abroad. Studies have long established the short and long–term impact of experiential learning abroad on global engagement, education, life and career paths (Akande & Carla, 2000; Carlson, Burn, Useem, & Yachimowicz, 1991; Ingraham & Peterson, 2004; Paige, et al., 2009).

Student Testimonies

▶ "The course assignments forced me to dig deeper into the culture than I otherwise would have done, while others gave me an opportunity to express my emotions and feelings."
▶ " I have become more critical of my own culture after having to analyze in depth my own culture."
▶ "I understand myself as a product of my own culture, and try to understand the people   meet here as products of their culture"
▶ "This course really helped me adjust to the new culture"
▶ "This course really forced me to really move outside my comfort zone"
▶ "The course gave me a reason to critically reflect throughout the entire semester abroad"
▶ "I have learned that I need to evaluate cultural differences more objectively instead of reacting emotionally"
▶ "It made me focus more on the issues surrounding me, rather than just watching them pass by"
▶ "The practice of critical reflection is something I will take back to the States with me and continue to employ."
▶ "It helped me evaluate my surroundings, and develop my personal reasoning skills and beliefs."
▶ "I now have such a strong desire to know the who, when, where, what and why of other cultures, esp. with regard to our international students on campus.

Figure 4.8.
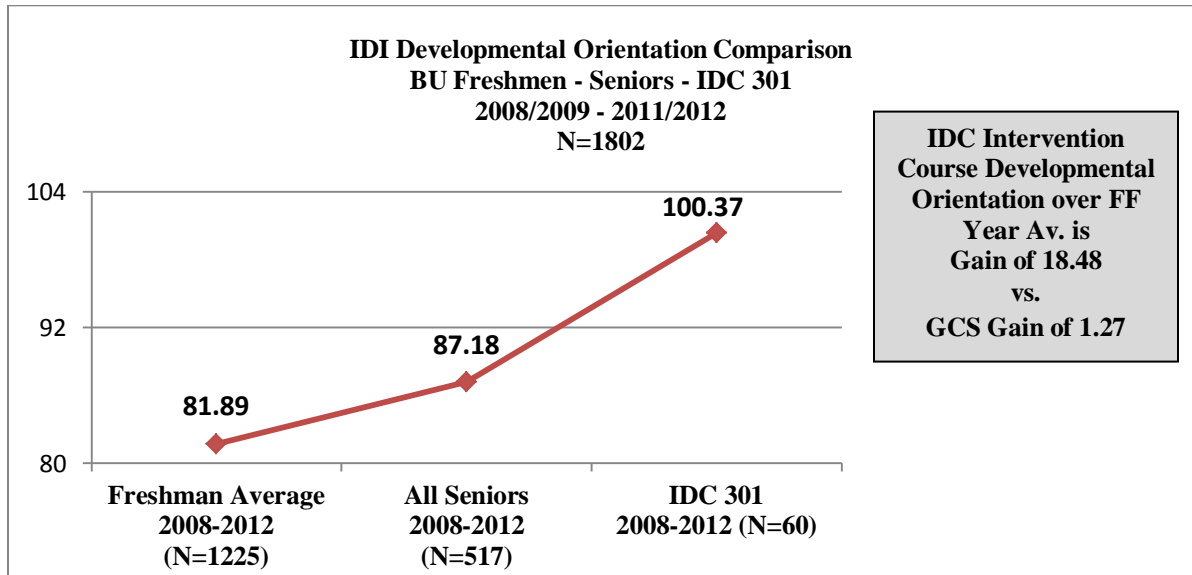
IDI Developmental Orientation Comparison
BU Freshmen - Seniors - IDC 301
2008/2009 - 2011/2012
N=1802

IDC Intervention Course Developmental Orientation over FF Year Av. is Gain of 18.48 vs. GCS Gain of 1.27

	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Freshman Average 2008-2012 (N=1225)	116.19	81.89	3.93	3.86	3.38	2.45	3.30	2.92	3.76
Seniors SP09 - SP12 Average (N=517)	118.70	87.18	4.21	4.03	3.46	2.47	3.47	3.21	4.06
IDC 301 2008 – 2012 Seniors WITHOUT outliers N=60	124.87	100.37	4.62	4.21	3.74	2.82	3.94	3.61	4.09

Figure 4.8. above offers the reader a visual reference for a quick review of the main IDI results for this 2008-2009 Senior group. When examining the students' (N=60) results in the *Interdisciplinary Course IDC 301 Transcultural Experience through Cultural Immersion* on line course and their developmental orientation of 100.37 vis-à-vis the developmental orientation of the 4 year Freshmen average of 81.89 points, the difference communicates a significant intercultural development of 18.48 points. Once again, compared to the GCS with a 1.27 point gain, this represents 15 times the difference. Additionally, this compares to an IDI gain of 5.29 points on the part of ALL of the Seniors (N=517) vis-à-vis the four year Freshmen (N=1225) average, i.e. the control group (with a score of 81.89 points).

Figure 4.9.
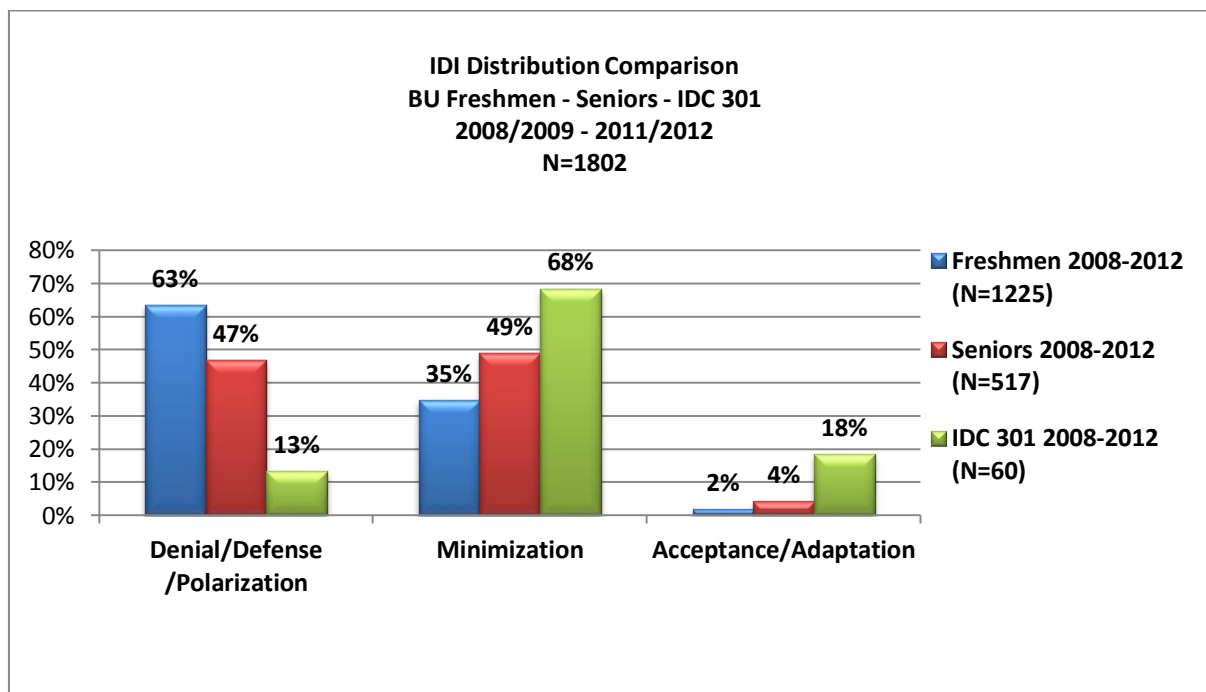
Figure 4.9. above provides an even more detailed more specific breakdown of the three groups (N=1802) tested, consisting of Freshmen N=1225, Seniors N=517, and the IDC 301 Intervention course students N=60. While the four years of Freshmen (blue) reflect roughly two

thirds of the Freshmen being in Denial/Defense Polarization, and one third in Minimization, the cultural orientation of the 4 groups of seniors (red) shifts to 50% in Denial/Defense Polarization and 50% in Minimization. For the seniors (N=60) in the IDC 301 intervention course however, there is a dramatic shift from the 63% in Denial/Defense as Freshmen to just 13% still in Denial/Defense Polarization by the time of graduation. Instead, over two thirds (68%) of graduating Seniors are squarely located in Minimization and 18% in Acceptance /Adaptation. This is an impressive development, especially considering that about two thirds of the University's population declares itself to be Christian, predominantly Catholic. For students with that belief set, Minimization is the preferred maximum developmental orientation because it embraces the "other" while seeking similarities between the self and the "other", allowing cultural differences to be considered "harmless", with an overall attitude of "we are ultimately all one people under one god", and we basically all want the same in life. Hence, cultural differences are inconsequential and we can all get along by following the *Golden Rule*. Based on over three decades of teaching experience at a denominational institution with 12 mandatory hours of Theology and Philosophy in the Gen Ed curriculum for all majors, this intercultural developmental stage of Minimization is most likely the maximum to be achieved by the majority of students involved in intervention pedagogy, especially considering the impressive gain of 18.48 points by Seniors (N=60) over Freshmen (N=1225) orientations in this particular study segment, moving the Seniors firmly out of Denial and Defense by more than one standard deviation. A more detailed statistical breakdown is available under appendix C and D.

4.5. STUDY III: Cross-Sectional 4 Year Study (N=1760): Male (N=500) versus Female (N=1260) Assessment of the Development of Intercultural Competence between 2008-2012

A broad based longitudinal and cross-sectional study such as this one would not be complete without examining and testing for possible gender based differences. My various research samples in this chapter consisted of 1760 mostly U.S. undergraduate students (N=500 Male, N=1260 Female) enrolled around the globe. The data collection for this 4 year gender based study involved fewer students than the overall research study, representing six sub studies of a total of 1802 students enrolled in 81 programs in 37 countries. This is due to the fact that 42 students within the total of 1802 chose not to disclose their gender.

In teaching students in my on line intervention course since 2004, for the most part, qualitative student writings seemed to reflect no differences between the two genders in terms of maturity and intercultural development. In fact, while there was a gap between the genders upon the beginning of the classes, the male students appeared to be benefitting from the intervention pedagogy as much or more than the female students. In order to examine this perception quantitatively, I used all collected IDI data from 2008 through 2012, broke the data down into the same four groups I examined earlier in the chapter and then examined the results. These results in fact provided significant evidence for my anecdotal assumptions as a long time pedagogue in the field, once again supporting the research question that students, when left to their own devices while studying abroad, do not do as well as when educators proactively intervene in their learning. In fact, this research study shows that the males in this study seem to benefit even slightly more from intentional targeted intervention pedagogy than females, especially compared to their non-study abroad peers. It would be an interesting psychological study to examine this further as to why this might be the case.

The breakdown of the group of N= 1760 subjects who *did* identify their gender was as follows:

- Freshmen N=1210 (M=355, F=855) had a male female Developmental Orientation (DO) difference of 2.87 in favor of females

- Seniors *with* a study abroad experience, but *without intervention pedagogy* N=100 (M=32, F=68) had a DO difference of 3.72 in favor of females.

- Seniors *without* study abroad N=364 (M=97, F=267) had a significant DO difference of 5.72 in favor of females.

- Students *with* study abroad and *with the benefit of intervention pedagogy N=60 (M=11, F=49)* had an insignificant DO difference between male and female. The interesting finding here was that the DO difference was 1.45 points in favor of the *male* students.

A detailed statistical breakdown with T-test is available under appendix F.

Table 4.4.

Male versus Female Data for ALL BU Data Sets Combined

Descriptive Statistics
Dependent Variable: DO

GRPName	GenderNUM	Mean	Std. Deviation	N
	1	107.2014	25.288268	5
	2	96.69776	13.653879	21
	Total	98.71769	16.409879	26
Fresh	1	79.91151	14.460742	355
	2	82.78374	14.369977	855
	Total	81.94106	14.450029	1210
SR No Inv	1	87.56659	20.358637	32
	2	91.29328	13.811912	68
	Total	90.10074	16.184673	100
SR No StA	1	81.7428	14.441231	97
	2	87.45667	14.539821	267
	Total	85.93402	14.712842	364
StA w Inv	1	101.55527	19.844566	11
	2	100.10973	13.975412	49
	Total	100.37475	15.032068	60
Total	1	81.50577	15.712716	500
	2	85.13889	14.93984	1260
	Total	84.10675	15.247252	1760

	Male	Female
Fresh	79.91151	82.78374
SR No StA	81.7428	87.45667
SR No Inv	87.56659	91.29328
StA w Inv	**101.55527**	**100.10973**

In summary, although the overall difference between males and females was not statistically significant when examined as a whole, however, when the groups were examined separately, two of the four groups showed significant differences. In order to examine these differences, I ran independent sample t-tests comparing males and females for each of the groups.

- **Group 1 (Seniors with SA but no intervention) = no significant difference**

- Group 2 (Seniors with no SA) = *significant difference at the .001 level*

- **Group 3 (SA with intervention) = no significant difference**

- Group 4 (Freshmen) = *significant difference at the .002 level*

This means that for students *who did not study abroad*, females had significantly higher Developmental Orientation (DO) scores than males (Group 2) who basically made no more progress than those students who did not study abroad. For students *who did study abroad,* regardless of whether they were part of the intervention or not, males and females did not differ significantly statistically in their DO (Group 1 and Group 3). Table 4.4. offers a summary of all the groups with the noted mean and standard deviation. The SPSS analysis can be found in Appendix F. Figure 4.10. below represents this data visually.

Figure 4.10.
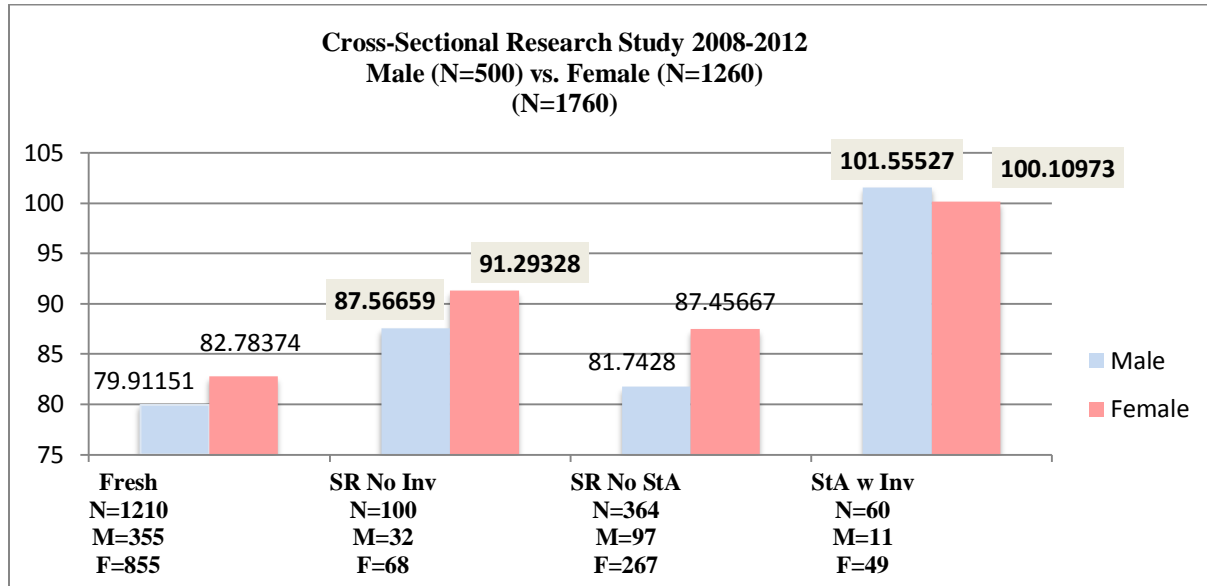
4.6. STUDY IV: Longitudinal Study (N=248): IDI Intercultural Competence Development Assessment and Outcomes Analysis for Graduating Seniors after 4 Years of College Living and Learning following the 2008-2012 Freshmen to Seniors Cohort

Parallel to the successive four year Freshmen and Senior study analyzed under 4.9. which involved 1802 subjects, I simultaneously (during the 2008-2012 time frame) conducted a *separate four year COHORT study,* involving 248 subjects, in an attempt to examine my research question from yet a different angle. Over a period of 4 years I followed a cohort of the 2008 Freshmen N=248 below in Figure 4.11. analyzing their academic path and intercultural development in order to offer yet another research sample to further examine the reliability and success of intervention pedagogy in intercultural development during study abroad. The sample began with 248 Freshmen, through attrition, which reduced to 96 Sophomores during year two, then to 55 Juniors during year three, and finally to 51 Seniors during year four. Although the absolute numbers are smaller than the previously discussed groups, the strength of the data resides in the fact that the very same individuals were tracked through four years of study at

Bellarmine University. The data clearly show a gradual growth of intercultural competence over the course of the four years, from 81.65 points to 89.61, which represents 7.96 of development gain (see figure 4.11. below).

Figure 4.11.
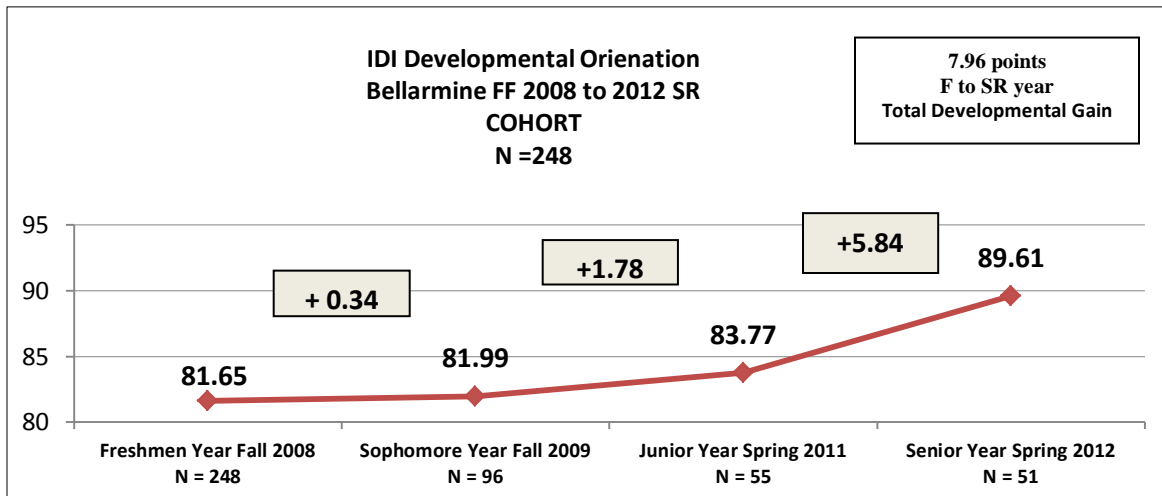
	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
Freshman Year Fall 2008 N=248	116.04	81.65	3.91	3.87	3.34	2.52	3.20	2.88	3.80
Sophomore Year Fall 2009 N=96	116.40	81.99	3.95	3.84	3.38	2.41	3.17	3.12	3.79
Junior Year Spring 2011 N=55	117.09	83.77	4.09	3.97	3.43	2.30	3.43	3.11	4.08
Senior Year Spring 2012 N=51	119.35	89.61	4.20	4.01	3.71	2.41	3.39	3.22	4.33

The steady increase in intercultural development from FF year to SO year of 0.34, from SO year to JR year of 1.78, from JR year to SR year of 5.84 for the 2008 Freshmen cohort presented above is an encouraging development if once again compared to the GCS of 1.27 points of development after study abroad. However, it begs the question of which factors had the greatest impact on the development of these students' intercultural competence, in particular between the JR and SR years.

Figure 4.12.
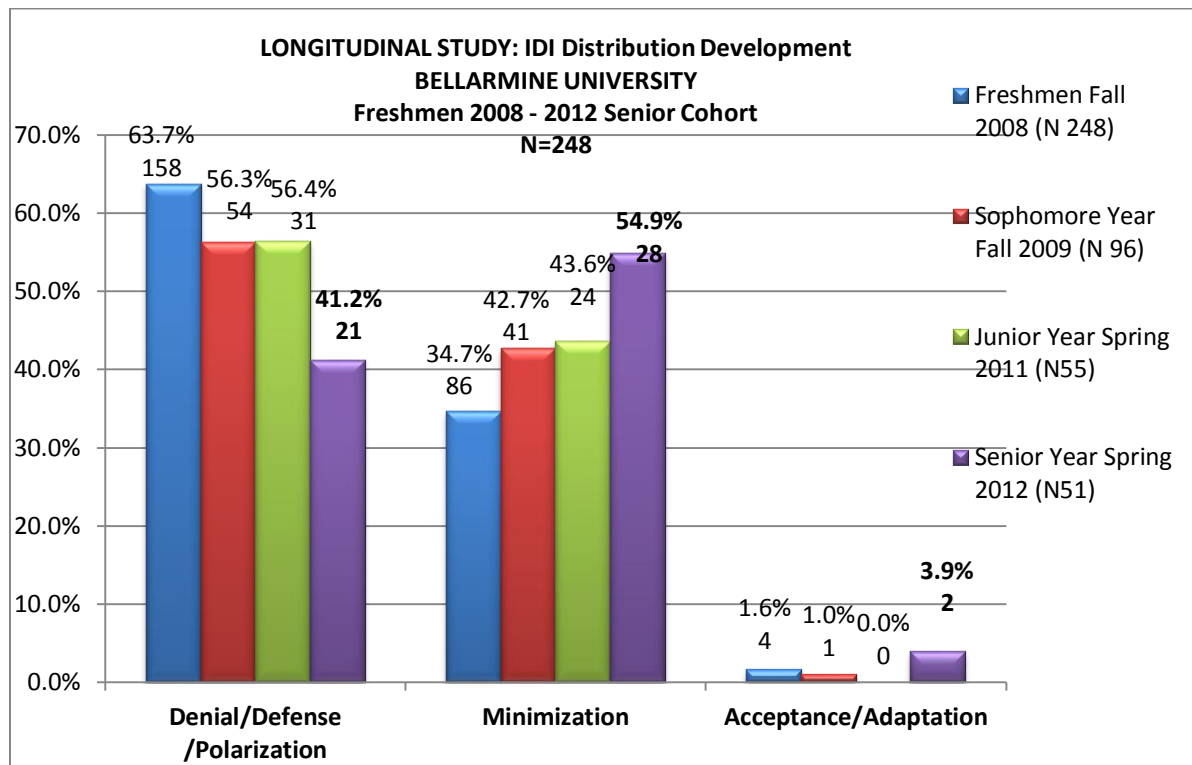
In analyzing the orientation breakdown and examining the different stages of development of the four year cohort from Freshmen N= 248 to Seniors N=51, it is important to note that upon arrival at the University in 2008, two thirds of the Freshmen cohort had a predominant orientation of Polarization in Denial and Defense, while the remaining third had an orientation in Minimization. Then, after one year of study at the University, i.e. by Sophomore year, the Denial and Defense orientation diminished by 7.4% from 63.7 to 56.3, and the Minimization orientation increased by 8.0% from 34.7% to 42.7%. Surprisingly, there was basically *NO* additional development in lowering the Denial and Defense Polarization, or in increasing the Minimization orientation from Sophomore to Junior year, perhaps indicating that the curriculum during Sophomore year does not foster such, especially in the IDC 201 seminar series that is mandatory for all students as are the IDC 101, 301 and 401 series. The IDC 201 seminar during Sophomore year is U.S. centric and does thus perhaps not foster much

intercultural development. However, the big jump occurs between JR and SR year. As discussed earlier, the 60 students who took the IDC 301 course clearly demonstrated that it is an effective pedagogy for intercultural development. In addition to the IDC 301 course, one might also consider that the likelihood of the internationalization of the curriculum has an impact on students. A deeper analysis and additional data will need to be examined further, which goes beyond the scope of this study. For example, a study on the impact of Internationalization at Home (IaH) might illuminate the viability of other factors that might have an impact on the development of intercultural competence, such as a) faculty development and b) the general increase of exposure to difference inside the classroom on campus, as a result of the increase in the number of international students in on campus classes. This research project does include a brief discussion of a one time on-campus impact study done alongside the IDI assessment, which sheds *some* light on this added internationalization aspect under 4.9. of this chapter.

Figure 4.13.

2008 -2012
Cross-Sectional Study: Freshmen to Seniors COHORT IDI Development
N=51

	PO	DO	DEN	DEF	REV	MIN	ACC	ADC	CD
2008 Cohort - Freshman Average N=51	115.33	80.57	3.90	3.74	3.45	2.33	3.10	2.89	3.91
2008 Cohort - Senior Average N=51	119.35	89.61	4.20	4.01	3.71	2.41	3.39	3.22	4.33
2008 Cohort - No Study Abroad - Freshman Average N=31	115.69	82.79	3.96	3.77	3.62	2.34	3.04	2.71	4.03
2008 Cohort - No Study Abroad - Senior Average N=31	118.56	89.04	4.13	3.87	3.84	2.43	3.19	2.99	4.38
2008 Cohort - All Study Abroad - Freshman Average N=20	114.76	77.13	3.81	3.69	3.19	2.32	3.20	3.16	3.72
2008 Cohort - All Study Abroad - Senior Average N=20	120.58	90.49	4.32	4.23	3.52	2.38	3.70	3.58	4.26
2008 Cohort - Study Abroad without intervention - Freshman Average N=14	114.28	76.59	3.73	3.69	3.26	2.25	3.16	3.07	3.81
2008 Cohort - Study Abroad without intervention - Senior Average N=14	118.24	86.57	4.26	4.23	3.57	1.98	3.60	3.38	4.21
2008 Cohort - IDC 301 Intervention Course - Freshman Average N=6	115.88	78.40	4.00	3.69	3.04	2.46	3.30	3.37	3.50
2008 Cohort - IDC 301 Intervention Course - Senior Average N=6	126.04	99.62	4.48	4.25	3.39	3.31	3.93	4.04	4.37

When examining more closely the makeup and impact factors of the 51 Seniors in Figure 4.13, who were part of the *2008-2012 cohort*, N=248 in Figure 4.11, it is important to note yet another powerful validation of the intervention pedagogy advocated in this research study. As a group, the 51 Seniors with a score of 89.61 progressed 9.04 points over their cohort's FF score of 80.57. Of these, 51 Seniors, 31 *DID NOT* study abroad. These 31 students scored 89.04 versus

82.79 as a FF group, a gain of 6.35 points. The remaining 20 students within the group of 51

DID study abroad with a gain of 13.31 points, up from a FF score of 77.13 to a SR score of 90.49.

Of these 20 study abroad students, 14 did not benefit from any intervention pedagogy via the

IDC 301 intervention course. The result was, that their gain of 9.98 points from FF year (76.59)

to SR year (86.57) was less than half the gain of the group of Seniors who *DID* benefit from

intervention pedagogy via the IDC 301 course with an impressive gain of 21.22 points, the

difference between their FF year score of 78.40 versus a SR year score of 99.62.

As in the previous research studies, I, II, III, of this chapter, the study IV once again

presents evidence that makes a clear case for the impact an intentional intervention strategy or as

in this case, what impact an actual course can have on the students' experiential learning process.

The lesson of these data is that we see how guided reflection around topics and issues that are

fundamental to intercultural learning produces positive results versus the results from students

who are not prompted to reflect and are not guided in their learning abroad.

Figure 4.14.
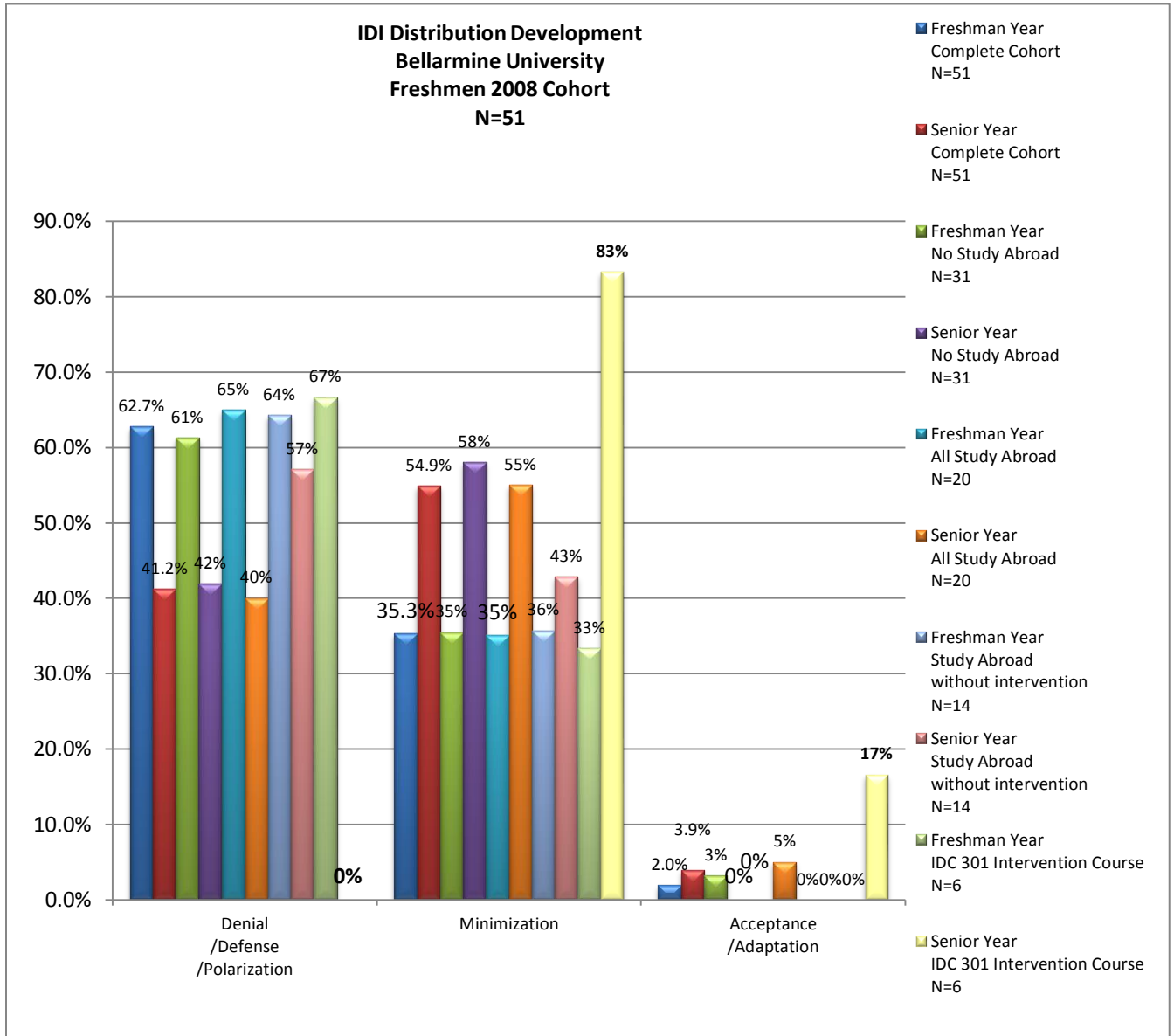
While the above Figure 4.14 illustrates a complete breakdown of all the stages of the developmental model for all nine categories from FF to SR year for the cohort of 51 seniors, I would like to concentrate on the study abroad students as a group of 20 for which 65% of the students were anchored in Denial and Defense with another 35% in Minimization upon entering Bellarmine as Freshmen. Upon graduation, 40% were still in Denial and Defense, with 55% in Minimization and 5% in Acceptance and Adaptation. Upon close examination of these

percentages, it is apparent that the group of 6 students who received intervention instruction positively impacted the outcomes of this group. Of the 14 students who studied abroad *WITHOUT* intervention 64% were in Denial and Defense and 36% in Minimization as FF. Upon graduation after four years, 57% remained in Defense and Denial, 43% in Minimization and 0% progression to Acceptance or Adaptation. However, when examining the remaining 6 students of the 20 who studied abroad, we note that while as FF 67% were in Denial or Defense, upon graduation, these 6 students had progressed to an amazing 83% in Minimization and 17% in Acceptance and Adaptation, i.e. leaving behind *NO ONE* in Denial and Defense, where four years prior, two thirds of this same group were anchored. It is hopefully apparent, that this close analysis of the development of intercultural competence via the IDI within this four year cohort of 31 students is yet another powerful testimony of the effectiveness of the intervention pedagogy presented in this research study. Tables 4.5. and 4.6 offer an even more comprehensive *PRE and POST* statistical breakdown of this group of 6 study abroad students who benefitted from the IDC 301 Transcultural Experience through Cultural Immersion Abroad intervention pedagogy. In addition to these tables below, further statistical analyses, including various t-tests, are available under appendix G.

Table 4.5.

2008-2012 PRE IDC 301 Transcultural Experience through Cultural Immersion Abroad N=6.

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	6	115.88	5.77
Developmental Orientation (DO)	6	78.40	16.52
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	6	37.48	11.04
Denial	6	4.00	0.43
Disinterest Cluster	6	3.71	0.53
Avoidance Cluster	6	4.39	0.57
Defense	6	3.69	0.69
Reversal	6	3.04	0.72
Minimization	6	2.46	0.60
Similarity Cluster	6	2.47	0.70
Universalism Cluster	6	2.46	0.62
Acceptance	6	3.30	0.33
Adaptation	6	3.37	0.75
Cognitive Frame-shifting Cluster	6	3.38	0.82
Behavioral Code-shifting Cluster	6	3.37	0.77
Cultural Disengagement	6	3.50	0.53

Degree of Resolution of Subscales and Clusters

	Unresolved # of Respondents	Unresolved % of Respondents	Resolved # of Respondents	Resolved % of Respondents
Denial	2	33.33%	4	66.67%
Disinterest Cluster	3	50.00%	3	50.00%
Avoidance Cluster	1	16.67%	5	83.33%
Defense	3	50.00%	3	50.00%
Reversal	5	83.33%	1	16.67%
Minimization	6	100.00%	0	0.00%
Similarity Cluster	6	100.00%	0	0.00%
Universalism Cluster	6	100.00%	0	0.00%
Acceptance	6	100.00%	0	0.00%
Adaptation	5	83.33%	1	16.67%
Cognitive Frame-shifting Cluster	5	83.33%	1	16.67%
Behavioral Code-shifting Cluster	5	83.33%	1	16.67%
Cultural Disengagement	4	66.67%	2	33.33%

Table 4.6.
2008-2012 POST IDC 301 Transcultural Experience through Cultural Immersion Abroad N=6

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	6	126.04	5.60
Developmental Orientation (DO)	6	99.62	12.13
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	6	26.42	6.67
Denial	6	4.48	0.43
Disinterest Cluster	6	4.46	0.56
Avoidance Cluster	6	4.50	0.35
Defense	6	4.25	0.46
Reversal	6	3.39	0.40
Minimization	6	3.31	0.73
Similarity Cluster	6	3.43	0.77
Universalism Cluster	6	3.17	0.86
Acceptance	6	3.93	0.52
Adaptation	6	4.04	0.74
Cognitive Frame-shifting Cluster	6	4.08	0.85
Behavioral Code-shifting Cluster	6	4.00	0.67
Cultural Disengagement	6	4.37	0.39

Degree of Resolution of Subscales and Clusters

	Unresolved # of Respondents	Unresolved % of Respondents	Resolved # of Respondents	Resolved % of Respondents
Denial	1	16.67%	5	83.33%
Disinterest Cluster	1	16.67%	5	83.33%
Avoidance Cluster	0	0.00%	6	100.00%
Defense	1	16.67%	5	83.33%
Reversal	5	83.33%	1	16.67%
Minimization	5	83.33%	1	16.67%
Similarity Cluster	5	83.33%	1	16.67%
Universalism Cluster	5	83.33%	1	16.67%
Acceptance	2	33.33%	4	66.67%
Adaptation	2	33.33%	4	66.67%
Cognitive Frame-shifting Cluster	2	33.33%	4	66.67%
Behavioral Code-shifting Cluster	2	33.33%	4	66.67%
Cultural Disengagement	1	16.67%	5	83.33%

4.7. STUDY V - Cross-Sectional Study (N=60): Development of Intercultural Competence during Short Term Faculty Led Experiences Abroad with Moderate or No Intervention

With the number of U.S. students in year-long and semester experiences abroad rapidly declining, short term programs in general are flourishing, with faculty led programs enjoying a particular increase in popularity. Although sources are showing the benefits of a more extended intercultural sojourn, it is important to examine how we can best facilitate short-term learning abroad, and what role faculty can play in this process. Faculty, U.S. and Non U.S., as facilitators of learning can have a major impact on the students' experiential learning abroad. As Kolb reminds us, learning is "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p. 41). A number of educational principles flow from this philosophy, beginning with Dewey, fifty years before Kolb's work popularized such learning when he asserted

> The belief that all genuine education comes about through experience does not mean that all experiences are genuinely educative . . . For some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience . . . Hence the central problem of an education based on experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences. (Dewey, 1938, pp. 25–28)

In my faculty development work for about 15 to 25 faculty from across the University's disciplines each year, I have learned first-hand that there is great value in connecting home faculty with international sites that become the students' classrooms, the local communities, sounds and sights, which become the students' "texts." The development of intercultural

competence is no different, as it appears to be crucial that there be intentional intercultural learning that is guided and tailored to the students' needs.

This last IDI research study examines intercultural development that is focused on short term faculty led programming and involves a small sample (N=60) of students from various departments in short term summer programs (8 programs at 24 days average length). According to the IIE in their *Open Doors* statistics, such summer programs in 2012 made up 37.8% of U.S. study abroad (IIE Open Doors 2012). At Bellarmine University, such programs in 2012 made up 45.8%, today, in 2015, it is 50% and increasing. All students from 8 different faculty-led summer programs were invited to participate, with 60 students voluntarily agreeing to participate in the study.

The objective was to examine whether short-term, faculty-led learning abroad can have an impact on the development of intercultural competence, as measured by the IDI. If so, what would maximize such experiences? When examining the summary of the students' IDI results below, it is clear once again incorporating intercultural reflection components into the student experiences abroad produces demonstrable results. The faculty in the England, Ireland, Spain, France, South Africa, and Peru programs received mentoring on how to facilitate intercultural learning by using the researcher's intervention syllabus for incorporating reflective intercultural development activities into their teaching abroad. For it is the reflection that brings about the internalization during or after a foreign experience and can be particularly effective, as it can make students aware of initially vague cultural factors, and help them to form guiding theories for future foreign situations (Hofstede 2003, p. 287).

This study revealed a significant average gain of 7.39 (N=13) between the pre- and post-experience scores compared to an average loss of -2.85 (N=47) for the students without any type

of intercultural curricular intervention offered by the faculty. The students' primary orientation is that of minimization, a transitional stage, suggesting that even in short-term summer programming, there is an opportunity to move students along the developmental scale. Notably, when examining the scores of students in faculty led summer programs which involved service learning, but without any of the assignments designed to develop intercultural competence, students not only did not progress along the continuum, rather they regressed by an average of -2.85.

Figure 4.15.

Bellarmine University
Short Term Faculty-Led Programming
N=60 (N=47 without Intervention & N=13 with Intervention)

WITH MINIMAL INTERVENTION

Short Term Fac. Led Total (N=60) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	119.07	87.41	4.42	4.05	3.30	2.53	3.51	3.31	4.10
Post	120.23	89.20	4.55	4.16	3.28	2.46	3.67	3.57	4.13
Gain/Loss	**1.16**	**1.79**	**0.14**	**0.11**	**-0.02**	**-0.06**	**0.16**	**0.26**	**0.04**
CCSA London, Ireland (N=2) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	119.40	86.95	4.64	3.83	3.17	2.56	4.10	3.22	4.00
Post	119.43	90.48	4.50	3.50	3.78	2.61	3.20	3.06	4.10
Gain/Loss	**0.03**	**3.53**	**-0.14**	**-0.33**	**0.61**	**0.06**	**-0.90**	**-0.17**	**0.10**
KIIS France, Spain (N=2) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	113.90	73.46	4.07	3.08	3.28	1.78	3.60	3.56	4.60
Post	120.00	86.67	4.43	3.50	3.56	2.11	4.20	3.89	4.50
Gain/Loss	**6.10**	**13.21**	**0.36**	**0.42**	**0.28**	**0.33**	**0.60**	**0.33**	**-0.10**
South Africa (N=4) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	119.32	86.64	4.57	4.25	2.89	2.75	3.80	3.25	4.55
Post	121.32	91.14	4.79	4.33	3.19	2.42	4.15	3.58	4.45
Gain/Loss	**1.99**	**4.50**	**0.21**	**0.08**	**0.31**	**-0.33**	**0.35**	**0.33**	**-0.10**

Peru Field School (N=5) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	119.40	84.75	4.31	4.00	2.78	3.02	3.52	3.58	2.72
Post	121.99	92.89	4.51	4.57	3.16	2.82	3.24	3.82	3.12

The results below indicate that without any type of academic assignments from the researcher's intervention pedagogy, the majority of the students did not progress in their intercultural development, despite the fact that these programs delivered considerable contact and interaction with the host culture, indeed, considerably more than the programs where students received intervention. Further, the more detailed breakdown of the scores reveals basically no movement in the areas of Denial and Defense, indicating that the challenges of the experience presented too great a hurdle for the students' intercultural development without the support of a reflection-based learning strategy. Most of the students were working with children in the host culture ranging from preschool to middle school, as well as with children in a service learning program in Guatemala and the Dominican Republic and student teaching primary school children in Sweden. The program in Quito, Ecuador involved working with peers and other adults in hospitals. What these programs had in common was the desire to "help", to "bring U.S. expertise" to these destinations and environments, when clearly these students themselves could have benefitted from curricular support designed to develop the level of interaction with the OTHER. The IDI results show, that all students could have definitely benefitted from some form of guided reflection to assist them in coping with the significant challenges in working with the various groups in a variety of stressful environments. Such emotional and cognitive stress at that moment translates all too often into stereotyping when overwhelmed by unfamiliar situations. While all of the above students were involved in basic journaling, this does *not* seem to be sufficient to promote intercultural development as measured by the IDI. In fact, the students' development regressed by -2.85 points, reminding us that too much *difference* produces anxiety

that can have an important impact on interpretation and adaptation strategies. Learning is most effective when the newly gained knowledge or skills, can be connected to previous associations or experiences, particularly in an interactive setting via affective, cognitive and behavioral associations. With these service-oriented experiences in developing countries (Guatemala, Dominican Republic, Ecuador) being significantly different and removed from most of the past (known) experiences for these students, the IDI results suggest that the perceived distance between new and old associations was simply too great to overcome for the majority of these 47 students. Meaning making without faculty-guided reflective learning strategies appears to be too much of a challenge for these students trying to cope with "broad sets of predispositions resulting from psychocultural assumptions which determine the horizons of our expectations" (Mezirow 1991, p.223).

Figure 4.16.

WITH NO INTERVENTION									
Gain/Loss	**2.59**	**8.14**	**0.20**	**0.57**	**0.38**	**-0.20**	**-0.28**	**0.24**	**0.40**
Guatemala (N=19) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	120.45	93.68	4.37	4.53	3.66	2.55	3.06	3.15	3.93
Post	120.53	93.69	4.68	4.61	3.58	2.29	3.42	3.19	4.17
Gain/Loss	**0.07**	**0.01**	**0.31**	**0.08**	**-0.08**	**-0.26**	**0.36**	**0.04**	**0.24**
Dominican Republic (N=18) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	119.34	88.09	4.35	4.15	3.41	2.36	3.53	3.45	4.21
Post	117.88	82.96	4.44	4.18	3.01	2.19	3.62	3.67	4.09
Gain/Loss	**-1.47**	**-5.13**	**0.09**	**0.02**	**-0.40**	**-0.17**	**0.09**	**0.22**	**-0.12**
Linkoping (N=5) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	119.90	92.87	4.49	4.23	3.71	2.53	2.96	3.07	4.28
Post	119.90	88.74	4.40	4.30	3.33	2.36	3.76	3.51	4.24
Gain/Loss	**0.00**	**-4.13**	**-0.09**	**0.07**	**-0.38**	**-0.18**	**0.80**	**0.44**	**-0.04**
Quito (N=5) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	120.85	92.82	4.54	4.30	3.47	2.67	3.48	3.20	4.48
Post	120.77	87.03	4.69	4.30	2.60	2.91	3.76	3.87	4.40
Gain/Loss	**-0.07**	**-5.79**	**0.14**	**0.00**	**-0.87**	**0.24**	**0.28**	**0.67**	**-0.08**

While experiential learning theory as discussed in chapter 3 emphasises that experiential

learning is accelerated over cognitive classroom learning, it is important that such learning

involves multiple senses that are relevant to a student's life and *world*. If there is a significant

gap between the familiar and unfamiliar experiences, this gap needs to be bridged in order for

adaptation to occur, otherwise students confronted with too much difference will simply

withdraw into their trailing orientations of defense and denial (Figure 4.16.), halting the

development along the continuum of Interaction and Continuity that Dewey proposed (Roberts,

2003). Assuming that intercultural competence is a learning objective of short term study abroad,

faculty leading short-term programs will need to acknowledge their crucial role in maximizing

the students' intercultural development, especially in view of the potential insulation of students

in such programs "under the tutelage of American faculty using the same curricula as those back

home" (de Wit, 2009, p.225-226)

Figure 4.17.
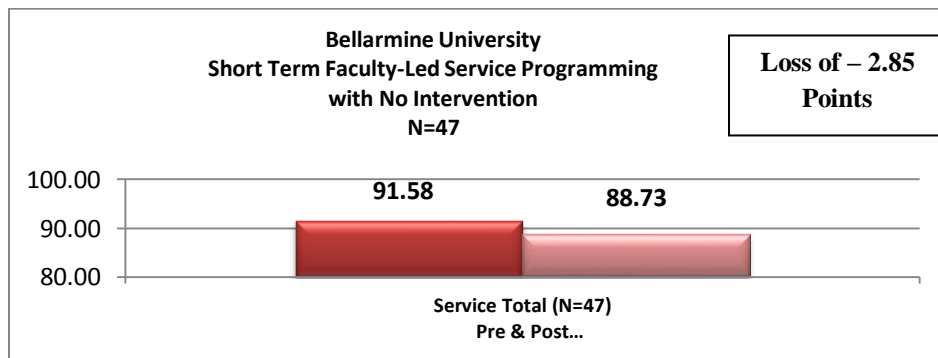
Service Total (N=47) Pre & Post IDI Scores	PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Pre	120.06	91.58	4.40	4.34	3.56	2.49	3.28	3.25	4.16
Post	119.58	88.73	4.57	4.39	3.25	2.33	3.55	3.48	4.18
Gain	**-0.47**	**-2.85**	**0.16**	**0.05**	**-0.31**	**-0.16**	**0.27**	**0.23**	**0.02**

Figure 4.18.
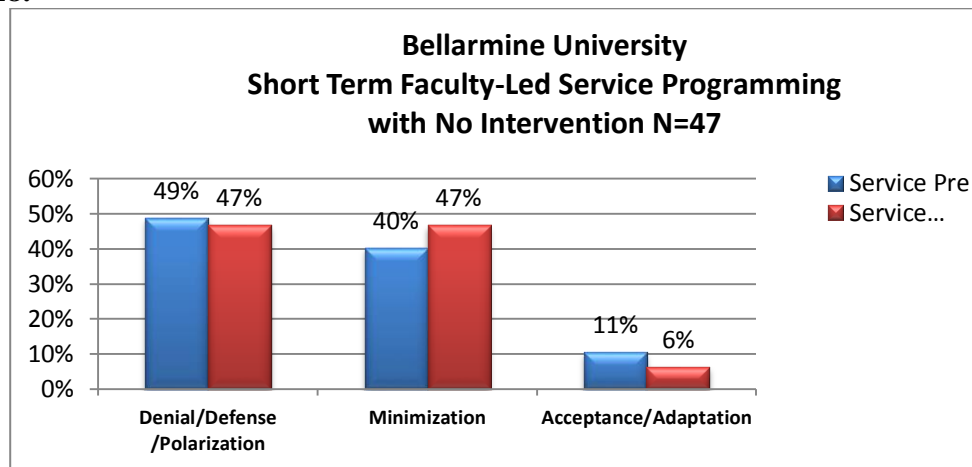
Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	47	120.06	5.55
Developmental Orientation (DO)	47	91.58	15.29
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	47	28.48	10.02
Denial	47	4.40	0.45
Disinterest Cluster	47	4.37	0.51
Avoidance Cluster	47	4.45	0.54
Defense	47	4.34	0.57
Reversal	47	3.56	0.79
Minimization	47	2.49	0.60
Similarity Cluster	47	2.39	0.85
Universalism Cluster	47	2.61	0.65
Acceptance	47	3.28	0.67
Adaptation	47	3.25	0.57
Cognitive Frame-shifting Cluster	47	3.35	0.69
Behavioral Code-shifting Cluster	47	3.17	0.64
Cultural Disengagement	47	4.16	0.66

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	47	119.58	6.00
Developmental Orientation (DO)	47	88.73	16.52
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	47	30.85	10.81
Denial	47	4.57	0.40
Disinterest Cluster	47	4.53	0.48
Avoidance Cluster	47	4.62	0.45
Defense	47	4.39	0.51
Reversal	47	3.25	0.88
Minimization	47	2.33	0.63
Similarity Cluster	47	2.12	0.83
Universalism Cluster	47	2.59	0.63
Acceptance	47	3.55	0.61
Adaptation	47	3.48	0.60
Cognitive Frame-shifting Cluster	47	3.74	0.64
Behavioral Code-shifting Cluster	47	3.27	0.66
Cultural Disengagement	47	4.18	0.69

One way of bridging the challenging gap between the familiar and unfamiliar is for the faculty to develop guided reflections on the personal identity, values, and beliefs that the students bring to the experience, and thereby help them understand how these interact with the new and different environment and belief system in which the students find themselves. The 13 students in figure 4.19., who participated in a program that offered this kind of opportunity and curricular support, clearly bridged that gap, as reflected below.

Figure 4.19.
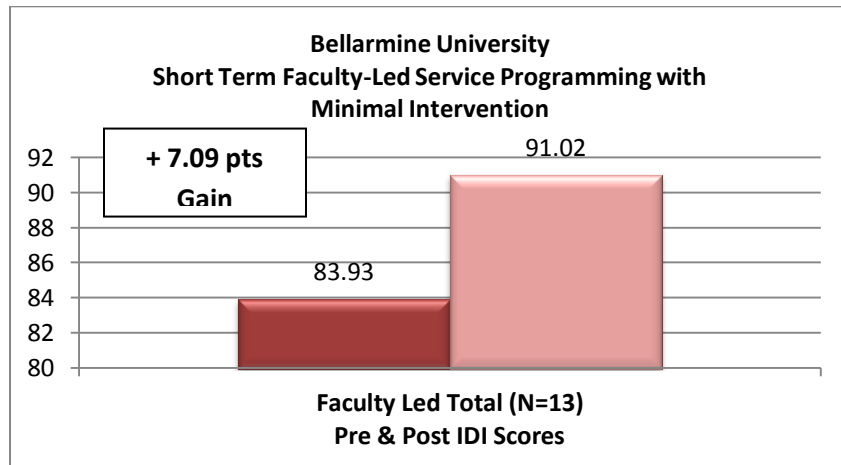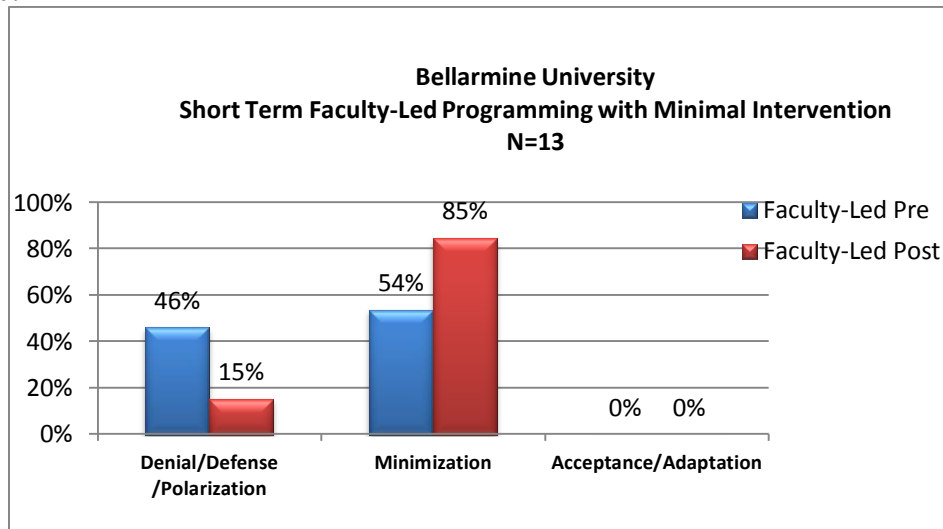
Bellarmine University
Short Term Faculty-Led Service Programming with
Minimal Intervention

+ 7.09 pts Gain

83.93   91.02

Faculty Led Total (N=13)
Pre & Post IDI Scores

Figure 4.20.

Bellarmine University
Short Term Faculty-Led Programming with Minimal Intervention
N=13

■ Faculty-Led Pre
■ Faculty-Led Post

46%   15%   54%   85%   0%   0%

Denial/Defense/Polarization   Minimization   Acceptance/Adaptation

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	13	118.53	4.50
Developmental Orientation (DO)	13	83.93	11.47
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	13	34.60	7.35
Denial	13	4.41	0.56
Disinterest Cluster	13	4.44	0.63
Avoidance Cluster	13	4.36	0.62
Defense	13	3.91	0.76
Reversal	13	2.95	0.40
Minimization	13	2.68	0.65
Similarity Cluster	13	2.55	0.58
Universalism Cluster	13	2.83	0.92
Acceptance	13	3.71	0.55
Adaptation	13	3.42	0.47
Cognitive Frame-shifting Cluster	13	3.46	0.62
Behavioral Code-shifting Cluster	13	3.38	0.47
Cultural Disengagement	13	3.77	1.00

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	13	121.08	1.97
Developmental Orientation (DO)	13	91.02	6.64
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	13	30.06	5.03
Denial	13	4.58	0.28
Disinterest Cluster	13	4.62	0.44
Avoidance Cluster	13	4.54	0.37
Defense	13	4.17	0.62
Reversal	13	3.32	0.64
Minimization	13	2.56	0.57
Similarity Cluster	13	2.38	0.69
Universalism Cluster	13	2.77	0.91
Acceptance	13	3.66	0.68
Adaptation	13	3.64	0.54
Cognitive Frame-shifting Cluster	13	3.92	0.64
Behavioral Code-shifting Cluster	13	3.42	0.55
Cultural Disengagement	13	3.89	0.81

In summary, the evidence presented here makes a clear case for the impact an intervention strategy can have on the students' experiential learning process, even when that experiential process is a matter of just a few weeks. While one may reasonably argue whether the theory of intercultural competence, as explicated in the Developmental Model of Intercultural Sensitivity (M. J. Bennett, 1993), is sound and accurately reflects the kind of developmental learning we would like to attain with our students, we should recognize that such arguments are secondary to what these data reveal. The value of studies of this nature – regardless of the degree of validity and reliability of the instrument used to gather the data – is that they illuminate a powerful catalyst for student learning within experiential learning contexts, namely, the faculty who accompany the students on the sojourn, or the faculty who receive and work with the students *in situ*. Moreover, the second important lesson of these data is that we see how guided reflection around topics and issues that are fundamental to intercultural learning produces positive results versus the results from students who are not prompted to reflect and are not guided (not receiving feedback on their reflections) in their activities and journaling. This kind of guided facilitation typically does not arise on its own out of peer-to-peer interaction. We know that to extract learning from experience requires an iterative process of meaning making. If faculty are properly mentored to develop facilitation skills and given the tools and strategies to integrate this type of facilitation into their courses and into the general co-curricular dimensions of the study program, they can make the meaning making process meaning*ful* for the students.

4.8. Study VI - Cross-Sectional Global Perspectives Inventory (GPI) Study (N=14635) Assessing Knowledge, Skills and Attitudes over 4 Years (2008-2012) of FF to SR Development.

While the primary assessment instrument of this research is clearly the IDI, as it is firmly embedded in experiential learning theory, measuring one of the most encompassing student competencies associated with internationalization, the development of *intercultural* competence, this last quantitative study VI attempts to explore the development of the cognitive, intrapersonal, and interpersonal aspects of student development as measured by the Global Perspectives Inventory (GPI). The results specifically link once again *guided involvement in learning abroad* to greater student development; this time, growth in the varying dimensions of the GPI, demonstrating the influence such guided involvement has on student learning and development across the cognitive, intrapersonal, and interpersonal domains.

The GPI is a survey instrument designed to explore the cognitive, intrapersonal, and interpersonal domains of student development (see Braskamp, et al., 2010; Merrill, Braskamp, & Braskamp, 2012). The use of this instrument for my research was meant to supplement my primary IDI research study which was focusing primarily on the development of intercultural competence in learning abroad linked to very specific intervention strategies. The GPI on the other hand can be easily linked to the institutional mission and strategic plan, and thus the wider college experience. Learning, especially, intercultural learning needs to be carefully articulated and communicated by these institutions to their students, parents, as well as future employers, in order to successfully translate curricular content into meaningful outcomes, via a framework of high impact experiences that can be assessed at the local and national levels. The GPI aims to encompass three critical and developmentally based questions: How do I know? Who am I? How

do I relate? Thus, this tool tries to address the cognitive, interpersonal, and intrapersonal domains of human development during the students' college journey, including through dealing with *difference* in learning abroad. In order to be able to embrace such difference in their future global careers, the American Association of Colleges and Universities reminds us that we need to "prepare students for a global economy in which change and innovation are constants" (2007, p. 21) and thus students will need to experience "disruption rather than certainty . . . [and] interdependence rather than insularity" (American Association of Colleges and Universities [AAC&U], 2007, p. 2). This can best be achieved through learning abroad where students "develop and internalize a global perspective into [their] thinking, sense of identity, and relationships with others" according to Chickering and Braskamp (2009, p.27), the creators of the GPI. The emphasis which their instrument places on cognitive, intrapersonal, and interpersonal assessment of student development resonates with earlier conceptualizations of holistic student development (Kegan, 1994) and intercultural maturity (King & Baxter Magolda, 2005), as it explores the development of perspective taking, and examination of knowledge (Baxter Magolda, 1992), as well as the acquisition and application of knowledge (Gudykunst, 2003). The intrapersonal dimension emphasizes the development of intercultural sensitivity (Bennett & Bennett, 2004; King & Baxter Magolda, 2005). While this dimension is connected to the DMIS and thus the IDI, a correlation between these two instruments could not be addressed since a) the GPI's lack of consistent participant coding by the design team of the GPI during the years of the study 2008-2010 did not allow for individual respondent analysis, and b) the new owner of the IDI, the IDI LLC, does no longer allow any comparative studies with their instrument as reflected in the 2013 license agreement in the 2015 IDI resource guide that all IDI administrators have to abide by.

The IDI cannot be used to validate other assessment tools. IDI, LLC is focused on

helping individuals, groups, organizations and communities develop increased

intercultural competence - and this effort is done through the use of the IDI along with

the innovative approach of IDI Guided Development®. The IDI is a unique and already

crossculturally validated measure of intercultural competence. The theoretic

underpinnings of the IDI and the methodology employed in the IDI measurement of

intercultural competence do not 'break down' intercultural competence into such elements

as knowledge, attitude or skill domains the way other instruments may do. As such, the

IDI is not appropriate for validation purposes for other assessment tools. The IDI needs to

be used in ways that are theoretically consistent and consistent with licensing

requirements. (Hammer, 2013, p.3).

The third and final component of the GPI, the interpersonal dimension focuses on

interactional dispositions within an interdependent and global society (Chickering & Braskamp,

2009; King & Baxter Magolda, 2005), as well as the importance of social responsibility in

making future commitments (Chickering & Braskamp, 2009).

4.8.1. GPI test environment, scope, design, and limitations

The instrument contains 72 questions pertaining to each of the developmental domains of

the GPI as well as demographic and engagement items. The dependent variables represent each

of the six developmental scales that constitute the GPI. Each scale includes a number of items for

which respondents are asked to provide their level of agreement based on a 5-point Likert scale

ranging from 1 (strongly agree) to 5 (strongly disagree). In my 2008-2012 research, the GPI was

administered over four years to Freshmen and Seniors in a cross-sectional study that began in

2008, making Bellarmine University one of the earliest institutions administering the GPI for

broad-based assessment of global learning outcomes. My study involved 1573 Bellarmine

students, 1213 Freshmen and 360 Seniors. The research costs ranging from $600-$1500 annually

for the use of the instrument where secured by the researcher through a grant from a private local

education foundation. Today, 186 institutions utilize the GPI, making it currently one of the

more utilized assessment tools in assessing internationalization at U.S. campuses aside from the

IDI. At Bellarmine, the GPI was selected as a secondary internationalization assessment

instrument since it was considered to be well aligned with the Bellarmine mission and strategic

plan, Vision 2020, of the University. Numbers three and five of the strategic plan tied the

University's goals most visibly to the IDI as well as the GPI assessment as it reads – Bellarmine

University …. "Integrates international awareness, focus and sensibility into all curricular and

co-curricular programs" (# 3) and "Improves the human condition through service to our

community, region, nation and world (#5) **http://www.bellarmine.edu/academicaffairs/ire/strategic-planning/**

After clearance from the Institutional Review Board (IRB), all eligible subjects (freshmen

and seniors) were sent an e-mail invitation to participate in the GPI. The results were tabulated

by the Global Perspective Institute Inc. Chicago, IL and communicated to the researcher in form

of an institutional report. Unfortunately, the earliest version of the GPI did not allow for

individual student score identification, but rather reported only group results, a major short

coming in the initial version. Another shortcoming of the instrument is that to this date there

have been nine different versions of the GPI since 2007. The testing which took place at

Bellarmine University between 2008 - 2012 reflects GPI versions 4-7. However, the researcher

did not anticipate the changes that were made to the instrument over the course of these years,

which rendered a longitudinal study as presented earlier by the IDI impossible for the GPI. The

researcher thus focused on cross sectional studies with the GPI. The GPI team explains the shifts

and changes to the items of the GPI during the years that the researcher was working with the instrument as follows:

All respondents completed Version 4, from August 1, 2008 through July 31, 2009. Version 5 is a major enhancement of Version 4. For the 2009 – 2010 academic year, we deleted six items from the 46 to create new scales for four of the six scales (Knowing and Social interaction scales remained the same.) We also added two new scales from the 40 items that measure the three major dimensions of a global perspective – cognitive, intrapersonal, and interpersonal. The two scales are Well-being and Global citizenship. "The scale, Well Being, consists of the seven Global Perspective items that correlate most highly with a 46 item ―Inventory of Learning Climate & Student Well-Being‖ developed 6 by Charles Walker (2007). The scale, Global Citizenship, consists of ten items that mostly highly correlate with the item, ―I view myself as a global citizen. In the summer of 2009, we also added three sets of items to reflect the sociocultural characteristics of a campus – Community, Curriculum, and Co-curriculum. These clusters of items are based on the research reported in the book, Putting students first: How colleges develop students purposively (Braskamp, L. A. Trautvetter, L. C. and K. Ward, 2006.) In the summer of 2010 we revised the scale, Knowing, changing five of the nine items in this scale. We did so to increase its internal consistency and reliability. We also added an item asking students to indicate their major field of study and added an item about freshmen year experiences in the Curriculum cluster of items. In the summer of 2011, we revised these items of the Curriculum and Co-curriculum scales. Version 7 included the same 40 items of global perspective taking, but we have revised the items

included in some of the scales based on further factor analyses of the scales. (Braskamp,

L., Braskamp, D., Merrill C., Engberg , M., 2010, pp.4-5)

Again, these changes, along with missing student ID codes in the 2008 version of the

instrument prevented me from conducting a comparative longitudinal study as originally planned.

Also, contrary to initial planning for this study, the value of the use of the GPI was particularly

diminished in that it could not be validated against the IDI in the one potential overlapping

intrapersonal domain. Until the current ban for comparative validation studies between the IDI

and other instruments is lifted by IDI LLC, no comparative research with the GPI is possible.

4.8.2.   Data collection and analysis

While no comparative study was possible, the data collected over four years by the

researcher was nevertheless very valuable in the context of internationalization at Bellarmine

University, especially vis-à-vis the possibility of analyzing such data not only for various groups

on the Bellarmine campus, but also for comparisons with national data sets during the time of the

study 2008-2012.

The GPI consists of six scales with each domain--cognitive, intrapersonal, and

interpersonal-- having two scales. For each domain, one scale reflects the theory of cultural

development and the other reflects intercultural communication theory. For example, the

cognitive domain includes knowing and knowledge scales. The scale, Knowing, stresses the

complexity of thinking which is ―content free (intercultural developmental focus). The scale,

Knowledge, portrays a level of acquisition of knowledge about multicultural issues (intercultural

communication focus). The intrapersonal domain includes Identity, a central goal in the

development of the college students in their formative years, and Affect (intercultural

communication focus) scales. The interpersonal domain includes Social interaction, in terms of

communication theory, and the other reflects the notion of Social responsibility, a common goal among educators in higher education today. (Braskamp, L., Braskamp, D., Merrill C., Engberg, M., 2009, p.4-5).

The figure 4.21. reflects these scales discussed above and the assessment outcome over four years from 2008 to 2012, involving 1213 freshmen and 360 seniors randomly selected by the researcher. The students as a group progressed modestly over those four years in all areas, scoring the highest in the affective domain, i.e. intrapersonal identity and intrapersonal affect both as freshmen as well as seniors. Via figure 4.26., I will demonstrate how these GPI results compare to the scores of students who received guided intervention. Their gain is much like the IDI data from studies I through V in support of my call for sustainable guided intervention pedagogy in learning abroad.

Figure 4.21.

GPI 2008/2009 - 2011/2012
BU Freshmen Avg. (N 1213) & BU Seniors Avg. (N 360)
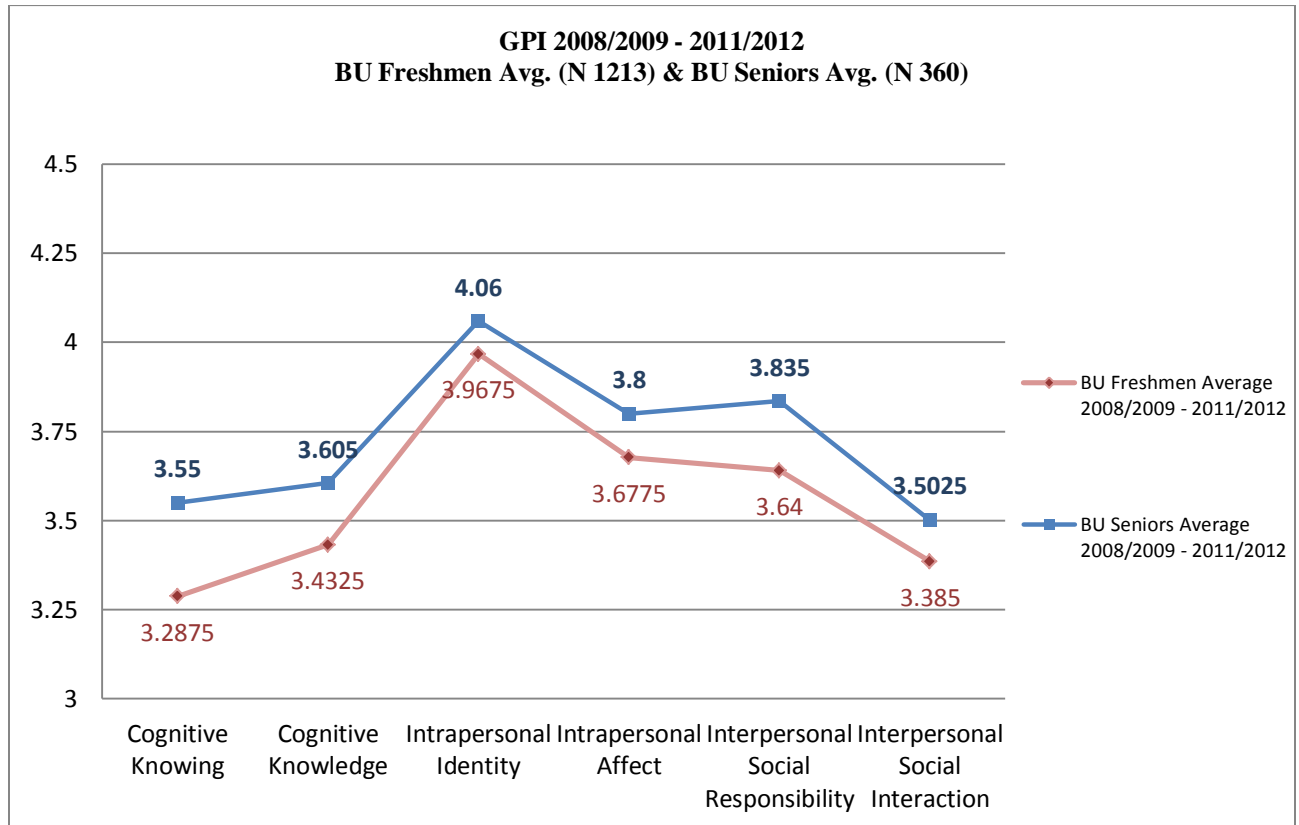
The graph reflects how students develop over their four years of college experiences. They grow in global perspective taking, as they are faced with three critical developmental questions addressed by the GPI: How do I know? Who am I? and How do I relate? (Braskamp et al., 2010). Each of these questions addresses a conceptually distinct, yet interrelated dimension of cognitive, intrapersonal, and interpersonal development for each student (Kegan, 1994; King & Baxter Magolda, 2005), and as a group as reflected above. It links back to the University's strategic plan which explicitly states that the curriculum is to address and thus develop international awareness and sensibility. In reviewing these results, we must ask ourselves how we best utilize these data in order to advance the internationalization agenda most effectively on our campuses. Braskamp and his team offer the following directive

You and your colleagues will benefit most by asking questions about the actual and hoped for connections between what students view of their global perspective and the campus (study abroad) environment. The questions listed below are to help you focus on the way you structure the campus environment (or study abroad experiences) that will optimally influence students so they will more readily meet your expectations. Given the holistic view of student development, we encourage you to discuss how students progress in their thinking, feeling, and relating to others. Braskamp, L. A., Braskamp, D. C., Merrill, K. C., & Engberg, M. E. (2010).

Figure 4.22.

Cognitive: How Do I know?
How do you help students see that their culture makes assumptions about authority and what is good and truthful?
How can you help students compare their personal values, practices, and behaviors, norms and expectations with those of other countries and nations? If students are studying abroad, do you use field trips, classes, informal events, home stays, etc?
How do you try to encourage students to reflect on the issue that people from different cultures and countries may think differently about the role of government, religion, family values, schooling, and work and labor requirements?
How do you help students see the value of having them exposed to multiple perspectives on an issue or topic?
Intrapersonal: Who am I?
How do you help students develop more complex views of themselves, taking into consideration their own cultural backgrounds? Do you give them opportunities to share with others in class and out of class their uniqueness?
How do you encourage students to develop a sense a self that incorporates their own cultural backgrounds and family influences? Do you help them value their pride in their uniqueness?
How do you provide opportunities in classes or arrange sessions for students to talk about their own values, sense of self and purpose of life, and relationships with others not like them?
Interpersonal: How do I relate to others?
How do you assist students to be more comfortable in interactions with other students, staff, faculty, and citizens from different cultural backgrounds, values, and points of view?
How do you inform and demonstrate to students studying the cultural traditions, practices, and social interactions of multiple cultures?
Adapted from Global Perspective Inventory, Braskamp, L. A., Braskamp, D. C., Merrill, K. C., & Engberg, M. E. (2010). p.19-20.

The above data allowed a review of the development of the 2008 freshmen to 2012 Seniors vis-à-vis their cognitive, intrapersonal, and interpersonal development on campus and abroad. While IDI LLC does not permit access to national IDI data, the Global Perspective Institute Inc. does allow access to national GPI data. For my study, this allowed me to explore how the 1573 students in my 2008-2012 study compared against 13062 students from up to 182 universities predominantly located in the U.S., including very prestigious institutions. Figure 4.23. below reflects this comparison. As a small liberal arts college in the Midwest with a first

generation student population of 36%, it is interesting to observe that the Bellarmine Freshmen are just slightly below the national average in all but two categories, those being intrapersonal affect and interpersonal social responsibility. The interpersonal social responsibility score may possibly be linked to the 65% of the student population who is affiliated with a faith group on or off campus.

Figure 4.23.
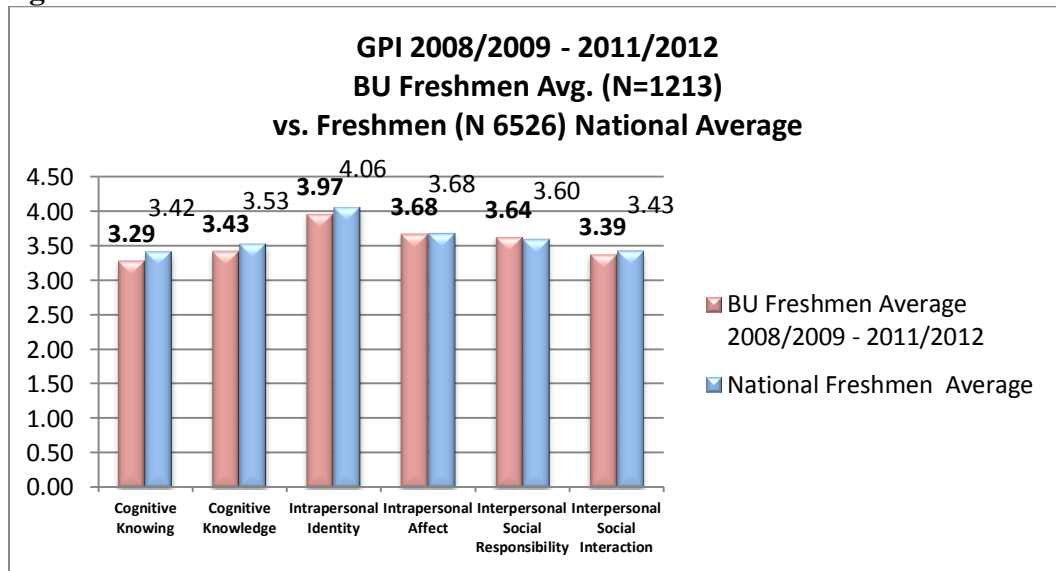
Figure 4.24. below reflects the developmental journey of 360 Bellarmine Seniors vis-à-vis the national average of Seniors. The gap we observed in the 2008 entering Freshmen class is still present, as we are graduating these students four years later, indicating that the University could probably do more to address this gap, and possibly close it via strategic developmental curricular initiatives on and off campus.

Figure 4.24.

GPI 2008/2009 - 2011/2012
BU Senior Avg. (N=360)
vs. Senior (N 6536) National Average

Figure 4.25.

GPI 2008/2009 - 2011/2012
BU Freshmen Avg. (N 1213) & BU Seniors Avg. (N 360)
vs. Freshmen (N 6526) & Seniors (N 6536) National Average
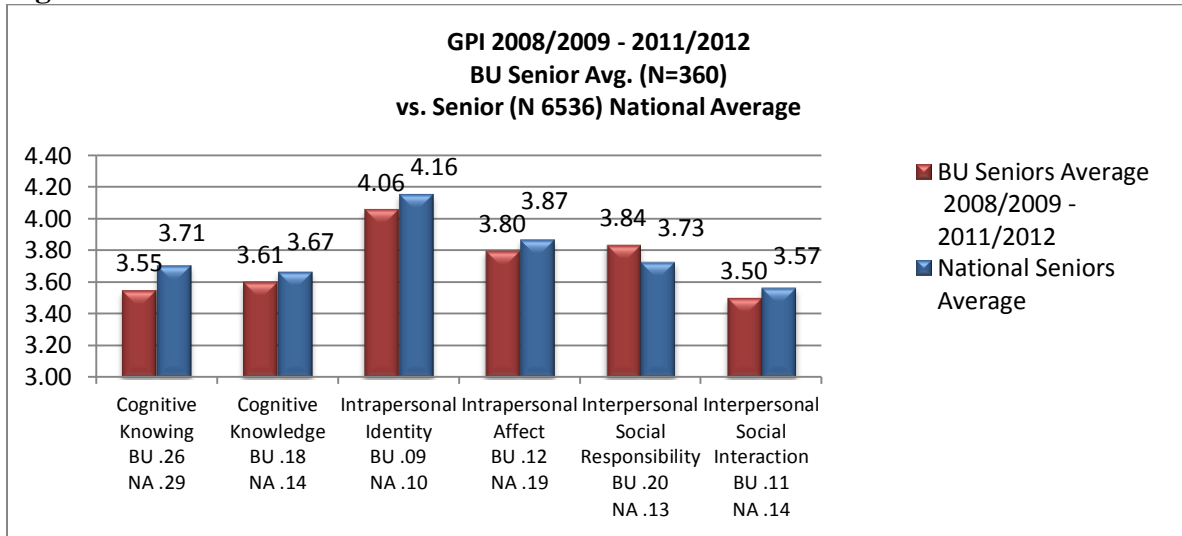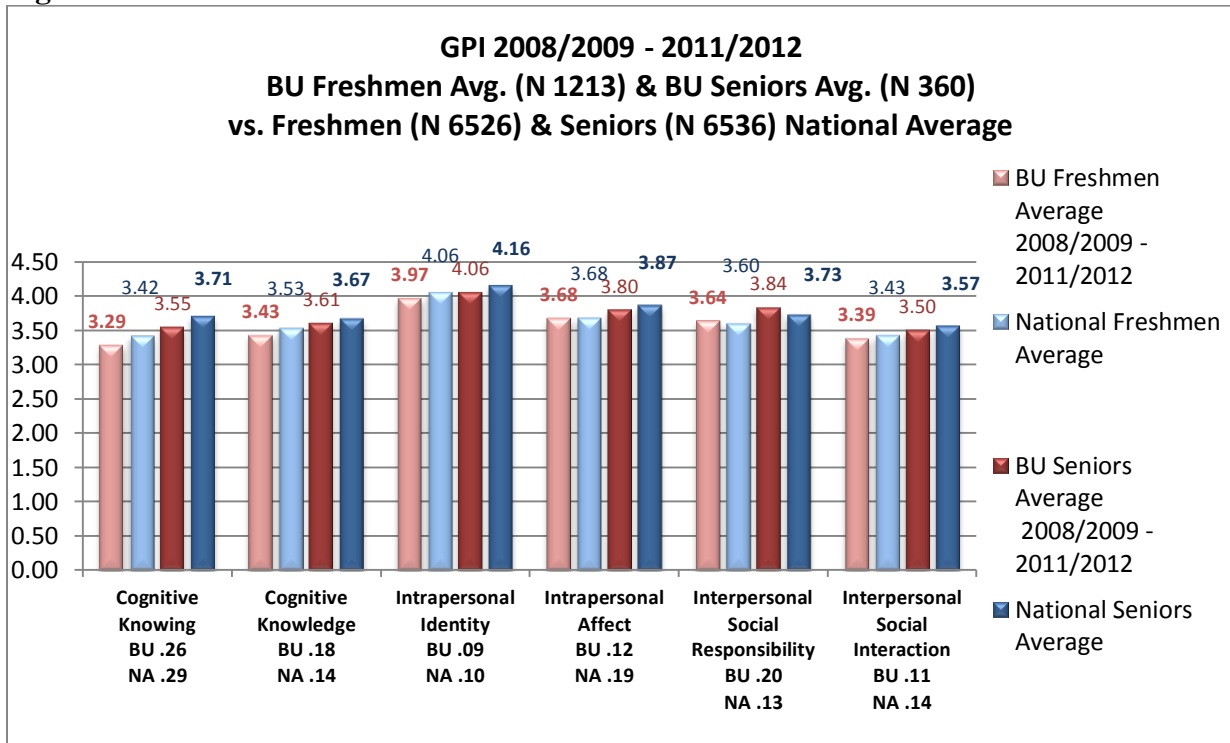
Figure 4.25. summarizes the 2008-2012 GPI assessment outcomes for 1213 BU

Freshmen and 360 BU Seniors in relation to the national data at that time for a total of 13062

Freshmen and Seniors students, with Bellarmine students trailing the national average by

between 0.07 and 0.04 points. This is not really statistically significant, but it is consistent in that

Bellarmine students start at a lower level and finish at a lower level which once again begs the

question, whether this gap could be closed or whether the national average could be surpassed by

Bellarmine students receiving some form of intervention pedagogy while learning on campus or

abroad. A possible answer may be found in figure 4.26. below, where I present the data for all

six dimensions (cognitive knowing/cognitive knowledge, intrapersonal identity/intrapersonal

affect, and interpersonal social responsibility/interpersonal social interaction) for the 6536

national seniors from 2012 alongside the data for the randomly selected 360 Bellarmine seniors

from 2012, of whom 7 had participated in my learning abroad intervention course, IDC 301.

Figure 4.26.

Intervention Pedagogy Reflected in GPI Results N=8116
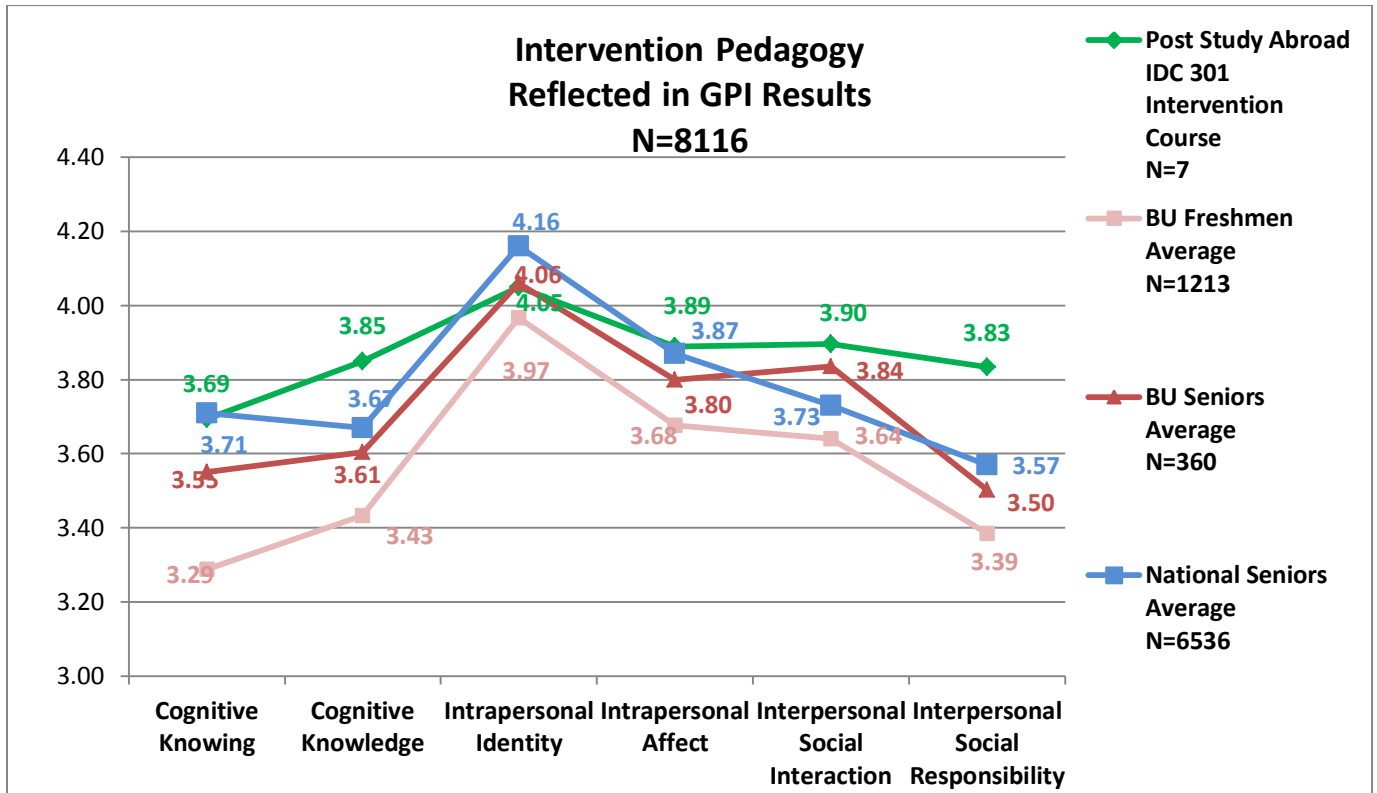
	Post Study Abroad IDC 301 Intervention Course N=7	BU Freshmen Average N=1213	BU Seniors Average N=360	National Seniors Average N=6536
Cognitive Knowing	3.69	3.29	3.55	3.71
Cognitive Knowledge	3.85	3.43	3.61	3.67
Intrapersonal Identity	4.05	3.97	4.06	4.16
Intrapersonal Affect	3.89	3.68	3.80	3.87
Interpersonal Social Interaction	3.90	3.64	3.84	3.73
Interpersonal Social Responsibility	3.83	3.39	3.50	3.57

While the earlier discussed gap between Bellarmine seniors and national senior results is clearly demonstrated in this graph, as it was in earlier samples, this gap is definitely overcome by those students who participated in a course designed to develop intercultural awareness and competence along the DMIS continuum, supported by experiential constructivism theory and the value of targeted intervention pedagogy. The GPI results of five cross-sectional studies representing 14635 on campus (1573) and cross-national (13062) subjects are mirroring the IDI

results in a combination of five cross-sectional and longitudinal studies representing 1802 campus subjects and zero cross-national subjects, results that are clearly demonstrating the powerful impact of targeted intervention in developing intercultural skills in a multitude of domains, not just intercultural competence as measured by the IDI.

While all Bellarmine seniors were obviously enrolled at a small Masters I liberal arts university, of the above national senior GPI group, nearly half of the students were enrolled in private institutions offering bachelors and masters degrees and about 40% were enrolled in public universities offering a doctorate with an additional 14% enrolled in private universities offering a doctorate. Approximately 95% of these students were traditional aged. Thus this sample best represents traditional aged students enrolled in a four year college or university, with female students overrepresented when compared to the general college student population, which holds true for the Bellarmine sample as well. For general reference, today, 19,528 undergraduate students are a subset of the approximately 120,000 persons who have completed the GPI since 2008, the beginning of my research study at Bellarmine.

In summary, the purpose of this last cross-sectional study VI in this chapter was to explore the relationship between student engagement in learning abroad and global perspective-taking within three different groups – a self-selected national senior sample, an on campus random senior sample, and a random intervention course sample. Global perspective-taking exemplifies an intercultural outcome steeped in the six overlapping domains of holistic student development (i.e., cognitive, intrapersonal, and interpersonal domains; Kegan, 1994; King & Baxter Magolda, 2005). These domains reflect the acquisition of knowledge, skills and attitudes essential to intercultural communication, as well as the development of more complex epistemological processes, identities, and interpersonal relations (Braskamp, Braskamp, Merrill,

& Engberg, 2010). Through a series of analytic processes, five studies utilizing a pre-test post-test design were presented in this section 4.8. of chapter four to examine the relationships between learning abroad experiences and global perspective-taking. The findings from this research address several gaps in the current knowledge base. While research on learning abroad experiences has certainly increased during the past decade, no studies have examined these practices across cognitive, intrapersonal, and interpersonal domains vis-à-vis intervention learning abroad. As figure 4.26 clearly demonstrates, while students attracted to the comforts of a small liberal arts University, intentional, guided learning abroad support certainly appears to equip them with the knowledge, skills and attitudes to step outside of their comforts zones. This forces them to develop these areas for a world where global citizenship attributes such as curiosity, tolerance for ambiguity, flexibility, resilience, and the resulting ability to work on diverse teams are not just valued but more and more expected to have been developed during the internationalization efforts at our institutions of higher learning.

4.9. Study VII – IaH IMPACT SURVEY (N=340): Building Intercultural Sensitivity and Awareness at Home: Campus Impact Survey with Focus on International Student Peer Advisors, Room Mates, Classmates and Faculty

Research suggests that placing a broad range of beliefs and behaviors in contact with other views and ideas contributes to a sense of awareness about cultural codes; even if it is just by connecting different cultures in our classrooms, dorm rooms, and boardrooms, instead of foreign country settings. In *Beside me is an empty chair*, Leask (2010) reminds us that the development of international and intercultural perspectives "is a life-long process involving the development of knowledge and understandings, attitudes and values, and ways of thinking and

doing that enable effective communication with cultural others in a dynamic global community." (Leask in Jones, 2010, p. 7).

With the previous ten sub studies of this chapter clearly and consistently demonstrating the powerful impact that targeted intervention pedagogy can potentially bring to the internationalization portfolio of institutions of higher learning, I would like to close this chapter with the other side of this strategy and its potential, and often overlooked *impact* on the internationalization agenda of universities worldwide. While all ten of the previous studies were demonstrating the value of learning abroad while sending students from 4 year liberal arts universities in the U.S. to the rest of the world, we must not forget that that is mostly accomplished through long term study abroad via exchange partnerships around the globe. These partnerships bring international exchange students to our campuses, including Bellarmine's campus, where 90% of international students are exchange students. It is these students who also contribute to the internationalization of universities by living and learning on our campuses in a reverse study abroad scenario, impacting, faculty, staff, fellow students, peer mentors, roommates, and potentially the local community at large through their presence and contributions resulting from the confrontation and interaction with *otherness.*

As one of the students in a Bellarmine core curriculum class surveyed remarked: *"I really enjoyed having international students in my IDC class last fall. Not only did it present them with an international experience, but in a way, I experienced one too! They brought great insight to our discussions and expanded our knowledge."*(1/21/2013 11:24 AM) Another student shared: *"It's great getting an international perspective from our international students - we've got some great ones in the comm department - and Intercultural Communications class was also a great way to learn more about the diverse mix of cultures that surround us."*(1/31/201 7:51 PM) Other students

point out: "*It's good to see how they look at certain aspects of English differently*."(1/20/2013 9:58 PM) or "*There were 4 or 5 international students in my business communication class. It was always very interesting when they did a presentation, especially when their presentation was about something from their home country. I also enjoyed talking to them outside of class and learning how their culture is different.*"(1/22/2013 1:01 PM)

The communication and interaction with cultural others can happen outside of class or with *the other* being in the chair next to them. This aspect of IaH certainly begs to be explored further by developing intentional, guided intervention for these local, reverse engineered experiences as well, which could of course be the focus of yet another dissertation.

While the essence of this chapter, and in fact the focus of this entire research study, is the examination of the development of intercultural competence within the framework of the DMIS and resulting IDI assessment, aided by intervention pedagogy *while immersed in cultures abroad,* I would like to briefly introduce here a survey I conducted to merely supplement my primary research in order to get a feeling for what role international students play on campus vis-à-vis their faculty and peers, and what impact, if any, the presence of international degree-seeking and exchange students has on those U.S. students who did not or could not participate in an international experience abroad.

Thus, I conducted this *contact hypothesis survey* to explore aspects of Internationalization at Home (IaH) vis-à-vis the development of a level of intercultural sensitivity or perspective taking that does not compare in any form to the benefits derived from a sojourn in full immersion and engagement with other cultures abroad, but is nevertheless worth mentioning here. It may also be worth mentioning that the majority of international students (85%) on our campus are here as a result of U.S. students studying on *their* foreign campuses via exchanges, the very

students who are the focus of this dissertation as they are learning abroad. Furthermore, not all students will nor can engage in learning abroad, much less be enrolled in programs that offer intervention pedagogy to maximize the learning outcomes abroad. However, many students will be learning alongside "cultural difference" on our campuses via the international student populations enrolled on our campuses. This brief chapter insert gives a snapshot of the value of this aspect of IaH, a more or less intentional by-product of the learning abroad experiences of students around the globe, since their study abroad is often brought about or at least facilitated through exchanges with foreign partner universities, bringing international students to U.S. campuses. As Knight (2004) remarks, "internationalization is also about relating to the diversity of cultures that exist with countries, communities and institutions".

4.9.1. Building intercultural sensitivity and development at home: international student classmate impact survey on campus

In order to go beyond examining intercultural awareness and development of BU students abroad, I decided to also briefly explore Knight's aspect of internationalization through learning at home. I identified all U.S. students who were enrolled in a course with international students (mostly exchange students on campus as a result of BU students studying abroad) during the spring 2013 semester at Bellarmine University, and then conducted a campus wide survey with these students and their faculty. 278 students responded to the survey out of 1159. Figure 4.2.7. below captures some of the quantifiable responses. Surprising was the high degree of awareness of students (93%) that internationals students were part of their classes suggesting not only a level of interest in the *other*, with an even more impressive number (99%) of students stating that they welcome the different perspectives that international students bring to the Bellarmine experience. 70% of the surveyed students claim that they have learned from the international

students in their classes, as noted in the free response section, from which I am offering several examples below.

""One of the reasons I chose to come to BU was because of the international program here. I took advantage of the study abroad program and I enjoy seeing how my experience matches up with the experience our exchange students have at BU."

1/21/2013 2:42 PM

It was so great having the international students! They bring so much to the Bellarmine community."

1/30/2013 8:34 AM

"I love having the opportunity to learn from international students. It has been a wonderful and fascinating experience!!"

1/22/2013 10:03 AM

"It was awesome learning from the international student. He was open about sharing the differences in his home from those in Louisville. Since it was a French class, we were able to incorporate the study of culture and he contributed a lot to the course."

1/30/2013 11:41 PM`

"Many classes with foreign students and they are a lot of fun. Great to practice my German with, and fun to learn more about the cultures."

1/30/2013 10:09 PM

"Being a photography class, it was neat to see what they were seeing and taking in while they were here."

1/22/2013 4:11 PM

"I attended the class with Maria Paz, who is from Ecuador. She was very sweet and always brought interesting insights to the class. Most of our classmates (me included) are friends with her on social networking sites, including Facebook, Twitter, and Instagram, and still keep up with her that way. Being an art-themed course, the additional perspective was definitely worthwhile!" 1/22/2013 1:11 AM

*"I thoroughly enjoyed having international students in my class. This was one of the most interesting aspects of coming to Bellarmine and loved having their perspective as well as insight on topics discussed in class."*1/21/2013 11:42 PM

It's always interesting to get a different perspective on the material – and having an international student

definitely provides that. 1/21/2013 2:08 PM

Over half (54%) of the surveyed students remarked that faculty brought special attention to and

involved international students in their classes. "*This was during the fall semester of 2012 with*

Dr. Brown. There was Student from South Africa that provided a lot of cultural differences and

interesting perspectives on the class subject matter. Dr. Brown did a great job keeping him

involved to provide first-hand experiences that were very beneficial to the class, being that it was

*a class on international economics.*1/20/2013 10:46 PM

Figure 4.27. 2013 Contact Hypothesis Survey: "Students" N = 278/1159
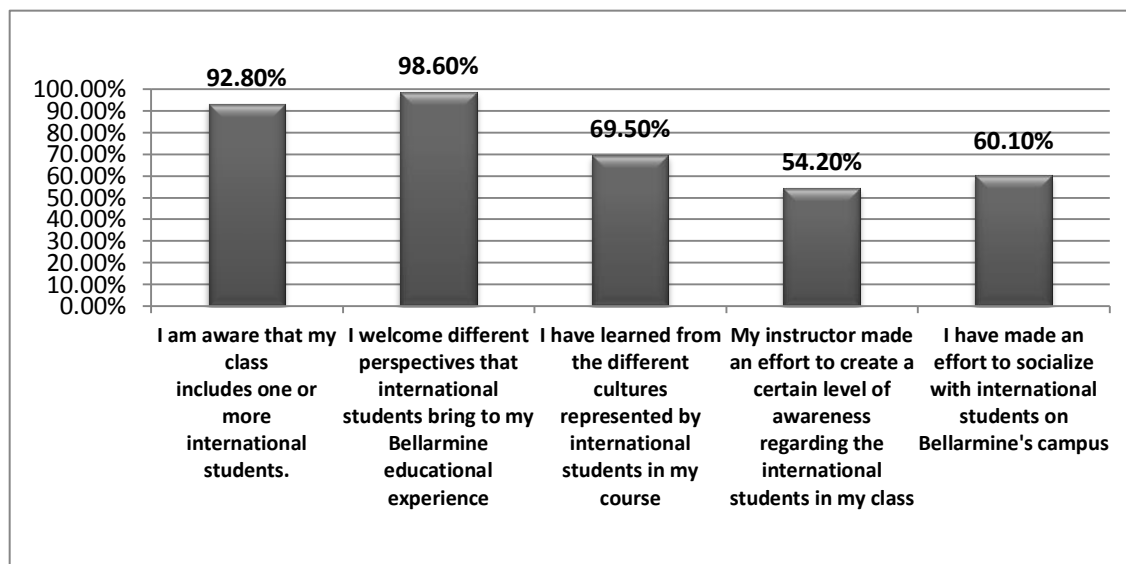
4.9.2. Building intercultural sensitivity and development at home: faculty

international experience impact survey on campus

In addition to inviting all students who were enrolled in classes with international

students, I also offered the survey to all 74 faculty who were teaching courses in which

international students were enrolled. From among those faculty, 47% responded, and among

those who did respond, I found considerable support for and engagement with international

students enrolled in courses in all of Bellarmine's schools as figure 4.28. clearly reflects.

Figure 4.28. 2013 Contact Hypothesis Survey: "Faculty" N = 34/74
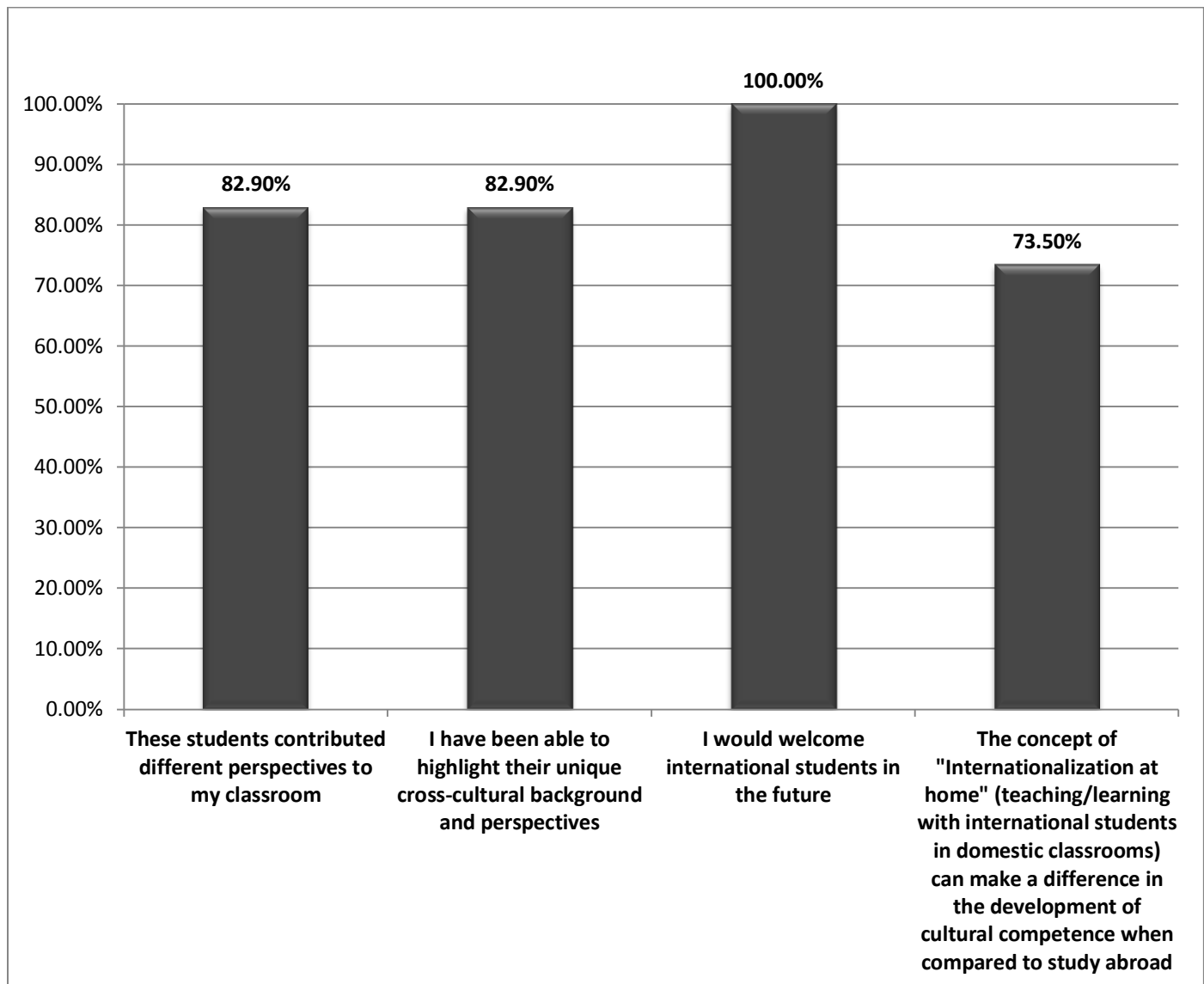
Of the 47% of faculty who responded, 100% noted that they would always welcome international students into their courses in the future. 83% appreciate the different perspectives these students contribute to their classes. 83% of the faculty also note that they were able to highlight the international students' unique cross cultural background and perspectives within their classrooms.

"I have in the past had students from a number of various countries and I always try to make sure they are included in the class and in projects."

1/31/2013 7:47 AM

"Any and all contact with students from different cultures is a learning experience."

2/4/2013 3:23 PM

"As our department grows and we hopefully add more faculty members, we can begin to offer more specific international political science courses. If we can add faculty specializing in internationalization, I believe we can offer well-rounded classes and integrate international students even more into our discipline. I love having international students and I look forward to the expansion of our discipline and continuing relationship with these students."

2/1/2013 11:51 AM

"Having an international student in the classroom is never going to have the same impact as study abroad; however, in some classes and some settings, students with international perspective can definitely introduce a novel perspective to the class. It depends upon the course and learning objectives, and upon the student and their knowledge/experience base."

1/31/2013 8:33 PM

"Within the classroom international students help combat "our" student's narrow mindedness. Not always successful but better than not having them."

1/30/2013 6:54 PM

"All of the other students appreciated the educational and cultural experience of the two international students. It was a topic of conversation throughout our classes."

1/22/2013 2:48 PM

"Both internationalization at home and study abroad are important."

1/30/2013 9:15 PM

Of the 47% of faculty who responded to the survey, 74% of faculty felt that the concept of IaH can make a difference in the development of intercultural competence, albeit perhaps not in quite the same way as study abroad. Here a few open responses offered in the comments section that may help placing the data into a more institutional context.

"IAH complements study abroad, but not the same."

1/20/2013 9:35 PM

"Study abroad is an individual experience for one student. Internationalization at home is a group experience for all of the students in the class."

1/21/2013 10:54 AM

I think "internationalization at home" has positive effects in my classes and on campus in general."

1/21/2013 12:45 AM

"I don't know what that questions means, actually. I think internalization at home is certainly helpful, but I do believe study/travel abroad is the best way to gain cultural competence."

1/21/2013 1:44 PM

"Absolutely. Too often, our local students seem to the think that the world is "out there" somewhere. But it's in here. I tell my students that the global is also often the local. To miss that is to miss a great deal."

1/21/2013 12:31 AM

"I think that focused study of a people, place, and culture is essential if one is going to gain knowledge and understanding. So, to that extent, "internationalization at home" is a great idea. On the other hand, an essential aspect of understanding a culture foreign to one's own is living it, and there is no substitute for that. All the study in the world cannot really inform one about what the way of life and mode of thinking of a people or a culture is."

1/22/2013 3:15 PM

"Internationalization at home is good -- but not nearly as good, because our students too often shy from getting to know the international students. When they go abroad, they don't have a choice. Study abroad tends to be life changing."

1/22/2013 10:36 AM

"In a lecture classroom format, then "internationalization at home" may not be effective. I can imagine this being greater in seminar classes though!"

1/21/2013 2:57 PM

"I think, among other things, international students inspire U.S. students to consider studying abroad. Students value the time they spend with peers from another country."

1/21/2013 12:13 PM

"While a wonderful idea, it seems would require specific targeted pedagogies to give real face-time in class between international students and domestic students. I do not think all the cultural competences that can be achieved abroad can be accomplished at home, but much of it can. The difficulty is developing effective pedagogies within a college course with many other objectives-- tricky but possible. For example, International Students can be part of groups and teach the members of their group. Then using Jigsaw Groups, members teach what they learned to their target groups and all report. With such pedagogies many cultural differences and unique knowledge will be gained, but it cannot substitute the hands-on when abroad, particularly the long-term program in which one must LIVE there for many weeks."

1/28/2013 12:28 PM

"It does not substitute for study abroad but it is an interesting other way of internationalizing" our students."

1/30/2013 5:42 PM

"The next best thing to traveling yourself is to make friends with travelers who happen to come to you. We broaden our view of the world -- and our place in it -- by increments, and Bellarmine's welcome to international students is one of those steps for the entire student body."

1/29/2013 1:11 PM

They do, absolutely. My concern with the development of cultural competence at BU is that while we pan across the globe and spend a lot of money to develop programs, bring students over, and send students abroad, I do think we are overlooking crucial, and perhaps just as relevant, opportunities for the development of cultural competence here in our city. I think that Bellarmine can do a lot more to make the campus and our offerings accessible to minorities. Our minority numbers are disappointing. In discussions with community groups established in lower income neighborhoods, often with a high percentage of minorities, BU doesn't even seem like a possibility. Also, Louisville is truly an international city; with the 14th highest rate of refugee resettlement in the country. Again, how many of those students later come to Bellarmine? How many would feel welcomed here in the same way that international students are celebrated and welcomed? If we seek for internationalization, social justice, and cultural competence, then we need to develop these skills with the rich resources we have right here in our town. I'm not arguing that the efforts of internationalization so far are not meaningful, but I am arguing that these efforts need to be paired with more localized ones - even when it means asking our students, faculty, and staff to confront the inequality both in our city and on our campus.

1/29/2013 3:37 PM

4.9.3. Building intercultural sensitivity and development at home: peer mentor international experience impact survey on campus

At Bellarmine University, every international student is assigned one or more peer mentors long before the student arrives on campus. Unfortunately, not all international students

decide to take advantage of this option, particularly European and Australian students, by whom this additional acculturation support often is viewed as superfluous.

The U.S. students who offer to engage with internationals are often returning study abroad students (78% for this survey group) who have learned the value of peer support in the receiving country first hand; in fact, they were mostly lacking this support and wished very much they would have been the beneficiaries of such an internationalization strategy on their host campus while abroad. They therefore generally put forth considerable effort in accommodating the needs of internationals, particular at the beginning of their sojourn. At Bellarmine, this support extends into the community in that the peer mentors are often teaming up with international students to present their cross-cultural experiences to the local elementary, middle and high schools, thus carrying the IaH approach one step further. This "Cultures in Motion" project is organized by the international office and serves as a team building exercise for the international, as well as domestic student, while at the same time allowing the domestic student, who just returned from abroad, to benefit during the often stressful re-entry phase of "unpacking" heir experience abroad. During my campus survey, 56% of the invited peer mentors responded to the invitation. These 56% of students represented 14 academic departments (Foreign Languages & International Studies, Political Science, Nursing, Psychology, Art, Elementary Education, Math, Actuarial Science, Economics, Communications, Secondary Education, History, Exercise Science, and English).

58 % of them had completed a study abroad experience. 95% of them note that their peer mentor experience ranked among the top *out of classroom experiences* during their college years. 89% of the peer mentors claim that they have developed knowledge about their own country and heritage as a result of the mentorship. And a full 100% of peer mentors feel that their

international student mentorship experience was most beneficial in that it will help them in their future career to better work in diverse teams, a much sought after employee qualification. Some responses from the non-required comment section are:

"Acting as a Peer Mentor has proven to be one of the best experiences I have had during my time at Bellarmine. I have made terrific friends from across the globe, and I have learned so much not only about their cultures, but about American culture as well. My only suggestion to expand the program in the future would be to grant peer mentors a small stipend for their participation. Several other groups offer paid peer mentor positions on campus, and a stipend of any amount would help immensely as mentors pay for gas and other activities. I believe this would help minimize barriers that may keep people from acting as mentors."

1/30/2013 7:41 PM

"It is an experience that continues for the rest of the year because you create bonds with your mentees and it is a fun experience!"

1/25/2013 10:15 AM

"It was an amazing experience I want to try again!"

1/24/2013 11:45 PM

"Awesome program!"

1/23/2013 10:08 PM

"Great."

1/23/2013 9:33 PM

"By being a peer mentor, I met some of the best people I ever have in my entire Bellarmine experience. Wish we could have more international students come in the spring semester."

1/23/2013 8:45 PM

"Best program I could have ever hoped to be a part of."

1/23/2013 7:36 PM

"Great experience, however it needs to be made apparent that the mentors do everything they do

for the internationals on their own dime. "

1/23/2013 6:32 PM

4.29. International Student Interaction - Peer Mentors: N = 18 of 32 = 56%
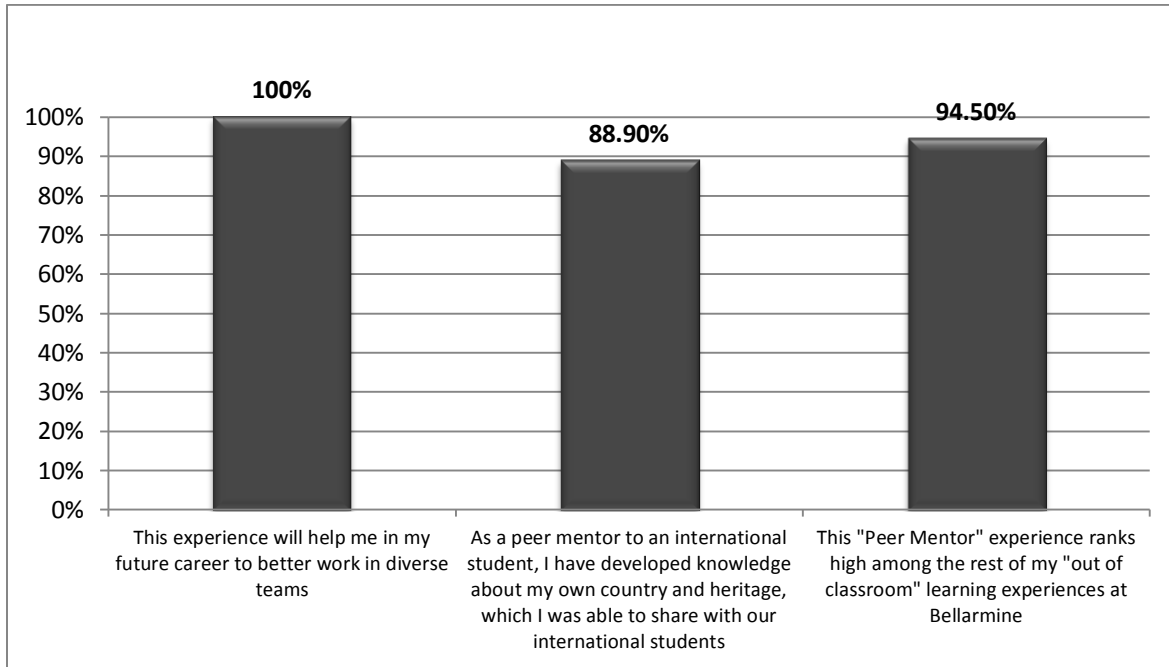
Figure 4.30.

4.9.4. Building intercultural sensitivity and development at home: international student roommate impact survey on campus

At Bellarmine University, not all international students request a U.S. roommate. Of those living on campus with a U.S. roommate, 53% responded to the impact survey. 60% of the students responding noted that they requested to be roomed with an international student. 70% of the respondents had studied abroad and perhaps learned to value the sharing of a room with an international student. 70% also marked the international roommate experience as ranking *high* among their out of classroom learning experiences. Only half, 50%, of the respondents felt that the international roommate experience could help them in their future career in that it would help them to work more effectively in diverse teams, one of the leading competencies identified as a desirable asset by employers around the globe.

Figure 4.31. 2013 Contact Hypothesis Survey: "Roommate" N = 10/19
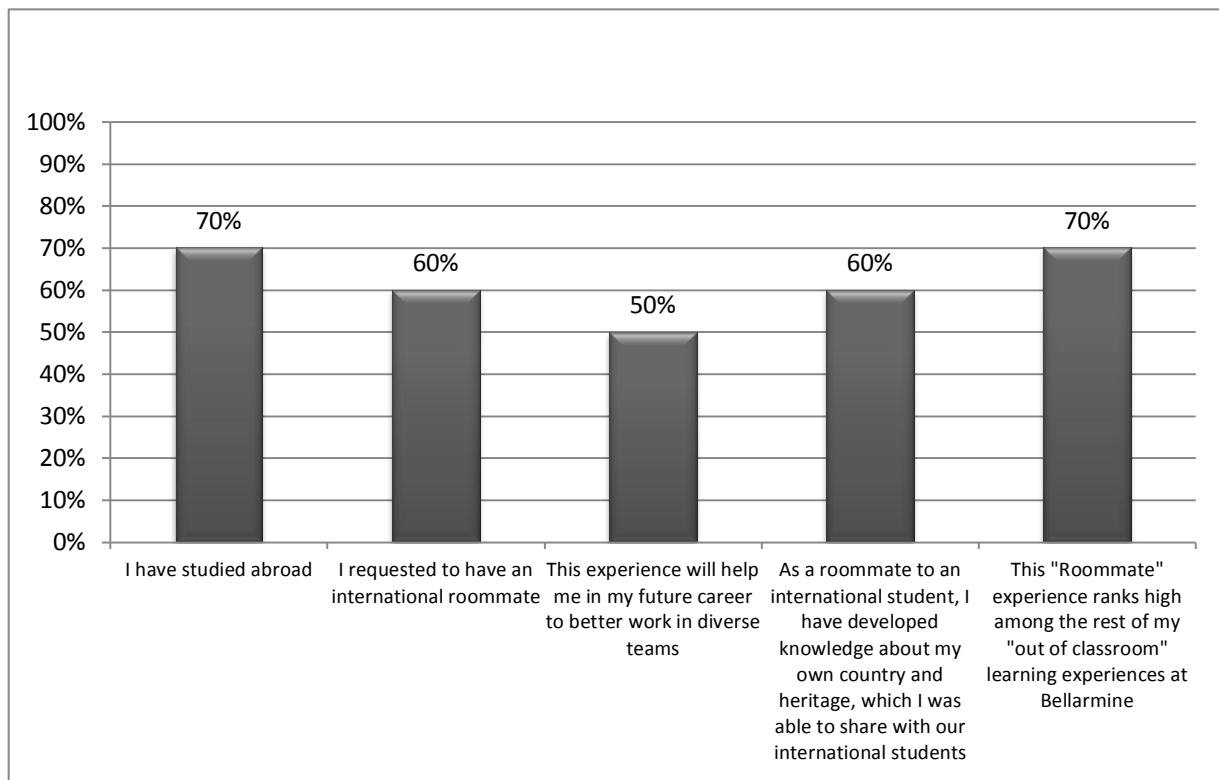
The majors represented were Biochemistry, Exercise Science, Nursing, Psychology, Theatre, Exercise Science, Physical Therapy, Business Administration, Business Administration, and Nursing. Here some of their comments in addition to the quantitative portion of the survey.

"Living with an international was probably the best decision I've made. I've not only met someone from another country but I've met many more international friends from this experience!"

1/22/2013 5:25 PM

"*Rooming with one International student let me become friends with the other International students. I became such   good friends with them that when I was abroad I visited one International student. Living with an International was by far my favorite semester at Bellarmine other than my semester spent abroad."*

1/22/2013 9:23 AM

"I did not request to have an international roommate. However, I really enjoyed her as a roommate :)"

1/22/2013 9:07 AM

While the above discussed IaH aspects of internationalization do not directly speak to my "intervention pedagogy", they are definitely a *byproduct* of my intervention pedagogy in learning abroad and as such should not be overlooked. When I spoke in my introduction to this dissertation of the increased democratization of study abroad away from the Grand Tour concept and the experience of a select few to a broad based worldwide effort by governments and other institutions to facilitate large numbers of intercultural contacts, it is important to remember that in spite of all these initiatives, the majority of students will never be able to partake in such *life changing* experiences abroad. As mentioned earlier, for this research study that number is as high

as 65%. That means, two thirds of this liberal arts student body will not partake in leaning abroad. For those 65% who remain behind in the domestic classrooms, it is important that they too become the beneficiaries of the cross cultural mobility of the 35% who do go abroad, by intentionally connecting them with the *cultural others* who are entering their universities and classrooms in place of the outbound students. This of course can only happen if the university has in place an exchange strategy, rather than a mere learning abroad strategy. As Leask (2014, p.6) consistently emphasizes in her work, the "internationalization of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching, learning, and assessment arrangements *and support services of a program of study*." (emphasis added).

4.10. Chapter Summary

I am presenting below the highlights and a summary of my data collection and analysis for the research years 2008-2012 as reflected in my studies presented in this chapter four:

1. In the first study, the IDI was administered by invitation to freshmen (N=1225) via all general education course sections of the *IDC 100 Freshman Focus Seminar* at the beginning of every fall semester from 2008 to 2012 for a cross-sectional study (Figure 4.3. & 4.4.). The data was then analyzed by the researcher vis-à-vis the students' intercultural competence upon entering Bellarmine University in order to determine if a *general* BU freshmen profile could be established in order to serve as an assessment baseline for all successive testing.

   The findings were such that the typical BU FF classes between2008-2012 were very predictable in their development of intercultural competence. This is probably related to

the fact that the demographics of the FF classes over those years did not change, even though the class grew from year to year. In fact, the FF tested over those four years grew from 2008 to 2012 by 58%. But the level of intercultural competence of all four years of arriving freshmen remained stable and very much predictable.

2. In the second study, the IDI was administered by invitation to graduating seniors (N=517) via all general education course sections of the *IDC 401 Senior Seminar* at the end of every spring semester from 2008 to 2012 prior to graduation from Bellarmine University for a second cross-sectional study (Figure 4.7.). The data was then analyzed by the researcher vis-à-vis the students' intercultural competence development upon exiting Bellarmine, in order to determine if any development took place over the course of four years, and if so, what type of experiences might have impacted this development (Figure 4.5.& 4.6.).

The findings were such that the intercultural competence development of the senior graduating classes between 2008 and 2012 increased steadily every year with a four year average total of 87.18, and a 2008 to 2012 senior year gain of 5.91 points on the developmental scale, indicating approximately four times the GCS gain of 1.27.

3. In the third study, a cross-sectional 4 year study, the IDI scores of all participants in all studies were analyzed (N=1760) vis-à-vis their gender of male (N=500) or female (N=1260). Of the 1760 students, 60 students indicated that they participated in the Junior level on-line seminar IDC 301 "Transcultural Experience through Cultural Immersion", designed for students enrolled in BU partnership programs around the globe for at least one semester. They were tested upon entering the seminar, as well as upon completion of the seminar. 11 of these were male and 49 of them were female.

The findings reflected that both groups had similar and significantly higher developmental gains than any of the control groups, such as all freshmen, or seniors with no intervention, or seniors and no study abroad (Figure 4.7.). Additionally, the findings revealed that study abroad can erase the initially lower level of intercultural development between these two groups during freshmen year for males.

4. In study four, the IDI was administered to the 2008 freshmen cohort (N=248) every year from 2008-2012 (Figure 4.11. & 4.12.) for a longitudinal study to measure intercultural competence development for each of the four years from when each member of the cohort entered BU as freshmen in 2008 to when the very same students exited BU as seniors four years later in 2012.

   The findings of this study indicated a minimal and statistically insignificant gain between the freshmen and sophomore year, a gain of 1.78 between the sophomore and junior year, which is 0.51 above the GCS gain. The gain between junior and senior year however was at 5.84 almost five times the gain of the GCS of 1.27.

5. For study five, the IDI was administered to an invited subgroup (N=60) for assessment of intercultural competence development represented by students who participated in short term faculty led programs during the summer.

   The findings revealed positive results in that even in 2-4 week short term programs intercultural development can be achieved with appropriate curricular engagement (Figures 4.15. – 4.20.).

6. Study six measured the development of knowledge, skills and attitude via the administration of the GPI (N=1573 BU students) represented in Figures 4.21. to 4.25., in

order to determine if reflection driven intervention pedagogy can advance the group beyond the national levels of achievement in these three areas.

The findings revealed that while the four year curriculum was able to advance the BU group (N=1580), it was not able to bring the group up to par with the national level of participants (N=13062). However, the group of BU students who enjoyed the benefits of intervention pedagogy was indeed able to surpass the national levels of growth in the areas of knowledge, skills and attitude (Figure 4.26.).

7. Finally, in study seven, for the purpose of an impact study (N=340), the researcher collaborated with Bellarmine faculty and Bellarmine students at large to explore the impact of international students (many on campus as a result of U.S. students studying abroad under exchange agreements) on global awareness. Via a survey instrument, designed by the researcher and offered to a) all faculty teaching international students, b) to students in class with international students, c) to peer mentors guiding international students through their exchange semester(s), and d) to roommates placed with international students, the impact study revealed that there is great potential for universities to involve their international exchange and degree seeking students in their IaH strategy, beyond the numbers game.

The last item in chapter four, the four impact surveys, involving 340 subjects, represented faculty, students, peer mentors, and roommates, invited to examine their attitudes, curiosity, openness, respect, sensitivity, and tolerance towards international others, present on the Bellarmine University campus during the spring 2013 semester.

Findings suggest that by placing various beliefs and behaviors in contact with other views and ideas contributes to a sense of awareness about cultural codes. And while I

would like to think that these surveys forced the participants not only into awareness, but also reflection, or introspection about the international students, their countries of origin, their cultures, their beliefs, and perhaps even their own individual backgrounds vis-à-vis these *others* by challenging long held beliefs and attitudes, I realize that this is not the reflection I am advocating in the pedagogy connected to my intervention research and teachings. Mezirow (1991) emphasizes that reflection must be purposeful and should not be confused with introspection, when he says "Clearly, reflection is different depending on whether the learner's purpose is task-oriented problem solving, understanding what someone else means, or understanding the self" (p.15), or whether the learner is "becoming aware of the fact that we are perceiving, thinking, feeling, or acting in a certain way' (p.15). Examining existing assumptions, beliefs, and attitudes is the first step towards relating to the diversity of cultures, towards embracing the other, towards changing mindsets. In short, introspection, reflection, and "meaning making" as a result of encounters with cultural others, is the first step towards the internationalization of our classrooms. It is the point of departure for involving administration, faculty and students in creating a curriculum that is intentionally designed to develop intercultural knowledge, skills and attitudes, after all "curriculum is the backbone of the internationalization process" (Knight, 1994, p.6). In fact, based on the benefits of intervention pedagogy documented as the essence of this research, a reverse engineered intervention curriculum could be developed on the home campus for international inbound students or in fact for *everyone*, as repeatedly advocated by de Wit 2002, 2012, 2013, 2013, Jones & Killick 2007, Leask 2014, 2015, or as Joanna Regulska, VP for International and Global Affairs,

Rutgers University commented, "We need to bring global home because not every

student will be able to, or even should, go abroad."(Terra Dotta, 2015).

http://www.terradotta.com/articles/terradotta_Internationalization_article_1.14.pdf

As I mentioned in the introduction of 4.9. of this chapter, in addition to all the IDI and

GPI data, my brief campus wide impact survey accentuates the value of one aspect of IaH, which

in essence is the value connected to the presence of international students on U.S. campuses.

This intentional by-product of the learning abroad experiences of U.S. students via exchanges

around the globe offers U.S. campuses a wonderful opportunity to capitalize on the presence of

these *cultural others*. As my survey showed, 99% of faculty and students welcome these

internationals into their midst and 70% claim that they learned from these international students

through their mere presence and contributions in classes, their work with them as peer mentors,

or their sharing of intimate living spaces as roommates. Intercultural engagement as meaningful

interactions with other cultures (Deardorff, 2009) and the resulting cultural awareness of and

sensitivity towards cultural others on our campuses is present, and thus must be formally

developed through intentional IaH strategies in addition to our focus on maximizing learning

abroad of the small number of students involved in such endeavors during their tertiary

educational experience. As reflected in this chapter four, at Bellarmine University, where my

intervention research was conducted over a period of four years from 2008-2012, the number of

students engaging in international experiences such as study, internships, clinicals and teaching

abroad is about 35% of graduating classes, which far exceeds the U.S. average of under 2% (IIE

2012). It would therefore be worth exploring if the intervention pedagogy examined closely in

the upcoming chapter five in response to and/or embedded in the many data sets that were

highlighted in this current chapter four has the capacity to be integrated in an IaH strategy at

other universities. This would be especially meaningful at campuses where the participation in

learning abroad is not nearly as highly developed as it is at Bellarmine University, a U.S. liberal

arts university where this research was conducted.

CHAPTER FIVE: FACILITATING INTERCULTURAL LEARNING ABROAD VIA INTENTIONAL ACADEMIC INTERVENTION TOWARDS THE DEVELOPMENT OF INTERCULTURAL COMPETENCE

5.1. Introduction

In the introduction of this research study, I posed the question what *we can do about our students' intercultural learning abroad* in the context of developing "Global Citizens". In chapter two and three, I discussed the rationale for my theoretical framework as well as my assessment approach and main pre and post instrument, the Intercultural Development inventory (IDI). In chapter four, I presented a broad spectrum of data and analyses from various studies, involving 3725 Bellarmine student data sets, collected between 2008-2012, reflecting growth in intercultural competence for Bellarmine students over four years of study, with particularly impressive growth by students who benefitted from experiential learning abroad via a reflective intervention pedagogy.

I present in this chapter five the application of this pedagogical approach, referenced earlier in this study as the Framework for Reflective Intervention in Learning Abroad (FRILA), which resulted in such growth. It was developed by the researcher in 1994/95 as an on line course delivered via internet for students from various disciplines studying at German universities in direct enrollment settings where the foreign language was a mere vehicle for learning abroad. Over the years, the curriculum was refined and expanded into a sustainable pedagogy delivered in English for all majors in collaboration with Kris Lou, reflected in Lou & Bosley 2008, 2012 as the Intentional Targeted Intervention Model (ITIM). In fact, I will lean on the 2012 publication in summarizing and analyzing effective intervention in learning abroad. It is a curriculum for reflective learning abroad, grounded in theories of student learning and intercultural development, informed by research on learning outcomes of study abroad, and

reverse engineered to allow the learning outcome of intercultural development to drive the model's design. As a reminder from previous chapters, the working definition of intercultural competence that I have adopted in my study is based on Janet Bennett's definition, which has also been embraced by the AAC&U in their Intercultural Knowledge and Values Rubrics as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (J. Bennett, 2008a, p.16). As stated by the AAC&U, the rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

I will first review the theory that informs us about the nature of intercultural learning and provides us with the reasoning behind intentionally intervening in student learning abroad. Next I will briefly review also the recent research that confirms the theoretical predictions regarding intercultural learning abroad. This will be followed by a presentation of the framework for reflective intervention in learning abroad, together with an empirical qualitative assessment of how students fare under this guided reflective facilitation. Throughout the chapter I will offer guidance and pedagogical strategies that include the role of the instructor/facilitator and underscore the various impact opportunities, to which the instructor must be attuned. It should go without saying that the instructor must command an advanced stage of intercultural development in order to effectively facilitate and maximize the students' intercultural growth.

5.2. The Theoretical Basis for Intervention to Promote Intercultural Learning

This oft-quoted excerpt from George Kelly's *A Theory of Personality* frames the essence of the intercultural challenge our students face:

A person can be a witness to a tremendous parade of episodes and yet, if he fails to keep making something of them. . ., he gains little in the way of experience from having been

around them when they happened. It is not what happens around him that makes a man experienced; it is the successive construing and reconstruing of what happens, as it happens, that enriches the experience of his life. (Kelly 1963, p.73)

The key factor in Kelly's insight is the *process* of assigning meaning to an event or experience. This process is at once both a function of what the individual brings to bear and the degree to which the individual's interlocutors contribute to the meaning making. What is clearly necessary in both instances is the need to pause to consider the meaning, to reflect on what was experienced, to discuss with oneself and others what happened. Absent this intentional act, the assigned meaning remains superficial and limited to unexamined frames of reference, which are often inaccurate and inappropriate. In the intercultural context, the deliberate construing and re-construing of experience is best informed by the multiple lenses of the individual's home culture, those of the host culture, and if possible those lenses of other non-host/non-home culture individuals. In other words, the exposure to the events must be accompanied by exposure to a diversity of meaning-making perspectives to illuminate hidden meaning. One might envision as a metaphor the eye examination in which the patient is offered a series of lenses in an effort to discover which provides the greatest clarity. Without the effort of examination, one moves unknowingly through the experience with fuzzy and/or distorted vision, that is, until another reveals the difference of an alternative perspective.

Kelly's arguments within his theory of personality dovetail well with another seminal work of the 60s, *The Social Construction of Reality* by Berger and Luckman (1967). Here we find a constructivist approach to an understanding of reality and man's interaction within it that emphasizes the interrelationship of the natural environment and the social/cultural environment, the latter of which is of primary importance. The process of becoming man takes place in an

interrelationship with an environment. This environment is both a natural and a human one (Berger & Luckman, 1967 p. 48).

The authors assert further that man, in contrast to other higher mammals in the animal kingdom, has no species-specific environment. "The reality of everyday life further presents itself to me as an intersubjective world, a world that I share with others" (Berger & Luckman, 1967, p.23). In effect man's relationship with his environment is characterized by "world-openness." It is important to clarify, however, that this world-openness refers only to the fact that the developing human interrelates both with a natural environment and a specific cultural and social order, which directs his organismic development in a socially determined manner. For our purposes, as international educators interested in developing the intercultural competence of our students, this original "world-openness" becomes our biggest hurdle. "One may say that the biologically intrinsic world-openness of human existence is always, and indeed must be, transformed by social order into a relative world-closedness" (Berger & Luckman, 1967, p. 51). "It is an ethnological commonplace that the ways of becoming and being human are as numerous as man's cultures. Humanness is socio-culturally variable" (Berger & Luckman, 1967, p.49). The intercultural challenge is clear. Reality, as apprehended by the human who has developed within a set social order with prevailing and dominant frameworks for values, beliefs, attitudes, and behaviors, must somehow develop the capability to alternate among alternative cultural frameworks to function effectively and appropriately with cultural others. The smooth functioning within one's home (or original) culture is explained in the following manner:

> My interaction with others in everyday life is, therefore, constantly affected by our common participation in the available social stock of knowledge. The social stock of knowledge includes knowledge of my situation and its limits. … Participation in the

social stock of knowledge thus permits the "location" of individuals in society and the "handling" of them in the appropriate manner. … Since everyday life is dominated by the pragmatic motive, recipe knowledge, that is, knowledge limited to the pragmatic competence in routine performances, occupies a prominent place in the social stock of knowledge. (Berger & Luckman, 1967, pp. 41-42)

We must understand that this lack of *recipe knowledge* of the workings of human relationships on the part of our students abroad is perhaps the most salient and disorienting challenge they face. This theoretical grounding opens avenues for facilitating our students' developmental journey beyond merely exposing them to this disorienting, and often frustrating difference. Chief among these potential avenues of instruction is a focus on the impact the social construction of reality has on one's identity, more specifically on one's values, beliefs, attitudes, and behaviors. Here we refer to Berger and Luckman's notion of reification. The fundamental process is that the dialectic between man, the producer, and his products is lost to consciousness. One is simply not aware of this limitation within the confines of a single cultural framework. The proverbs: *The frog in the well knows nothing of the ocean* and *We see what's behind our eyes*, capture the essence of our academic task. Put simply, if the student is not exposed to the new and different, the chances of grasping this dialectic and how it impacts their thoughts, feelings, choices, behaviors, etc. are indeed slim. If we immerse our students in another culture they are likely to feel this dialectic quite sharply, but we cannot expect them, on their own (especially if we think in terms of a mere semester or even year), to take advantage of the immersion opportunity to develop their orientation to this difference such that they can effectively and appropriately frame shift on a cognitive level and code shift on the behavioral level.

Reification, therefore, has the effect that *Human meanings are no longer understood as world-producing but as being, in their turn, products of the 'nature of things'* (Berger & Luckman, 1967, p. 89). This is the "Aha!" moment for our students that gives rise to their proclamations of having been transformed by study abroad. They *feel* this insight, but can't articulate it. They *sense* they are authors of the world, that they can participate in the construction of reality, but don't fully understand how or why, nor recognize what to do about it. When they return home they struggle with the paradox (without thinking in these theoretical terms) that they are capable of producing a reality which in turn denies them. A simple example of the average study abroad student might be instructive. Before studying abroad our students typically don't reflect on the effective and appropriate way in which one greets the other within the US context: A handshake and a look into the eyes accompanied by a "nice to meet you." There is of course no reflection on how that act is a reifying act: one is constrained to act in very specific ways (just like one needs to wear a warm coat in freezing weather); it is the nature of things. At the same time the act serves to entrench the behavior itself on a broad cultural level for all others to observe and internalize as the effective and appropriate way to greet. Then our students study abroad, in France for example, where they encounter the *faire la bise*, which triggers disorientation and discomfort. By the end of the sojourn our average student has found a comfort zone with the practice and has even come to appreciate its effectiveness and appropriateness. Upon return home, some become critical of the "dry, sterile US greeting," while others are grateful to return to "normal." Both feel they have experienced something significant, both sense something transformational about the experience, neither however, will have developed their intercultural competence as such.

Standing on the theoretical foundations of Berger & Luckman and other (radical) constructivists, and recognizing the depth of this intercultural paradox, Bennett succinctly states the challenge in opening his theoretical framework for a developmental model of intercultural sensitivity (DMIS): *Intercultural Sensitivity is not natural… Education and training in intercultural communication is an approach to changing our "natural" behavior* (Bennett 1993, p.21, 26) Bennett leans heavily on the radical constructivist position that the means by which our experiential worlds are constructed can in fact be explored, that an awareness of this "operation" can help us to do things differently.

> Intercultural experience does not occur automatically from being in the vicinity of cross-cultural events. People must be prepared to make something of the events – ideally, to attribute to them meaning typical in the other culture. Further, people can become aware of their own world views, and in so doing they may attain the capability to reconstrue the world in culturally different ways; that is, in ways that are "better" for intercultural communication. This is the essence of frame-of-reference shifting, or perspective-taking (empathy). (Bennett, 2001, p.3)

In this context I turn further to Kolb's Experiential Learning Theory (ELT) wherein learning is "*the process whereby knowledge is created though the transformation of experience. Knowledge results from the combination of grasping and transforming experience*" (Kolb, 1984, p. 41). The key element for our purposes is that ELT gives subjective experience a central role in learning, unlike other learning theories that emphasize cognition and intentional learning behaviors. Accordingly, Kolb and Kolb (2005, p. 194) identify six propositions, which accompany ELT that echo the theoretical principles addressed above:

1. Learning is best viewed as a process, rather than as a set of outcomes.

2. All learning is relearning.

3. Learning requires the resolution of conflicts between different ways of seeing and adapting to the world.

4. Learning is a holistic process of adaptation to the world.

5. Learning results from synergetic transactions between the person and the environment.

6. Learning is the process of creating knowledge.

Figure 5.1. Kolb's Cycle of Experiential learning (adapted)

Kolb's Cycle of Experiential Learning
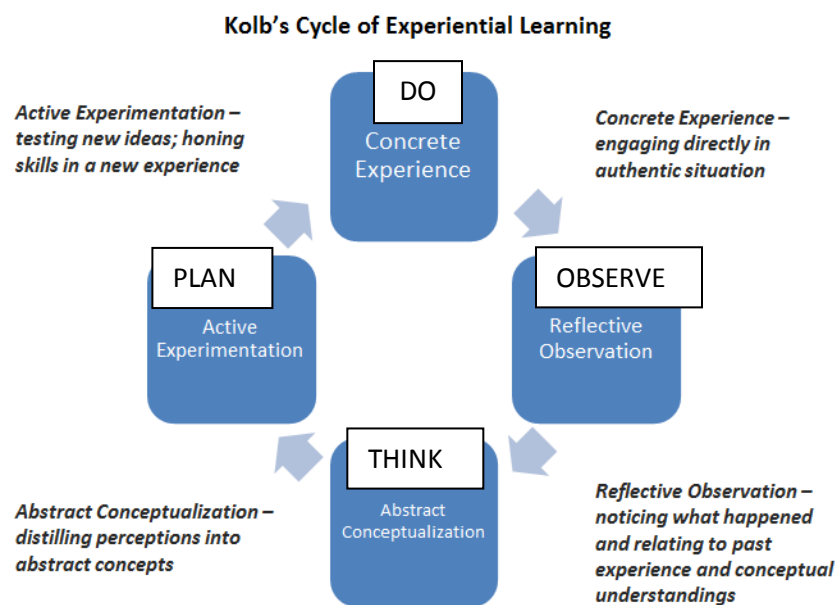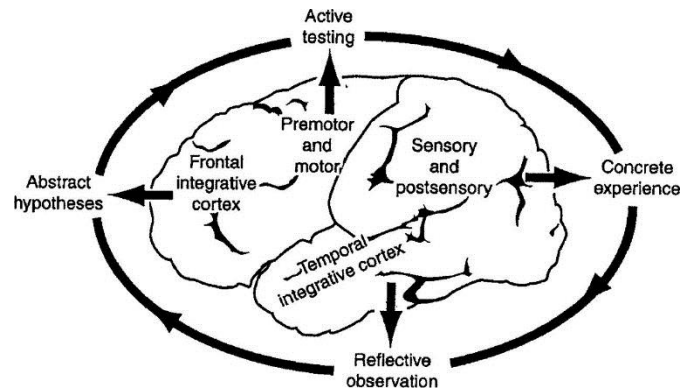
The experiential learning cycle and regions of the cerebral cortex. Note: Reprinted with permission from Vull (2002).

One finds oneself much better equipped now with a theoretical basis for intervening to develop intercultural competence. Moreover, one sees the direct relevance of an approach that is developmental and utilizes Kolb's ELT, in particular his four-stage cycle (1984), which posits that learning starts with (a) concrete experiences which form the basis for (b) reflective observations which are absorbed and refined into (c) abstract concepts, and which are then (d) actively tested in the learner's environment in order to transform the experience into new knowledge. Lastly, we add to this approach the notion of "Deep Learning":

> Deep learning is represented by a personal commitment to understand the material which is reflected in using various strategies such as reading widely, combining a variety of resources, discussing ideas with others, reflecting on how individual pieces of information relate to larger constructs or patterns, and applying knowledge in real world situations. Also characteristic of deep learning is integrating and synthesizing information with prior learning in ways that become part of one's thinking and approaching new phenomena and efforts to see things from different perspectives (Laird, Shoup, & Kuh, 2005, p.4).

These theoretical foundations instruct us to develop curricula that create the learning space for students to reflect on their experiences, to experiment with conclusions reached through guided discussions with own culture peers and their "other culture" hosts, and to manage their own learning as both subjective learners and teachers. That said we must here review the theoretical imperatives against the "reality" of empirical data on student learning abroad before moving forward with the intervention model designed to accomplish the tasks listed above.

5.3. Brief Review of Recent Research on Intercultural Learning Abroad

Research on intercultural learning abroad has been heavily focused on US students in varying cultural immersion contexts. One of the more influential studies of this topic was the Georgetown Consortium Study (Vande Berg *et al* 2009). This study examined the effect of studying abroad on the development of intercultural competence of 1159 US students in different types of study abroad programs. Importantly, none of the students received any type of explicit intercultural curriculum or intervention designed to facilitate intercultural learning. In essence, the central question of the study was to determine whether the long held axiom of international education – the experience of studying abroad stimulates intercultural learning – actually holds up when administering a pre- and post-test which measures one's intercultural development. The study utilized the Intercultural Development Inventory (IDI) for this purpose and the researchers were able to assess various program components for differences in results that might be related to these factors. For many, the surprising result was that the average gain in intercultural development for the entire group of 1159 students was a mere 1.28 points on a 90 point scale.

These results were startling to anyone who had been developing and implementing study abroad programs of any type (direct enroll, faculty-led group, 3rd party provider, etc.) under the assumption and expectation that students were developing their intercultural competence by

virtue of participation in study abroad alone. Since I had been teaching an intercultural learning course to my students abroad since 1995 in its original form, and since 2004 with Prof. Kris Lou closer to its current format both at Bellarmine and Willamette, we realized the necessity of assessing our programs and the curriculum itself to see if the same held true of our students as with those in the Georgetown Consortium Study. Indeed, our students, who were not receiving intercultural learning intervention, were under-performing in the same fashion as in the Georgetown study. By contrast, as we have seen in figures 4.7., 4.8., 4.9., Bellarmine University students (N=60) enrolled in the intercultural course which has components delivered pre-departure, while abroad, and upon return, achieved an average gain of 18.48 points over the average beginning point for freshmen at Bellarmine University.

Aside from the obvious numerical improvement (almost 15 times the gain measured in the Georgetown study), movement of this magnitude along the developmental continuum represents fundamental changes in one's orientation to cultural difference. In other words, a gain of one to two points would not be interpreted as signaling a development in orientation that is fundamentally different than when one began the program. Gains in the range of 5-15 points or more, however, require more significant changes in one's cognitive understanding and behavioral practice. For example, a student who enters a study abroad program with an ethnocentric, defensive orientation to the cultural "other," and who only develops this orientation one to two points, will not likely have resolved the fundamental issues related to the defensive orientation. On the other hand, if this same student were to register a gain of 5-15 points or above, the likelihood of the student having developed her intercultural competence to the next stage of minimization, which requires resolution of fundamental defensive, polarizing issues, is very high, if not certain. In short, gains in the range of 5-15 points signal either significant

development within a scale or development from one fundamental scale to the next, while gains limited to one to two points accomplish neither, and gains beyond 5 points are impressive. Lastly, and perhaps most sobering, is the fact that our students can be expected to achieve gains in their intercultural competence of one to two points simply by attending, for example, a course on intercultural communication on the home campus (Bosley 2011, p 4). We do not need study abroad if we are satisfied with such minimal developmental gains. Conversely, we find that to achieve significant gains of five or more points, the most effective mode is to combine cultural immersion with reflection and intercultural intervention. Thus, study abroad is a powerful, but insufficient condition for the intercultural competence development of our students.

5.4.   A Curricular Intervention Model for Intercultural Learning Abroad

Unsurprisingly, having taught students placed at German partner universities in various majors in full immersion, I long ago (1995) came to the conclusion that it was necessary to intervene in the student's cultural immersion experience if the goal was to advance the students' intercultural competence. Moreover, I recognized that the lack of intercultural competence development in study abroad pertained to both our outbound and inbound students. Thus, the challenge was to design and implement a means of intervention that would address the need for both groups. Earlier versions I had implemented (roughly from 1995-2003) were undertaken without the benefit of empirical assessment tools and without the advantages of current computer technology that connects students, professors, and staff in virtual platforms with synchronous and asynchronous applications. Accordingly, teaching efforts were group-based, i.e. one class equaled one group of students at a single study site. This understandably resulted in student work that was focused almost exclusively on culture-specific issues, in my case, Germany. These earlier iterations also focused only on outbound U.S. students. The

development of software platforms such as *Blackboard* and *Moodle* along with our initial

research results using the IDI with outbound and inbound students, offered the opportunity and

rationale to restructure the course beginning in the fall of 2004. Two crucial changes were

enabled at this point. First, I could now create a learning community of students and

instructor(s) who were individually situated in different cultural contexts around the world. The

second vital feature was the inclusion of international students who were experiencing their own

study abroad on the campus of a U.S. liberal arts university.

These two features allow a course design that focuses much more effectively on culture-

general issues. By necessity, the students in the course must advance their analysis from the

specific cultural phenomena they encounter in their host country to culture-general or meta-level

analysis of similar phenomena in varying cultural contexts.

Advancing discussion of intercultural concepts with peers in other cultures as opposed to

discussion with peers in the same host culture avoids the common pitfall of soothing one

another's discomforts with judgmental references. It forces each student to focus on the

essence of each situation because they cannot fall back on supposed common

understandings... This feature enables the students and instructor to examine how similar

cultural processes are at work in different settings with dissimilar outcomes... In the

process, the students begin to develop intercultural skills by raising the level of

discussion from mere description to cross-cultural comparative analysis. (Lou & Bosley

2008, p.280)

The general course design is a blend of ethnographic and interculturalist-constructivist

methods. It focuses on a progression of critical analysis moving from the examination of the *self*

(one's own identity, values, and behaviors) to the *other* and then to the *synthesis* of the two. As

mentioned above, the course spans the period before departure, the period in country, and the return phase post the study abroad experience. The degree to which each of these phases can be incorporated in a comprehensive whole, the greater the impact will be. Each phase is critical to a holistic and rich intercultural learning experience. Figure 5.2. below presents a visual summary of the three phases (pre, during and post learning abroad) of the researcher's framework for reflective intervention in learning abroad.

Figure 5.2. Framework for Reflective Intervention in Learning Abroad
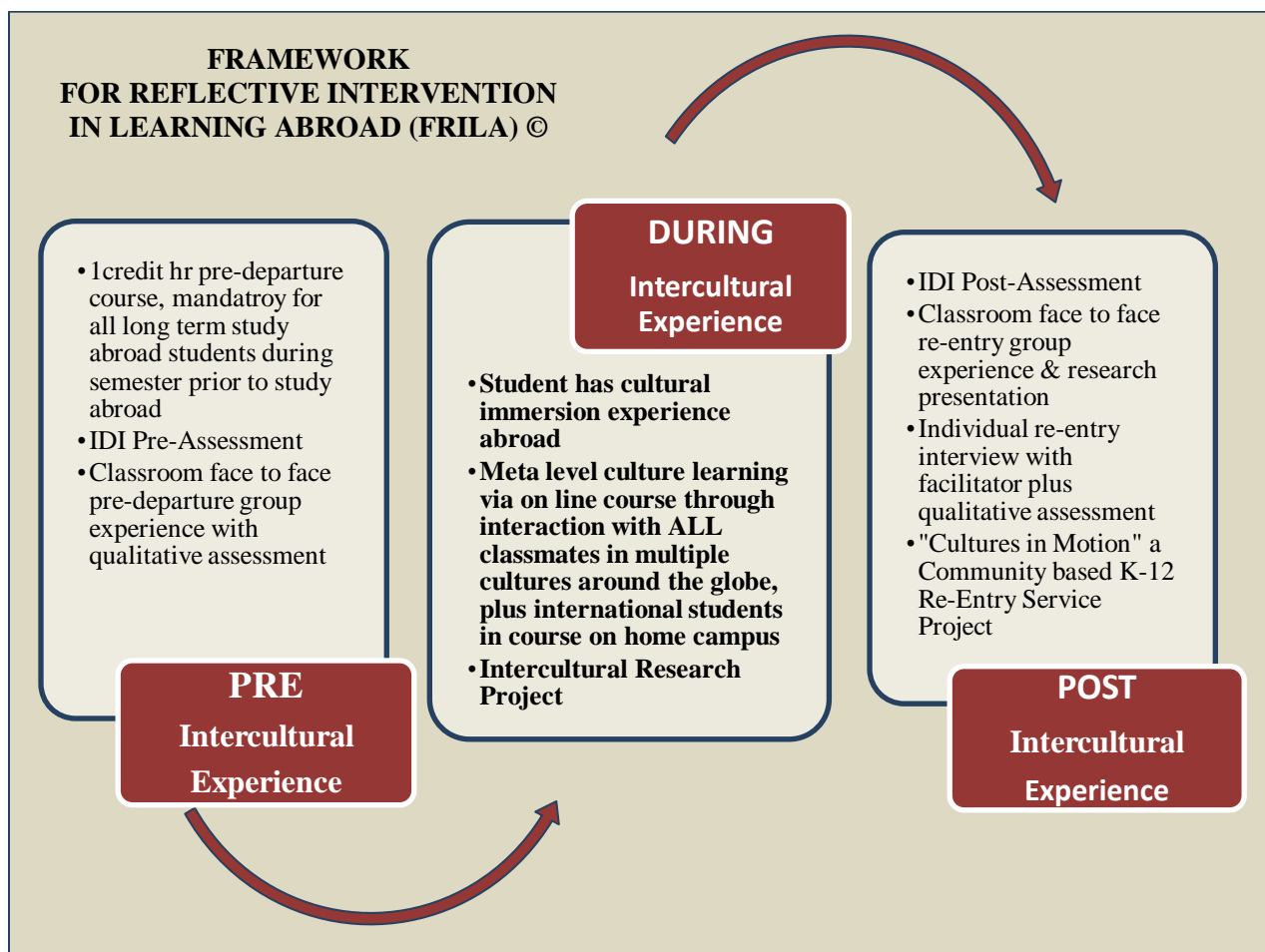
Framework for Reflective Intervention in Learning Abroad Gabriele Weber Bosley, 2015

5.4.1. Pre intercultural experience: Pre-departure workshop. Before students depart I

conduct a workshop in which all of the students meet together for the first time for the

course. Noteworthy here, however, is that this workshop must be repeated for the international

students who join the course when they arrive upon the beginning of the U.S. semesters (most of

our outbound students have already departed by then), at which time they get to know the other

international students in the course personally, but the outbound U.S. students only by a

photograph and later on of course by their writings, reflections and participation in on line

discussions. The purpose of the pre-departure/introductory workshop is to familiarize students

with intercultural concepts, issues of perception, interpretation and evaluation. During the pre-

departure workshop, students participate in group activities that lay the groundwork for

ethnographic assignments to follow in the in-country phase of the course. Students engage in

exercises that examine the students' core and supporting values, which establishes a baseline for

comparative purposes later in the semester and after the semester in the post-program re-entry

workshop. Students take the pre-IDI online before the pre-workshop and then the post-IDI

generally prior to the re-entry workshop. Thus, student convenience drives the pre or post

decision now.

The IDI assessment serves to educate the instructor on where each individual student

stands along in the developmental continuum of the DMIS which can then be indirectly applied

as a teaching tool. It indicates what the learning curve is for each student and allows for targeted

instruction that can be tailored to the individual as needed. See 5.5.1. through 5.5.5. for a detailed

application sample using the IDI as a teaching tool. The pre-IDI assessment might indicate, for

example, that student A has placed herself in the *Defense* stage of intercultural development. The

instructor/facilitator can therefore expect that student A will attempt to protect her worldview

structure with steadfast categorical thinking. Her experiences will be polarized into judgmental alignments and her behavior will retrench into same-culture segregation.

"With this pre-program knowledge the instructor can look for manifestations of this developmental stage in the student's writings and attempt to mitigate the polarization tendencies by pointing and directing the student to examples of similarity or 'common humanity'." (Lou & Bosley, 2008, p.289)

The critical point here is that the appropriate instruction for a student at this stage of development is to look for similarity in the host culture. This would not be effective instruction for a student who has already resolved defense issues and is working her way through minimization. In this case, the student needs to focus on identifying difference and practice relating to host culture individuals on the basis of difference, rather than similarity. This leads us to the next critical course component.

5.4.2. During intercultural experience: immersion phase of study, internships, clinicals, rotations or student teaching abroad

Students are matched in groups of 3-5 on the basis of their pre-IDI assessments. Note that the students are not made aware of their results or why they are grouped as they are. Only after the course is over, and after they have taken the post-IDI, do I offer to discuss individual results with students in a one on one re-entry mentoring session. These IDI-based groupings are important because the course requires that each student provide feedback to each group member each week. If the small group consists of students occupying significantly different stages of the developmental spectrum, the effectiveness of the peer-to-peer feedback will suffer because the students will be talking past each other. It would be akin to a student in algebra giving feedback to a student in calculus. The former would either not comprehend the issues of the latter or focus

on issues the latter has long resolved. Further, the instructor can provide relevant feedback to the group as a whole if the members all occupy relatively the same developmental stage.

Students are provided with a series of assignments each week that are designed to stimulate engagement with the host culture. Notably, in their post-course evaluations the students almost always comment on how beneficial they found the assignments for forcing them into activities they would not normally have done on their own. (see section 5.5.3) Students are required to complete all course assignments, reflect on a series of prompts that accompany the instructions, and write up their responses and reflections and post them on the course site (*Blackboard, Moodle,* or other open source platform). Further, they must provide feedback to their group members each week. As a result, each student, each week, should receive feedback from 2-4 other students and the instructor. The process is asynchronous and often one is completing an assignment for the given week, still receiving feedback from the previous week, and perhaps providing feedback for the present week before completing one's own assignment. These asynchronous elements are not disruptive, however, as the relevance of each element is transferable week to week. The goal is to cultivate a habit of employing the learning cycle of reflecting on an experience, formulating explanations and generalizations, testing or applying those generalizations which in turn create new experiences to reflect on. The process is ongoing just as each week of the semester blends into the next.

5.4.3. Post intercultural experience: re-entry workshop

The learning potential when students return to the once familiar home culture cannot be overstated. Paramount among the lessons is the notion of transferability of the newly acquired intercultural skills to understanding one's own home culture and how one's identity is not limited to home-culture constructions. Further, the students' adaptation back into home culture norms

and practices is made easier and more productive when the students recognize the transferability of what they have been doing all semester long in analyzing their host cultures. Again, the focus on culture-general analysis facilitates the navigation of the return challenges, with which students commonly struggle. The post-workshop is designed to extract these lessons and promote activities and opportunities for the students to continue applying and developing their intercultural skills at home, in particular with non-mainstream culture groups within the home country.

For the instructor this dimension of the curriculum is a true delight. The energy and enthusiasm, infused by the common bond forged by a semester of intermittent yet regular sharing of struggles, insights, and growth, finds its culmination in this forum. And yet this very same bond of adventuresome heroes returned to share their treasures with the wider community stands also as a framework to be deconstructed, at least cognitively. Like the mythical hero who slays the dragon and captures the gold only to have it turn to ashes upon return home, the students' transformation (their golden growth) becomes the central focus of the post-immersion workshop.

> One of the most promising results of our course is the observation that, due to its ongoing reflective and analytical focus, the students return with the predisposition and skills to meet the challenge of bringing home the gold. The discomfort or disorientation of reentry, while still applicable, is neither a surprise nor a frustration. They have been trained to identify and analyze dispassionately, or at least they will recognize that our regular lecturing and urging throughout the semester also applies here. This challenge— understanding and communicating the developmental growth one has achieved—is often not met by the typical study abroad student. (Lou & Bosley, 2008, p.293)

5.5. Study VIII – Analysis of Quantitative versus Qualitative Assessment of the Development of Intercultural Competence in Learning Abroad

Experiential Learning Theory defines learning as the "process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p. 41) While all of chapter four was dedicated to the assessment of the *learning* of our students vis-à-vis the development of intercultural competence as measured by the IDI and GPI, chapter five is will focus on connecting quantitative assessment with qualitative assessment by giving attention to the student voice and analysing this voice in order to determine if there is any correlation between the quantitative gains demonstrated by the IDI scores and the reflections and writing that students shared during their learning abroad experience.

5.5.1. Quantitative IDI data analysis of fall 2012 focus group

To review briefly, the IDI consists of five scales reflecting the relevant stages of the underlying model, the DMIS: denial, defense, minimization, acceptance, and adaptation. The first scale of the IDI, the DD scale, has a denial cluster with two sub-clusters—disinterest and avoidance of interaction—and a defense cluster with no sub-clusters. "The IDI Defense cluster can be interpreted in terms of the DMIS Defense stage, which is characterized by polarized us/them distinctions. The expression of Defense is in statements of the superiority of one's own culture and/or denigration of other cultures" (Bennett and Hammer, 2001, p. 36). The second scale, the R scale measures a reverse version of defense, and has no sub-clusters. "This form of Defense is characterized by a reversal of polarity in a dichotomized worldview, where 'them' is good and 'us' is bad." Further, "An indication of issues or impediments in Reversal should be taken as an alternative to Denial/Defense as a form of ethnocentrism" (Bennett and Hammer,

2001, p.38). The next scale, the M scale, concerns minimization and has two sub-clusters: similarity and universalism. "The expression of Minimization is a belief in the basic similarity of all people" (Bennett and Hammer, 2001, p.39) and privileges cultural commonality and universal values by emphasizing similarity and/or universalism. Hammer notes that Minimization should be understood as neither ethnocentrism, nor ethnorelativism, and instead "as a transitional orientation between monocultural and intercultural mindsets" (Hammer, 2012, p.119). The following scale, the AA scale, has an acceptance cluster with no sub-clusters, and an adaptation cluster with two sub-clusters referred to as cognitive frame-shifting and behavioral code-shifting. This scale measures a worldview that "is characterized by an elaboration of categories of cultural difference. The expression of the Acceptance worldview is the perception of behavior and values as existing in cultural context (cultural relativism) and the appreciation of cultural differences" (Bennett and Hammer, 2001, p.41). This scale represents an ethnorelative worldview. Respondents score for each scale between one and five; a score below 2.33 has been termed *unresolved*, in *transition* means a score between 2.33 and 3.66 and for *resolved* respondents' score must be above 3.66.

Below in figure 5.3., the focus group (N=10) reflects a 6.65 gain of development over the course of the semester with 20% of the students in Defense, 60% in Minimization and 20% in Acceptance/Adaptation, up from 50% in Denial and 50% in Defense during the pre-departure assessment. This developmental gain of 6.65 is about five times the development reflected in the much quoted Georgetown Study (GTS) which documents a 1.27 gain after study abroad *WITHOUT* intervention.

Figure 5.3. IDC 301 Focus Group Fall 2012 (10)

IDC 301 Focus Group Fall 2012
IDI Scores (with outliers)
N=10
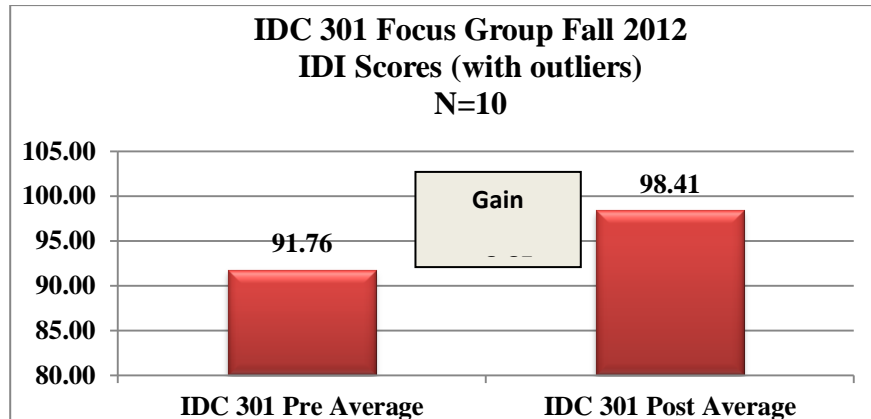
	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
IDC 301 Fall 2012 Pre Average (N=10)	120.48	91.76	4.30	3.90	3.79	2.49	3.26	3.46	4.04
IDC 301 Fall 2012 Post Average (N=10)	123.33	98.41	4.53	4.32	4.04	2.23	3.66	3.78	4.00

IDC 301 Intervention Course
Fall 2012
IDI Pre and Post Distribution
N=10
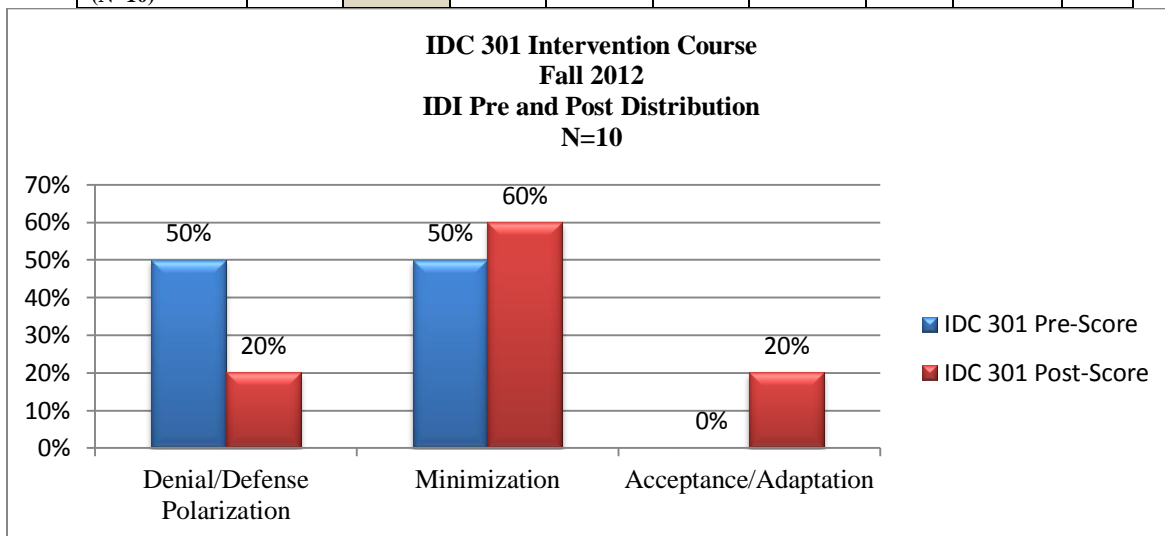
However, noteworthy here is that while the 6.65 gain is considerable vis-à-vis the Georgetown study, this group contained two extraordinary outliers reflected in Table 5.1. below. Student A dropped by 28.04 points on the IDI, and student B dropped by 26.11 points, both from a developmental orientation at the threshold of Acceptance to a developmental orientation at the threshold of Minimization. *Without* these two outliers, the developmental gain of the group is *15.08 points, with only 13% of the students in Defense, 63% in Minimization and 25% in*

Acceptance/Adaptation (see figure 5.4.). This is most impressive for a group that upon pre-departure was with 63% of its members in Denial and 38% in Minimization.

Figure 5.4. IDC 301 Focus Group 2012 (8)

IDC 301 Focus Group Fall 2012
IDI Scores (without outliers)
N=8

Gain
+ 15.08

86.60

101.68

IDC 301 Pre Average   IDC 301 Post Average
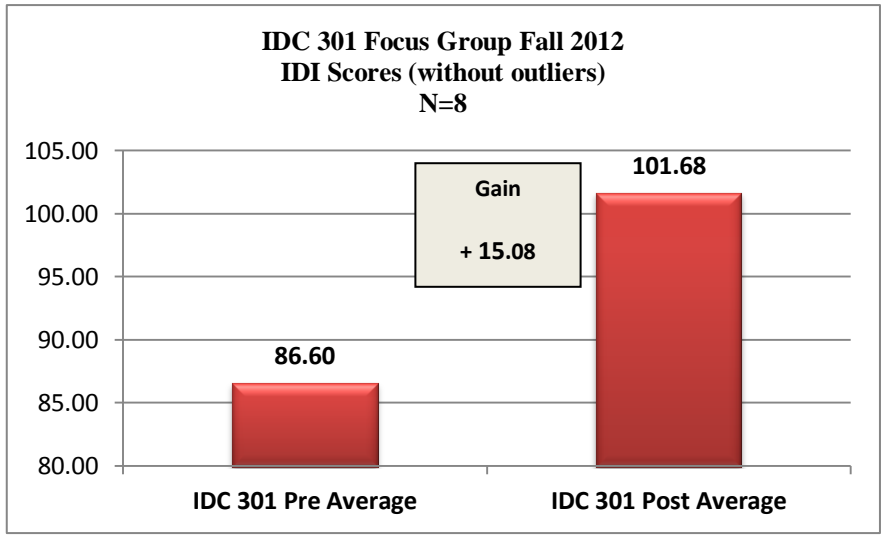
	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
IDC 301 Fall 2012 Pre Average (N=8)	118.39	**86.60**	4.16	3.75	3.67	2.31	3.18	3.44	3.88
IDC 301 Fall 2012 Post Average (N=8)	124.54	**101.68**	4.54	4.46	4.24	2.19	3.68	3.86	3.95

IDC 301 Intervention Course
Fall 2012
IDI Pre and Post Distribution
N=8

63%   63%   38%   13%   25%   0%

Denial/Defense Polarization   Minimization   Acceptance/Adaptation

■ IDC 301 Pre-Score
■ IDC 301 Post-Score
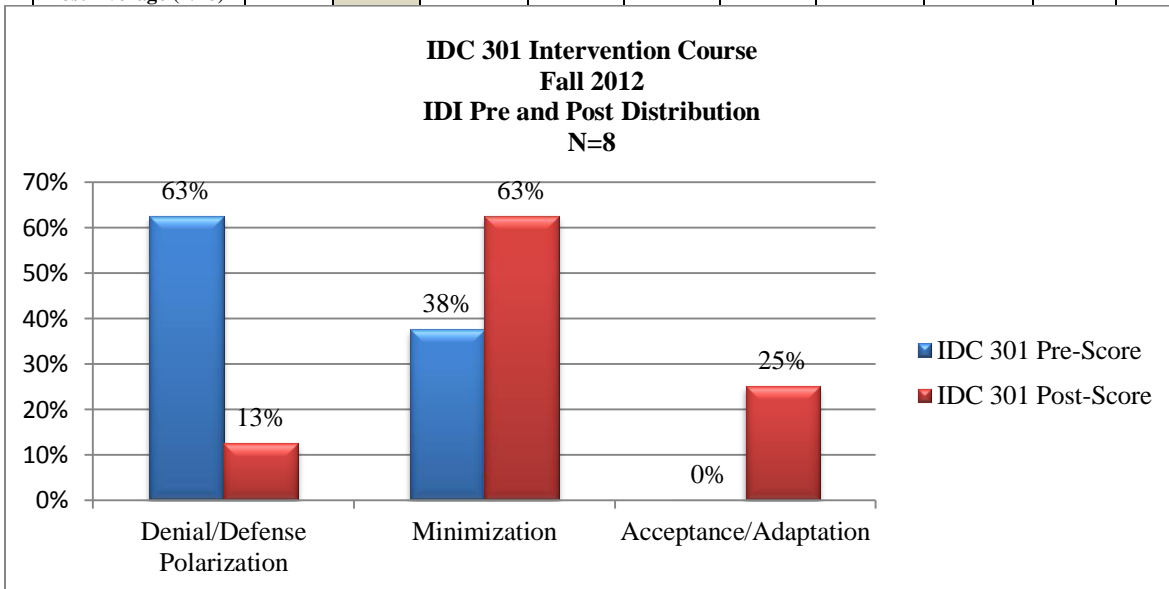
At this point, it is important to note that the two students (see table 5.1. below) who dropped by over 25 points found themselves in the following predicament. Each student had signed up for the *IDC 301 Transcultural Experience through Immersion Abroad* course during the semester prior to going abroad, participated in the pre-departure workshop, and contributed according to expectation only in part during the first phase of the course abroad where the focus is on the *SELF.* After one month into the exchange, one student became overwhelmed with the overall workload of the semester and family challenges, and the other student struggled with computer issues and technical problems she was facing for the rest of the semester. As a result, both students decided to reduce their workload and dropped the course. Upon return to the U.S., they learned that in order to graduate on time, both needed the 3 credit hours attached to the course. Thus, they petitioned the course instructor/researcher and University committee to be allowed to complete all course assignments *AFTER* return to the U.S., in addition to taking the IDI post assessment. University permission was granted, and not surprisingly, both students' IDI scores reflected a significant developmental drop of 28.04 and 26.11 respectively (Table 5.1.), underscoring the immense value and need for reflection to occur *simultaneously with, or in close proximity to* the intercultural experience in order to be of incremental, developmental value to advance intercultural competence growth throughout the learning process while abroad.

Table 5.1. Focus Group Outliers (registered, but did not complete assignments while abroad)

			PO	DO	DEN	DEF	REV	MIN	ACC	ADP	CD
Student A	Pol Science	IDC 301 Pre	124.82	112.07	4.71	5.00	4.89	2.56	2.60	2.44	4.40
U Chester		IDC 301 Post	116.74	84.03	4.86	4.00	3.00	2.44	2.80	3.11	4.80
England		**Gain/Loss**	**-8.08**	**-28.04**	0.14	-1.00	-1.89	-0.11	0.20	0.67	0.40
Student B	History	IDC 301 Pre	132.85	112.71	5.00	4.00	3.67	3.89	4.60	4.56	5.00
U Eastern Finland, Joensuu		IDC 301 Post	120.29	86.59	4.14	3.50	3.56	2.33	4.40	3.78	3.60
Finland		**Gain/Loss**	**-12.56**	**-26.11**	-0.86	-0.50	-0.11	-1.56	-0.20	-0.78	-1.40

While the above Table 5.1. offers an analysis of the two student outliers, Table 5.2. captures the

pre and post breakdown for the entire class of ten students that served as a focus group for the

Interdisciplinary Course (*IDC) 301 Transcultural Experience through Cultural Immersion

Abroad* at Bellarmine University during the last year of the longitudinal research studies.

Table 5.2. 2012 Fall Focus Group of IDC 301 Intervention Course

Name	Firstname	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
B	**Mira**	IDC 301 Pre	117.27	85.47	4.29	3.33	3.78	2.33	2.80	3.22	5.00
Intl. USFQ	Ecuador	IDC 301 Post	128.05	105.45	4.14	4.50	4.44	2.22	4.60	4.56	5.00
Org. Comm.		**Gain/Loss**	**10.79**	**19.98**	-0.14	1.17	0.67	-0.11	1.80	1.33	0.00
C	**Laura**	IDC 301 Pre	118.59	82.28	4.43	3.83	3.11	2.00	4.00	4.11	3.60
Tuebingen	Germany	IDC 301 Post	125.97	104.10	4.86	4.33	4.22	2.22	3.40	4.33	4.40
FLIS		**Gain/Loss**	**7.39**	**21.82**	0.43	0.50	1.11	0.22	-0.60	0.22	0.80
J	**Kim**	IDC 301 Pre	115.07	75.54	4.29	3.67	3.33	1.11	3.80	4.22	3.00
ISEP - Franche-Comte	France	IDC 301 Post	127.95	107.58	4.71	5.00	4.67	1.22	4.80	4.78	2.20
FLIS		**Gain/Loss**	**12.88**	**32.04**	0.43	1.33	1.33	0.11	1.00	0.56	0.80
L	**Mata**	IDC 301 Pre	114.96	77.67	3.43	3.67	3.56	2.11	3.60	3.11	4.80
Intl. USFQ	Ecuador	IDC 301 Post	119.09	88.43	4.43	3.33	4.11	1.78	4.00	3.44	4.80
Org. Comm.		**Gain/Loss**	**4.13**	**10.76**	1.00	-0.33	0.56	-0.33	0.40	0.33	0.00
K	**Claudia**	IDC 301 Pre	113.20	76.46	4.00	3.50	3.22	2.44	2.20	2.89	3.00
UWA	Australia	IDC 301 Post	112.64	76.16	4.14	4.00	2.89	2.56	2.00	2.67	3.00
BA		**Gain/Loss**	**-0.55**	**-0.30**	0.14	0.50	-0.33	0.11	-0.20	-0.22	0.00
L	**Erin**	IDC 301 Pre	124.19	104.81	4.43	4.50	4.44	2.67	3.00	3.11	2.80
ISEP - Am. Univ. Bulg.	Bulgaria	IDC 301 Post	129.90	117.99	5.00	5.00	4.89	2.44	3.80	3.56	2.60
Arts Admin.		**Gain/Loss**	**5.71**	**13.18**	0.57	0.50	0.45	-0.22	0.80	0.45	0.20
R	**Mark**	IDC 301 Pre	114.64	77.46	3.57	3.17	3.67	2.22	2.80	3.33	4.00
BEI - University of Ulster	Northern Ireland	IDC 301 Post	120.13	92.77	4.14	4.50	4.11	1.78	3.00	3.78	4.80
PSYC		**Gain/Loss**	**5.49**	**15.30**	0.57	1.33	0.44	-0.44	0.20	0.45	0.80
C	**Janet**	IDC 301 Pre	129.24	113.08	4.86	4.33	4.22	3.56	3.20	3.56	4.80
ISEP - Nantes	France	IDC 301 Post	132.56	120.95	4.86	5.00	4.56	3.33	3.80	3.78	4.80
FLIS		**Gain/Loss**	**3.33**	**7.87**	0.00	0.67	0.33	-0.22	0.60	0.22	0.00

			PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
C	**Alma**	IDC 301 Pre	124.82	112.07	4.71	5.00	4.89	2.56	2.60	2.44	4.40
ISEP - Chester	England	IDC 301 Post	116.74	84.03	4.86	4.00	3.00	2.44	2.80	3.11	4.80
PS		**Gain/Loss**	**-8.08**	**-28.04**	0.14	-1.00	-1.89	-0.11	0.20	0.67	0.40
F	**Cori**	IDC 301 Pre	132.85	112.71	5.00	4.00	3.67	3.89	4.60	4.56	5.00
ISEP - Eastern Finland, Joensuu	Finland	IDC 301 Post	120.29	86.59	4.14	3.50	3.56	2.33	4.40	3.78	3.60
HIST		**Gain/Loss**	**-12.56**	**-26.11**	-0.86	-0.50	-0.11	-1.56	-0.20	-0.78	1.40
GROUP			PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
Fall 2012 IDC 301 Group (10)		IDC 301 Pre Ave (N=10)	120.48	91.76	4.30	3.90	3.79	2.49	3.26	3.46	4.04
Fall 2012 IDC 301 Group (10)		IDC 301 Post Ave (N=10)	123.33	98.41	4.53	4.32	4.04	2.23	3.66	3.78	4.00
		Average Gain/Loss	2.85	6.65	0.23	0.42	0.26	-0.26	0.40	0.32	0.04
GROUP			PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
Fall 2012 IDC 301 Group (8)		IDC 301 Pre Ave (N=8)	118.39	86.60	4.16	3.75	3.67	2.31	3.18	3.44	3.88
Fall 2012 IDC 301 Group (8)		IDC 301 Post Ave (N=8)	124.54	101.68	4.54	4.46	4.24	2.19	3.68	3.86	3.95

The above IDI breakdown is followed by a more detailed pre and post *statistical analysis* in tables 5.3. – 5.6. for these two groups of 8 and 10 students respectively, addressing the mean score as well as all standard deviations for the group of 8, as well as 10, plus as each respondent's individual score. In addition, the breakdown addresses each respondent's degree of resolved and unresolved subscales and clusters.

Table 5.3. Statistical Analysis for PRESCORES IDC 301 2012 Fall Focus Group N=8

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	8	118.39	5.56
Developmental Orientation (DO)	8	86.60	14.35
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	8	31.79	8.96
Denial	8	4.16	0.47
Disinterest Cluster	8	4.13	0.60
Avoidance Cluster	8	4.21	0.47
Defense	8	3.75	0.46
Reversal	8	3.67	0.47
Minimization	8	2.31	0.68
Similarity Cluster	8	2.18	0.75
Universalism Cluster	8	2.47	0.73
Acceptance	8	3.18	0.60
Adaptation	8	3.44	0.49
Cognitive Frame-shifting Cluster	8	3.72	0.39
Behavioral Code-shifting Cluster	8	3.23	0.63
Cultural Disengagement	8	3.88	0.91

Degree of Resolution of Subscales and Clusters

	Unresolved # of Respondents	Unresolved % of Respondents	Resolved # of Respondents	Resolved % of Respondents
Denial	2	25.00%	6	75.00%
Disinterest Cluster	3	37.50%	5	62.50%
Avoidance Cluster	3	37.50%	5	62.50%
Defense	6	75.00%	2	25.00%
Reversal	6	75.00%	2	25.00%
Minimization	8	100.00%	0	0.00%
Similarity Cluster	8	100.00%	0	0.00%
Universalism Cluster	8	100.00%	0	0.00%
Acceptance	7	87.50%	1	12.50%
Adaptation	6	75.00%	2	25.00%
Cognitive Frame-shifting Cluster	6	75.00%	2	25.00%
Behavioral Code-shifting Cluster	6	75.00%	2	25.00%
Cultural Disengagement	4	50.00%	4	50.00%

Table 5.4. Statistical Analysis for POSTSCORES IDC 301 2012 Fall Focus Group N=8

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	8	124.54	6.65
Developmental Orientation (DO)	8	101.68	15.11
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	8	22.86	8.62
Denial	8	4.54	0.36
Disinterest Cluster	8	4.41	0.57
Avoidance Cluster	8	4.71	0.28
Defense	8	4.46	0.58
Reversal	8	4.24	0.61
Minimization	8	2.19	0.63
Similarity Cluster	8	2.15	0.67
Universalism Cluster	8	2.25	0.68
Acceptance	8	3.68	0.89
Adaptation	8	3.86	0.68
Cognitive Frame-shifting Cluster	8	4.00	0.53
Behavioral Code-shifting Cluster	8	3.75	0.83
Cultural Disengagement	8	3.95	1.15

Degree of Resolution of Subscales and Clusters

	Unresolved # of Respondents	Unresolved % of Respondents	Resolved # of Respondents	Resolved % of Respondents
Denial	0	0.00%	8	100.00%
Disinterest Cluster	1	12.50%	7	87.50%
Avoidance Cluster	0	0.00%	8	100.00%
Defense	1	12.50%	7	87.50%
Reversal	1	12.50%	7	87.50%
Minimization	8	100.00%	0	0.00%
Similarity Cluster	8	100.00%	0	0.00%
Universalism Cluster	8	100.00%	0	0.00%
Acceptance	5	62.50%	3	37.50%
Adaptation	5	62.50%	3	37.50%
Cognitive Frame-shifting Cluster	3	37.50%	5	62.50%
Behavioral Code-shifting Cluster	5	62.50%	3	37.50%
Cultural Disengagement	3	37.50%	5	62.50%

Table 5.5. Statistical Analysis for PRESCORES IDC 301 2012 Fall Focus Group N=10

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	10	120.48	6.86
Developmental Orientation (DO)	10	91.76	16.69
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	10	28.73	10.36
Denial	10	4.30	0.51
Disinterest Cluster	10	4.25	0.60
Avoidance Cluster	10	4.37	0.53
Defense	10	3.90	0.57
Reversal	10	3.79	0.57
Minimization	10	2.49	0.78
Similarity Cluster	10	2.38	0.92
Universalism Cluster	10	2.63	0.73
Acceptance	10	3.26	0.73
Adaptation	10	3.46	0.66
Cognitive Frame-shifting Cluster	10	3.73	0.68
Behavioral Code-shifting Cluster	10	3.24	0.70
Cultural Disengagement	10	4.04	0.88

Degree of Resolution of Subscales and Clusters

	Unresolved # of Respondents	Unresolved % of Respondents	Resolved # of Respondents	Resolved % of Respondents
Denial	2	20.00%	8	80.00%
Disinterest Cluster	3	30.00%	7	70.00%
Avoidance Cluster	3	30.00%	7	70.00%
Defense	6	60.00%	4	40.00%
Reversal	7	70.00%	3	30.00%
Minimization	10	100.00%	0	0.00%
Similarity Cluster	9	90.00%	1	10.00%
Universalism Cluster	10	100.00%	0	0.00%
Acceptance	8	80.00%	2	20.00%
Adaptation	7	70.00%	3	30.00%
Cognitive Frame-shifting Cluster	7	70.00%	3	30.00%
Behavioral Code-shifting Cluster	7	70.00%	3	30.00%
Cultural Disengagement	4	40.00%	6	60.00%

Table 5.6. Statistical Analysis for POSTSCORES IDC 301 2012 Fall Focus Group N=10

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	10	123.33	6.45
Developmental Orientation (DO)	10	98.41	15.02
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	10	24.93	8.77
Denial	10	4.53	0.36
Disinterest Cluster	10	4.40	0.53
Avoidance Cluster	10	4.70	0.29
Defense	10	4.32	0.61
Reversal	10	4.04	0.69
Minimization	10	2.23	0.56
Similarity Cluster	10	2.16	0.62
Universalism Cluster	10	2.33	0.65
Acceptance	10	3.66	0.87
Adaptation	10	3.78	0.65
Cognitive Frame-shifting Cluster	10	3.93	0.50
Behavioral Code-shifting Cluster	10	3.66	0.79
Cultural Disengagement	10	4.00	1.06

Degree of Resolution of Subscales and Clusters

	Unresolved # of Respondents	Unresolved % of Respondents	Resolved # of Respondents	Resolved % of Respondents
Denial	0	0.00%	10	100.00%
Disinterest Cluster	1	10.00%	9	90.00%
Avoidance Cluster	0	0.00%	10	100.00%
Defense	2	20.00%	8	80.00%
Reversal	3	30.00%	7	70.00%
Minimization	10	100.00%	0	0.00%
Similarity Cluster	10	100.00%	0	0.00%
Universalism Cluster	10	100.00%	0	0.00%
Acceptance	6	60.00%	4	40.00%
Adaptation	7	70.00%	3	30.00%
Cognitive Frame-shifting Cluster	5	50.00%	5	50.00%
Behavioral Code-shifting Cluster	7	70.00%	3	30.00%
Cultural Disengagement	4	40.00%	6	60.00%

Beyond the statistical analyses of all these data sets, it is important to remember that behind all this data, there is a *student voice*, a voice that reflects through thinking, feeling,

perceiving and behaving what all these numbers might mean when it comes to the synergetic

transactions between a student and her environment and cultural *other*.   As Jones reminds us,

"we have much to learn about internationalising the curriculum from engaging student voices,

both domestic and international" and further, that "this iterative process of trial and error can

only be enhanced by proactively seeking out and listening to the student voice" (Jones, 2010,

xxiii). One or the more fascinating aspects of my intervention model is that it allows for

domestic U.S. students to interact and share their voice on line with international students on the

U.S. campus, looking into the *cultural mirror* so to speak, as to what constitutes cultural bumps,

challenges, and obstacles on the "home" campus. As Alice and David Kolb advocate "To

improve learning in higher education, the primary focus should be on engaging students in a

process that best enhances their learning – a process that includes feedback on the effectiveness

of their learning efforts" (Kolb & Kolb, 2005, 194). In the pedagogy of my course *IDC 301*

Transcultural Experience through Cultural Immersions I have tried to embrace the essence of

Kolb's experiential learning theory, while also leaning on Dewey who notes "[E]ducation must

be conceived as a continuing reconstruction of experience: … the process and goal of education

are one and the same thing" (Dewey, 1897, 79).

5.5.2. Study IX – Qualitative analysis of fall 2012 focus group

To underscore how this learning process functions within my pedagogical approach for

my students, I will offer a number of assignments from the three course sections (*Self*, *Cultural*

Other, *Synthesis*) of phase II of my semester long on-line course syllabus (Bosley, 2015). The

classroom is the host culture environment (the university, campus, local community, city, region,

countries), the teachers are the fellow classmates, professors, roommates, host parents, the host

culture others, and the home country instructor/facilitator. The course is built on and around the

experience of being abroad, immersed in the host culture, while constantly interacting with it,

reflecting on it, discussing over it, and writing about it. In short, in Kolb & Kolb's terms the

student's "learning occurs through equilibration of the dialectic processes of assimilating new

experiences into existing concepts and accommodating existing concepts to new experience" ...

and "Learning requires the resolution of conflicts between dialectically opposed modes of

adaptation to the world." (Kolb & Kolb, 2005, 194). The syllabus excerpts bellow will allow for

some insight into the type of experiential learning that is the essence of my intervention

pedagogy and based on the teachings of Dewey, Piaget, Kolb and other constructivist theorists.

Table 5.7. IDC 301 Transcultural Experience through Cultural Immersion Syllabus

Excerpts

I am inserting here excerpts from my syllabus, while the entire syllabus is available in Appendix

A of this study and via the reference list also as a web link.

- **Phase I: Pre-Departure Workshop** (10%) Attendance and participation in the pre-departure discussions and assignments is mandatory. All students will be administered the PRE-IDI (Intercultural Development Inventory) which has NO bearing on the course grade.

- **Phase II: Reflection and Writing Assignments While Abroad** (60%) Students are required to produce written work according to the assignments listed below in the schedule section. The assignments are divided into three sections. ***At the end of each SECTION, students are required to send their work to the IDC 301 instructor(s) via 'Moodle".*** Students not familiar with Moodle will have to arrange for training through the ARC. It is not possible to go back to previous sections to complete missed assignments. Each assignment requires quality, but will vary in terms of quantity. Certain assignments have a feedback/discussion component associated with them (these are marked with [Disc]).These are assignments that often raise questions in the minds of the instructors that we feel warrant further thought on the part of the student. Once an assignment that is designated as a discussion reaches the instructor, the instructor may respond with a question or two that ask the student to further reflect on his/her assignment. Students must then post their responses on Blackboard within 2 working days. The length of each response will depend on the question asked.

- **Phase III: Research Project** (20%) Students are required to complete a research project/paper. **This project must be an original, critical analysis of a concept, theme, or topic that emerges from the cultural immersion experience.** While the focus of the research project will emerge during the student's time abroad, students are strongly encouraged to develop some possible directions for their project prior to leaving Bellarmine. The project format may be written (min 10 pages, and at least 5 sources, NO Wikipedia) or multimedia. If the media format is chosen,

students will give a presentation of their project during the post-immersion session, <u>after prior arrangement with the instructor</u>. The project is due to the professor upon return to the U.S., but in case of travel issues, **<u>no later than the first day of classes</u>** for the semester following the class. *For international students participating in this course, the paper is due on the first day of their semester exams*.

- **<u>Phase III: Post-Immersion/Re-Entry Workshop</u>** (10%) The 10% assigned for this category reflects the mandatory attendance and participation in discussions and preparation of assignments for this session.
- **<u>Phase III</u>**: You are invited to "unpack" and share your international experience with the local and regional K-12 learning communities by presenting on you *Learning Abroad Experience* through the IPO's **"CULTURES IN MOTION"** project in collaboration with the Louisville Mayor's Office. Please, consult the IPO office or website for details.

<u>**SCHEDULE**</u>
(The following schedule assumes a semester abroad. The schedule will be adjusted accordingly for a longer period abroad. Each student is on his and her OWN schedule, based on the foreign university's schedule and host country conditions.)

As noted above, the reflection and writing assignments from phase II are divided into three major sections:

1. focus on the **SELF and own culture/values/behavior**
2. focus on the **OTHER and other culture/values/behaviors**
3. And **SYNTHESIS of the foci on SELF and OTHER** with emphasis on application.

SECTION I: SELF

SECTION 1: SELF
WEEK ONE   **Dates:** _____

<u>**Assignment 1**</u>   **Splash!**
This week has no doubt been a whirlwind of activity, emotions, adjustments, discomforts, excitement, etc.
- Write down in one sentence a dominant feeling or thought you have been experiencing this week.

SECTION 1: SELF
WEEK TWO   **Dates:** _____

<u>**Assignment 2**</u> **Disc**   **C-Shock**
Culture Shock is thought of as a profound learning experience that leads to a high degree of self-awareness and personal growth. Rather than being a disease for which adaptation is the cure, culture shock is at the very heart of the cross-cultural learning experience. It is *not* a singular event, but an ongoing experience in self-understanding and change.
- Select a particular location in your new town that seems especially "foreign" to you and plan a visit to it. The location must meet three conditions:
  1. Your visit should be at least 2-3 hours, i.e. a morning, afternoon or evening.
  2. You should be able to be a participant-observer within the location you choose. Do not arrange a "guided tour," observing from the "outside." Attempt to involve yourself directly in the activities of your chosen site.
  3. Keep a written record of your experiences, thoughts, and feelings in the "foreign" environment.

For Example

There are many possibilities. Your choice/activity might be one of the following:
- ➢ Visiting (and participating in) a church/religious ceremony.
- ➢ Attending a sporting event and sitting in the stands with the home team.

- Meet with someone else from your group/host university and share what you have written and discuss the activity as a whole. Include in your final report (no more than 2 pages) conclusions or observations resulting from sharing the written work.

SECTION 1: SELF

WEEK THREE	Dates: _____

Assignment 3 ^{Disc}   **Experiential Learning Cycle**

The experiential learning cycle goes roughly like this:
- you have an experience,
- you reflect on the experience,
- you reach some conclusions/generalizations about the experience,
- you then apply the new knowledge to everyday life. This application often will result in a new experience and the cycle continues.

The cycle begins with the development of consciousness and never ends as long as you are conscious of your environment. It follows that the more intense the experience, the more likely that the reflection, generalization and application will result in a more dramatic development/improvement in one's critical self-consciousness. This result, however, is highly dependent on the reflection stage of the cycle. The converse is also true. If your experiences hardly vary, there will be less to process through the cycle and therefore there will be a lower degree of personal development.

Recall the segment on the "Hero cycle" from the pre-departure session. This is essentially the same thing as the experiential learning cycle, only in reference to more extreme forms of experience. Relative to the average person and average daily experience, extended cultural immersion is certainly an extreme form of experience. As such, it represents great opportunity. It also represents great challenge. In this way it is much like the hero cycle. There is a further similarity. When the mythical hero returns, (s)he comes back (the application stage of the cycle) to "enlighten" his/her community with the new knowledge. You too will have much new knowledge to share with family and friends, not the least of which will be your more highly developed sense of critical self-consciousness and perspective-taking ability.

None of this is easy, especially when dealing with the many challenges and trials associated with intense new experiences. The reflection stage is also often difficult, but that is what this course is designed to help you with.

- Write up a list of positive and negative experiences (from arrival until now) that have been particularly intense - emotionally, psychologically, or physically.
- Choose one from your list and apply it to each stage of the experiential learning cycle as described above. (4 pages, quote at least two sources)

SECTION 1: SELF
WEEK FOUR   Dates: _____

Assignment 4 ^{**Disc**}   **Cultural Bump**

Cultural bumps are prompts that get us thinking about cultural differences, about the possible differences in the meaning of similar behaviors in the home and host cultures. Often there are parallels between the home and host cultures when a cultural bump occurs. Select an event or experience, which produced ambivalent, uncomfortable thoughts or feelings. For example, dislike for a particular person from the host culture or dislike of a particular common behavior of the host culture. Recall our activity in the pre-departure workshop regarding "negative red flags" to help you identify an appropriate event or experience.

- Find a quiet place where you won't be disturbed and listen to your thoughts and feelings related to the "incident."
- Describe in writing (no more than 2 pages) the two sides (more than two sides?) of the issue and your feelings of ambivalence/discomfort.

Turn in all 4 assignments from Section 1 to the IDC Instructor by the pre-arranged date _____

SECTION II: OTHER

SECTION 2: OTHER
WEEK FIVE   Dates: _____

Assignment 1   **Time is of the Essence**

A focus on the concept of Time and its role and place in a culture is often very revealing of the fundamental values upon which a society is built. Consider the many definitions and uses of the word/concept of time in the English language: Time is money; It's about time; Time out; and so on – there are many, many more.

- As you walk around town and meet and see people, pay attention to the role and place of **Time.** How physically and conceptually dominant (or not) is it? Record your observations and consider some implications about basic cultural values that result from your findings.
- Consider as well the way **Time** is represented in the host language. Does the host language have just as many different definitions and uses as English or are there just a few dominant ones? Is there one particular definition that you think really captures the people's (culture's) relationship to time? This assignment should be no more than 2 pages.

SECTION 2: OTHER
WEEK SIX   Dates: _____

Assignment 2   **Play**

In the pre-departure session, we learned that we (U.S. Americans) tend to construct our play in a competitive way, often in a "zero-sum" fashion, i.e. my fun comes at the expense of yours. Explore this issue with your Host friends/family and provide a written report (no more than 2 pages) on the following:

- Ask them what kind of games they like to play (children and/or adults)? Analyze these games: what would a person learn from the rules and procedures? Do the games resemble real life? Can you speculate on what social norms and values are reinforced through these games?
- Ask them what they like and dislike about these games. Discuss with them what you learned and what you like and dislike about typical American games and our "play culture" as you understand it. This assignment should be no more than 2 pages.

SECTION 2: OTHER

WEEK SEVEN	Dates: _____

Assignment 3 ^{**Disc**}   **Systems**[2]

Choose a busy street corner where you are able to sit and observe for at least an hour without being disturbed. Choose perhaps a café (be prepared to buy a drink) where you can see everything going on. Or sit on a park bench that affords a good view. On any street corner you will begin to notice certain patterns develop and repeat themselves. In each of these patterns there are bits and pieces, parts, which go together to make a whole and these parts, are interrelated. There will be many *systems* at work, for example, transportation, economic, social behavior, etc. Each system has its own boundary, yet is also connected to other systems.

- Identify as many systems as you can and describe them. What do you see happening? How well does the system seem to be functioning? Compare what you observe to what you know about the same system in the US.
- How well do the **systems** interrelate and/or interact? On what does the interaction between/among the systems depend? Are there certain values on display that hold the systems together and allow for smooth functioning? Can you speculate on how these values develop and are reinforced?
- Go again to the same street corner at a completely different time of day (and maybe a different day altogether, for example visit the first time during rush hour on a work day and the next time on a Sunday). What is different? The same? Are there different **systems** at work?
- Finally, what **systems** are in force that you don't see? Are there international systems exerting some influence on these **microsystems** you have been observing? Or maybe the reverse is true – that these smaller systems have an effect on larger, national or international systems?
- This assignment should be at least 4 pages in length and quote at least 2 sources (NO Wikipedia).

SEMESTER MID-POINT
SECTION 2: OTHER

WEEK EIGHT	Dates: _____

Assignment 4A   Outsider?

(The following assumes you had a mid-semester break.   If this isn't applicable to you, compare how you feel know to how you felt when your first arrived.)

It is very common for students to experience a sense of "homecoming" when they return from their mid-semester break. Take the time now to reflect on this phenomenon and write down your thoughts (1- 2 pages).

- Compare the feelings of "coming home" or "belonging" to how you felt when you first arrived. What has changed? If you don't have any sense of these feelings then examine how you do feel coming back and compare it to when you first arrived.
- If you have the chance to observe newly arrived Americans to the area (even if they are just tourists) ask yourself what the difference is between you and them. Is their behavior different?
- If you were traveling in foreign cultures where you didn't speak the language, what effect do those experiences have on your sense of "coming home" and no longer feeling like an "outside?"

<u>**Assignment 4 B**</u>   **Mid-Semester Analysis**

You have arrived at the mid-point (roughly) of your semester. This exercise is intended to identify certain aspects of your experience that have become routine, as well as cultural aspects of your adopted community that you might explore. The idea is to recognize limitations of your personal frame of reference and thereby consciously work to expand them.

- Take a very large sheet of paper (larger the better) and draw a map of your town/city. Mark on the map all of the neighborhoods, streets, buildings, churches, stores, parks, etc. **that you have visited so far. Everything you mark on your map you must have personally visited.** Do not include anything you haven't visited even though you know where it is and what it is (e.g. if you've walked by a church every day on your way to class, but have never gone in, don't include it).
- If your map is big enough, include basic information about these places (e.g. name of park, streets, churches, etc.). You may use words, pictures, symbols, anything that helps identify and describe.
- Use a color code to indicate the places you have visited just once, a few times, and many times.
- What does the map suggest about your patterns of behavior over the past 7 weeks? What types of places appear to be dominant? Does the map reflect the behavior of a tourist? A student? A local? Does it reflect an adventuresome personality? Or a cautious person? Consider the color coding. Are there any places on your map you would like to visit less? What are the reasons for the varying frequencies?
- Analyze what the map tells you about how well you have used your time in your host culture. What is excluded from your map? What are the places you know are there in your town, but you haven't visited even though you think you want to. Consider the reasons why you haven't yet visited those places. Do you need to invest some time in finding out what else might be worth visiting/knowing?
- In a way, this is your opportunity to map out your remaining weeks in your host culture. Provide summary comments on what you have accomplished over the first half of the semester and what you hope to accomplish during the second half.

SECTION 2: OTHER
WEEK NINE   Dates: _____

Assignment 5 ^{Disc}   Institutions

At the pre-departure session, you received a handout on institutions titled **"Analytical Framework for Global Explorations and Meanings."** This handout is designed to help students examine a society by its fundamental components. Read through the entire handout, taking particular note of the comments on page one regarding cultural relativism and zenocentrism.

- Select 3 *(the institution of <u>EDUCATION,</u> plus 2 institutions of your choice)* of the primary societal institutions and investigate/research the answers to the questions listed under your chosen institution.
- Be careful not to "over-generalize." For example, if you are examining the Family as an institution keep in mind that your host family is just one example which may or may not be an accurate indicator.
- You might find it useful to draw comparisons with what you know about your selected institution in the US.

- Conclude your assignment by answering the last question in bold type on your handout: What does the institution tell you about the society as a whole? This assignment should be between 4-5 pages.

Turn in all 5 assignments from Section 2 to the IDC Instructor by the pre-arranged date _____

SECTION III: SYNTHESIS

SECTION 3: SYNTHESIS/APPLICATION
WEEK TEN   Dates: _____

Assignment 1   Proverbs
Although we all know a proverb when we hear one, it is difficult to define the term precisely. One definition is: a short, pithy, epigrammatic statement, which sets forth a general, well-known truth. When viewed as a communicative act, they are vehicles for sending messages about the values, norms, and customs of a people. They serve as witnesses to the social, political, ethical, and religious patterns of thinking and behaving of a cultural group.
- Create a list of HOST country proverbs by asking your HOST country friends/family. For each proverb be sure to ask the person to explain what it means. Analyze what cultural values are being reinforced (you might do well to discuss this first with your host culture counterpart). Try to come up with an English proverb that matches each host culture proverb. Sometimes it will only match in part; other times it might be a closer match.
- Consider the differences and similarities of each pair of proverbs. What assertions can you make about the differences and similarities of the host and US cultures based on your sample of proverbs? This assignment should be no more than 2 pages.

SECTION 3: SYNTHESIS/APPLICATION
WEEK ELEVEN   Dates: _____

Assignment 2 Disc   Values[3]
This activity involves both **individual and group work**. Find your "Value Selection Form" that we worked with in the pre-departure session. The list should be translated into the host language. Then go out to "interview" **three** different people for your rankings of the listed values. Each student then writes (no more than 2 pages in length) on the following:
- Discuss what you have found. Are the findings widely divergent? Similar? Why? Why not?
- Use the averages to compare with your own rankings. What stands out? Do the host country rankings fit with what you have experienced and observed?

SECTION 3: SYNTHESIS/APPLICATION
WEEK TWELVE   Dates: _____

Assignment 3   Application
One of the main objectives of a cultural immersion experience is to expose oneself to new ways of thinking and being. Through contrast one has the opportunity to learn the most about oneself. By living and working with others who do not necessarily share one's most basic assumptions and values, the contrast – and therefore opportunity – becomes very apparent. You might want to review the comments under Week Four regarding the experiential learning cycle to help organize your thoughts.

- Identify a particular value or basic assumption, a new way of thinking or being that you have been exposed to in the host country. Your choice should be something that you would like to adopt and integrate into your life back home.
- Examine the nature of this new value and explain its importance to you. What are the implications of adopting this new way of thinking/being for life back in the US and/or back on the B.U. campus?
- How will you communicate this new insight into yourself to others back home who have not had the same experiential opportunities as you?
- No more than 2 pages in length.

SECTION 3: SYNTHESIS/APPLICATION
WEEK THIRTEEN   **Dates:** _____

Assignment 4   **Saying Goodbye**[5]

Perhaps one of the most difficult parts of the cultural immersion experience is that of saying goodbye to your host families, friends, acquaintances, and even places and settings in which you have come to feel at home. It is important to think about how you would like to say goodbye as it will also ease the transition homeward by avoiding the feeling of having "unfinished business" left behind.

- You might find it useful to actually list the people you want to say goodbye to and the places you want to see one last time. There might even be some activities you are fond of and associate with your time in the host culture that you want to make sure you do one last time.
- Here are some ideas you might want to use to say goodbye:
  Repeat a special host family gathering like a picnic, barbecue, etc. Prepare a special meal or party for your host family/friends – perhaps include a mixture of host and American customs. Small gifts, including things you can't take with you. Give each friend two envelopes with your address already written on them. Organize a potluck where each person brings one of your favorite host country dishes. **There is no written work associated with this assignment 4.**

I will next (Tables 5.8. – 5.17.) examine closely these course assignments against the

individual student's pre and post IDI scores reflected in table 5.2, in order to determine if a

correlation can be established between qualitative and quantitative assessment outcomes, i.e., if

learning and progress is not just recorded numerically in the above IDI data sets, but if it can also

be documented in the student reflections and writings. Below I present a sample inquiry into the

student writings of all of the participants in the 2012 Fall Semester Focus Group, which is the

focal point of this chapter. Any grammatical or spelling errors are part of the students' authentic

writings. No writings have been edited for the inclusion in this study, and all students have given

their consent to use their course contributions and IDI data for research purposes by the

researcher.

Table 5.8. Quantitative vs. Qualitative Analysis for Mira (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
B	**Mira**	IDC 301 Pre	117.27	85.47	4.29	3.33	3.78	2.33	2.80	3.22	5.00
Intl. USFQ	Ecuador	IDC 301 Post	128.05	105.45	4.14	4.50	4.44	2.22	4.60	4.56	5.00
	Org. Comm.	**Gain/Loss**	**10.79**	**19.98**	-0.14	1.17	0.67	-0.11	1.80	1.33	0.00

Mira was an international exchange student and Organizational Communication major

from Bellarmine's bilateral partner in Ecuador, the Universidad San Francisco de Quito in

Louisville's sister city, Quito. She studied at BU for one semester in direct enrollment.

Mira's pre-IDI developmental orientation (DO) of 85.47 indicated that when she arrived

at Bellarmine from Ecuador her orientation to cultural difference was right on the cusp of

Minimization. In congruence with this IDI result, we see a number of statements in her early

writings that bounce back and forth between Defense and Minimization:

- "Here at Bellarmine they try to eat as fast as possible … everybody eats so fast and

  leaves fast too." "I refuse to have lunch at twelve in the morning, is something I cannot

  imagine myself doing."

- "The first time I went out to eat on a restaurant we finish ordering, and they pass the

  food with the check, I was surprised about that, I thought it was rude from part of the

  restaurant."

  o While these comments exhibit a polarizing orientation toward difference, Mira is

    also capable of explaining a difference within a larger context of sameness,

    something I would attribute to a Minimization orientation:

- "Nowadays no matter what part of the world you are, time is money. We all try to use our time in a proper way and not waste it. American culture is more conscious of this affirmation than South American culture."

As the semester progressed, Mira's trailing Defense orientation was gradually resolved and her comments became much more focused on similarities and the beginnings of accepting differences that challenged her:

- "As I finish evaluating the values that Americans rank, I think that they are so similar as the ones that my culture would choose if I have them the chance to."

- "First I learn that now that I am in a new culture living new thing I cannot make any prejudice before I try it …, but the critical moment and decision is when we experimented and got an experience about it."

- "We all handle our money carefulness, why don't we do the same with the time, is something that I have been learning from my host country."

- "I had to get used at the eating schedule of the American culture. ..This for me was something that I thought I would never do, I would fight against it. But the time was going on … so I started making an effort for eating at that times. Now it is an instinct for my body, …I got used to one of the most things that disturbed me when I first arrived here."

Throughout the semester Mira received feedback via the ITI pedagogical model that stimulated her intercultural learning. In the beginning, as she engaged from a Minimization orientation with some strong trailing polarizing tendencies, the focus of the intervention was first on identifying similarities and engaging the host culture on the basis of similarity. At the same time, it was important to point out instances of judging solely through her own cultural lens and

she was prompted to explore these differences while withholding judgment. Later in the

semester, Mira had clearly embraced her new home (principally for the ways in which it was

similar) and, as the last quote indicates, even recognized that she was capable of embracing even

the starkest differences for her. This progression of qualitative evidence would indicate a solid

basis within Minimization, even to the point of being ready to move into Acceptance. The post-

IDI DO of 105.45 (an impressive 20 point gain) aligns with the written evidence.

Table 5.9. Quantitative vs. Qualitative Analysis for Laura C. (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
C	**Laura**	IDC 301 Pre	118.59	82.28	4.43	3.83	3.11	2.00	4.00	4.11	3.60
Tuebingen	Germany	IDC 301 Post	125.97	104.10	4.86	4.33	4.22	2.22	3.40	4.33	4.40
FLIS	Foreign Lang/Intl Studies	**Gain/Loss**	**7.39**	**21.82**	0.43	0.50	1.11	0.22	-0.60	0.22	0.80

Laura was a junior Bellarmine Foreign Languages/International Studies major studying

for an academic year at the BU's bilateral partner, the University of Tűbingen in Germany in

direct enrolment.

Laura's pre-IDI indicated a developmental orientation (DO) of 82.28, placing her at the

high end of the Defense orientation. In essence, she had resolved most, but not all of her

Defense-related issues concerning how she relates to cultural others and that she was entering her

cultural immersion semester poised to fully resolve these issues and advance into, and perhaps

through, the Minimization stage. Accordingly, I would expect aspects of her defensive

orientation to find expression in her initial writings, in particular in situations where she is

stressed, but also that her leading orientation of looking for commonality, as a basis of

engagement, would also be present in her initial writings. Indeed, in an early assignment

regarding culture shock she describes her experience of attending a soccer match by focusing in on how it is the same as at home:

- *"The food and drink selection in the arena is almost the same as in the United States. I ate a* Rotwurst *on a bun, which is very similar to a hotdog. They also have sodas and of course beer. Even entering the stadium and getting to your seat is the same as in any sport arena in the U.S."*
    - We see in this brief excerpt that her experience of the event is centered around how things are the same, which is of course perfectly understandable, especially given her pre-IDI result of 82.28. This is, in fact, what I would want her to begin practicing (looking for ways in which the cultural others are the same) in order to fully resolve the Defense orientation. When emotions become involved, however, we see her defensive orientation surface in the very next assignment on the Experiential Learning Cycle:

- *"I told her in German that I didn't speak German. She just rolled her eyes … I was a bit flustered and shy afterwards." "When I went back to my apartment, no matter how many positive interactions I had all day, the negative experience with the lady at the flower shop was the most prominent. I kept thinking that if only I spoke German she wouldn't have been mean and made me so uncomfortable."*
    - We see here how the Defense orientation dominates the meaning of her experience. The "rolling of the eyes" is interpreted as an insult, but even more importantly, she sees the lady as the one who made her feel uncomfortable instead of recognizing how she is making herself feel that way, i.e. that her own

expectations and interpretations of non-verbals lead her to that meaning. Further evidence of her not having fully resolved her Defense orientation is found in the next week's assignment. Here Laura falls into using absolute language when describing the host culture:

- *"…**any** reference to the events of World War II is very taboo" "Apart from graffiti and memorials, there is **nothing** left of this country's dark history."*

  o This is a good example to illustrate the benefit of guided facilitation. Without facilitation, the student will typically move on from these observations to the next experience with the general takeaway comprising a rather unreflective generalization about how and what Germans, and Germany in general, think about WWII. Given this student's particular orientation to cultural difference, the facilitator can intervene within the context of the ITI course and push the student to consider that perhaps the absolute language of "any" and "nothing" is too strong and that she should investigate further where, when, how, etc. the topic of the war is actually taken up. The objective is not to strive for epiphanies, or earth shattering transformational moments, rather it is to take small steps of extracting learning moments out of regular everyday observations. The hope is that the next time the student describes an event or experience using absolute language; she will catch herself and think perhaps that her comment warrants some qualification.

Table 5.10. Quantitative vs. Qualitative Analysis for Kim (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
J	**Kim**	IDC 301 Pre	115.07	75.54	4.29	3.67	3.33	1.11	3.80	4.22	3.00
ISEP - Franche-Comte	France FLIS	IDC 301 Post	127.95	107.58	4.71	5.00	4.67	1.22	4.80	4.78	2.20
		Gain/Loss	**12.88**	**32.04**	0.43	1.33	1.33	0.11	1.00	0.56	-0.80

Kim studied the fall 2012 semester as a Bellarmine Foreign Languages International Studies major in direct enrollment at BU's ISEP partner, the L'Université de Franche-Comté (**UFC**), in Besançon, France.

Kim's pre-IDI DO result was 75.54, indicating a strong Defense orientation to cultural difference prior to her study abroad experience. This orientation is reflected in her early writings:

- "I feel like being an American is being entitled to all the freedoms, rights, and privileges that we do have as Americans compared to other countries in the world."

- "…we went on a pilgrimage and met with other Christians from all around the globe – what an amazing experience! …it touched me deeply as we prayed and sang in so many different languages to see how possible it was to unite so many different versions of Christianity in so many different cultures and languages in such a small place. I remember feeling so much peace and tranquility in this special retreat."
    - Although this passage on the surface reflects an emphasis on similarity, it is more fundamentally a polarizing orientation in that her comfort is derived from the illusion that cultural difference can be eliminated when viewed through the prism of Christianity. The challenge for Kim during the semester was to investigate similarities much more deeply, and beyond religious affiliation, such that engagement on the basis of similarity can take many dimensions and therefore

enable her to resolve defensive issues related to American vs other nationalities and Christian vs other religious affiliations.

Later in the semester Kim begins to show evidence of relating similarities to differences to the degree that her interactions with cultural others (who were not necessarily Christians like herself) were positive and enriching:

- "This survey is a very neat way to show how diverse and yet similar at the same time that opinions from different cultures can be. What I found to be most interesting is that while these two opinions are very different for the most and least important values, the values in the middle have been ranked almost exactly in the same order or off by one number."

    o This statement is interesting for two reasons. First, even in an assignment explicitly on values, Kim refers to the values as "opinions" missing the more fundamental point of how these "opinions" are rooted in identity. Second, she is clearly focused on sameness as being the most important issue as she casts aside the fact that the more salient findings of her survey are the differences that were revealed at the "most important" and "least important" ends of the spectrum. For the purposes of her intercultural development, however, she is moving toward the Minimization orientation in that her comfort zone of similarity is widening.

Finally, in a late semester assignment, Kim exhibits the beginnings of an appreciation of the difference she has been exposed to and the capacity to take a critical stance toward her home culture:

- "If there is one thing that I would like to integrate into my life back home in the States, I believe I would have to say it would be the importance of appreciating food. I feel like as Americans we have problems with food, …Many of the problems we have with food in

the states I am convinced is because of the lack of nutritional education as well as the

amount of hormones and additives as well as preservatives that are put into what we eat.

Many Americans have complexes with food …Cooking is not just for the purpose of

eating, but it is for spending time with friends. It is a great way to spend time together

and meet new people."

Kim's post-IDI DO result was 107.58, indicating more than a 30 point gain and placing

her firmly within the Minimization stage. As such, the quantitative data show impressive

progress in her intercultural orientation. The qualitative data confirm growth as well, although I

would not have come to the conclusion, on the basis of the qualitative data alone, that she had

made such a large jump in her orientation to cultural difference.

Table 5.11. Quantitative vs. Qualitative Analysis for Mata (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
L	**Mata**	IDC 301 Pre	114.96	77.67	3.43	3.67	3.56	2.11	3.60	3.11	4.80
Intl. USFQ	Ecuador Org. Comm.	IDC 301 Post	119.09	88.43	4.43	3.33	4.11	1.78	4.00	3.44	4.80
		Gain/Loss	**4.13**	**10.76**	1.00	-0.33	0.56	-0.33	0.40	0.33	0.00

Mata, was an international exchange student and Organizational Communication major

from Bellarmine's bilateral partner in Ecuador, the Universidad San Francisco de Quito in

Louisville's sister city, Quito. She studied at BU for the fall 2012 semester in direct enrollment.

Mata's pre-IDI DO result of 77.67 indicated her dominant mode of engagement with

cultural difference was from a Defense/Polarizing orientation. Her Reversal result of 3.56 also

indicated that the polarizing tendency could be applied uncritically to her home culture. In her

initial writings we see evidence of this:

- "People don't value time in Ecuador."

- "Sadly I grew up in a culture where time is not appreciated as much as it is in other cultures."

- "I felt like I was living in my own American movie. Everything was exactly like in the movies. Everything was so amazing for me, my happiness was totally reflected in my smile and the corn dog in my hand."

- "…this is so American."
  - These initial comments tend to reveal her reverse polarizing orientation. It is typical for a person in Defense to make blanket, or absolute statements, without qualifying them in some way. For example, "people don't value time in Ecuador" indicates a negative, judgmental orientation toward her home culture. This is a good example of when and how the facilitator can intervene to help the student begin developing the necessary skills to move out of Defense and into Minimization. Here the feedback would be to prompt the student to reflect on whether it is not so much the case that Ecuadorians do not value time, but rather how they value it differently. Without pushing the students to reflect and discuss this sort of feedback, there is little learning to be extracted from the experience that prompted the observation in the first place. Further, the language of "everything" and "exactly" reveal unreflective and uncritical observations typical of a person operating from a polarizing orientation. The learning challenges are simple: to begin looking for similarities with the home culture and to watch out for the use of absolute language that reinforces stereotypes and inhibits deeper analysis and understanding.

Additional qualitative evidence in support of the IDI result indicating a polarizing orientation is found in her early writings. Now, however, she is applying the polarizing tendency to observations of the host culture.

- "My cultural bump when I came here was that when you meet new people you shake hands. This is all right for me because you just met them, but the thing that I don't like is that when you see them again they hardly say hello. I have observed how American friends greet and I am really surprised. They hug putting their face to the side like they don't know each other. Maybe I am wrong, but what I see in that hug is that there is no affection, no love, and no friendship.

- "Maybe, for Americans this is not a big deal, but for us is a show of respect and manners. For example when you get into an elevator people don't say hello, back in Ecuador we always do."

    o Mata is revealing in her observations her belief that there is only one "true" way to express affection and friendship. Further, her polarizing orientation prevents her from seeing that, for example, not speaking in an elevator can be a sign of respect and good manners in the U.S. culture. Here the instructor/facilitator can intervene by pushing the student to reflect on how showing respect and what constitutes "good manners" manifest differently in different cultures. The student can also be prompted to discuss these issues with host culture individuals the nuances of these behaviors and gain a greater understanding of the ways in which behavior is grounded in values.

As Mata progresses through the semester, we see her begin to resolve Defense issues and develop Minimization strategies:

- "You can apply what you learn in this game to real life by not judging people."

- "I really liked that because I thought Americans were not familiar like we are. We always do these kinds of things with our family, so I was happy because I felt at home that night."

- "Every week I keep learning things from the American culture, some of them really similar to mine, and others completely new. Every day I like it even more, I am so happy I had the opportunity to live in this country and see by myself really closely a different culture. This also helped me to realize a lot of things of my culture that I had never think about them before."

Mata is practicing withholding judgment and focusing on similarities and engaging on the basis of similarity. By now, later in the semester, Mata is operating fully from a Minimization orientation:

- "I asked some proverbs to my American friends and surprisingly most of them are almost the same as the ones we use in Ecuador."

- "These kinds of proverbs are present in every culture because maybe we can be different in many cultural aspects, but as humans we are all the same."

- "I think that it doesn't matter where in the world we live, this is never going to change. A good relationship with family and friends is always the base for happiness."

- "The personal image has always been important for me, and I think is the same all around the world."

- "I would say that it does not matter where you come from, if you are tall or short, blond or bold, loud or shy. The diversity of people is so big that for sure you are going to find someone similar to you."

Mata's writings by the end of the semester reflect the Minimization focus on sameness as her orientation for engaging with cultural others. Her post-IDI DO result of 88.43 confirms her development from the Defense orientation into Minimization.

Table 5.12. Quantitative vs. Qualitative Analysis for Claudia (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
K	**Claudia**	IDC 301 Pre	113.20	76.46	4.00	3.50	3.22	2.44	2.20	2.89	3.00
UWA	Australia BA	IDC 301 Post	112.64	76.16	4.14	4.00	2.89	2.56	2.00	2.67	3.00
		Gain/Loss	**-0.55**	**-0.30**	0.14	0.50	-0.33	0.11	-0.20	-0.22	0.00

Claudia, a Business Administration major, studied for the fall 2012 semester in direct enrollment at Bellarmine's bilateral exchange partner, the University of Western Australia in Perth, Australia.

Claudia's pre-IDI DO result of 76.46 indicates a Defense orientation toward cultural difference. Her pre-semester answers to the question: *What does the phrase 'I am an American' mean to you?* "I was born and raised in the USA." suggests that she does not reflect on, or is not aware of her own cultural identity, which is actually more of an indication of Denial than Defense. Her early writings for the course are dominated by her travel experience to Western Australia. For a variety of reason her journey lasted about five days, mostly due to mistakes and choices she made in planning the trip. As she put it: "It made me a complete wreck. I was sad, lonely, and ready to give up." As a result, while she is quick to point out "I stay connected to people back home to keep me emotionally stable," she also attempts to apply the lessons learned to her life in Australia "I also try not to go for the cheapest option …If it's something that is absolutely necessary, like arriving in Perth on time for classes, then I should spend the extra money to ensure that it happens without a hitch."

Claudia is perhaps a good example of a study abroad student who, in terms of overall development, is in greater need of focusing on some basic life skills such as self-reliance and independence, rather than necessarily being ready for intercultural skill development. This is not to say that intercultural learning cannot occur at the same time, but it is important for the course facilitator to recognize that some students will be more preoccupied with other learning challenges than others and therefore it can be more difficult to engage such students toward the more specific learning outcomes of the course. Accordingly, in Claudia's case it is difficult to assess the degree to which her writings support the IDI results. That said, there were instances, within a generally "description only" writing style, where a polarizing orientation could be discerned:

- "Finding accommodation was a very difficult thing to do. I was extremely stressed out and emotional. (*again, the effects of her travel experience might be salient here*) I had even decided to return home at the end of the week if I could not find any place to stay. I did not understand why UWA did not work more with students to help them find accommodation or to even have a place for them to stay in a residence hall automatically. The entire process was one of the most difficult and stressful things I had to go through. I would not want to do that again."

- "I have observed that in Australia time is not as important as it is in the US."

In response to feedback and as a result of the prompts from a course assignment a few weeks later, however, Claudia writes:

- "From the day I arrived in Perth, I was told how 'lazy' the Australians tended to be. My interpretation of 'lazy' is that they do not merely focus on working and rushing through their days. I infer that they focus on their families, living life one step at a time, and

having downtime to relax. This is microsystem not being seen, the one where people are staying home to enjoy a nice breakfast with their families or friends, and a microsystem where relaxing and enjoying time away form the place they travel to during the week occurs. This microsystem is essential for the Australians to balance their work and busy lives with leisure and relaxation."

Still, it is apparent, even midway through the semester that her initial travel experience prevents her from feeling at home or feeling connected to the place or people.

- "My map reveals my cautious personality. I like to have a game plan when going to new places. My game plan involves getting to and from the place, what time, who I would be with, how much it will cost me, and if I think I will enjoy it. All of these factors enable me to stray from being adventurous since I do not want to be stranded in an unknown environment with people I dislike spending more money than I budgeted making me unhappy."

Toward the end of her semester Claudia's Defense orientation is still apparent in an assignment asking her to rank values and compare them to how host culture individuals rank the same set of values:

- "I believe these findings are similar in relation to one another because the top values mentioned above are those that are commonly ranked higher than others in most cultures. In order to be happy a comfortable life, accomplishment, inner harmony, and true friendships allow that to be a reality. The more divergent values, I believe, are that way because world peace is not always sought after by certain people like it is with others and depending on the level of religious beliefs one has determines how morals fit into their life."

Finally, during the post-program phase, Claudia's written responses demonstrate that she ultimately did not make much progress regarding intercultural skill development. In response to the same question about what it means to be an American she writes: "I would still answer it the same: I was born and raised in the USA." She writes further that she "…was not emerged in to a completely different culture than that of mine." And "I developed a friendship with one Australian that was in one of my units. I did not need to adjust to anything and did not have any difficulties with this friendship." These comments indicate a lack of awareness of cultural difference and do not show that any intercultural development occurred during her semester abroad. The post-IDI DO result of 76.16 confirms this point, but the question of why the intervention course was not successful in her case remains. One clue is her response to the prompt: *There are single big issues that you find yourself confronted with – things that require greater amounts of coping, time, emotion, contemplation, reflection, discussion, or energy. What issues come to mind related to your experience?* "I would consider my travel plans to be the biggest thing that required greater time and discussion with the person I was traveling with and setting up the trip with." As noted earlier, the readiness of some students to engage meaningfully and benefit from an intervention pedagogy designed to develop intercultural competence is questionable. On the other hand, it is reasonable to consider how might the semester have gone for Claudia had she not had the course assignments and feedback to at least keep bringing her focus back to the cultural dimensions of her sojourn abroad.

Table 5.13. Quantitative vs. Qualitative Analysis for Erin (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
L	**Erin**	IDC 301 Pre	124.19	104.81	4.43	4.50	4.44	2.67	3.00	3.11	2.80
ISEP - Am. Univ. Bulg.	Bulgaria Arts Admin.	IDC 301 Post	129.90	117.99	5.00	5.00	4.89	2.44	3.80	3.56	2.60
		Gain/Loss	**5.71**	**13.18**	0.57	0.50	0.45	-0.22	0.80	0.45	-0.20

Erin, an Arts Administration major at Bellarmine University studied in direct enrollment at BU's ISEP partner, the American University of Bulgaria, in Blagoevgrad, Bulgaria.

Erin's pre-IDI DO result was 104.8, which indicates a Minimization orientation to cultural difference. The intercultural learning challenge for Erin going into her semester abroad was to focus on identifying differences in the host culture and practice engaging with cultural others on the basis of difference. That is to say, Erin had already resolved issues related to polarization and was accustomed to identifying similarities with cultural others and establishing relationships on the basis of similarity. To further develop her intercultural sensitivity into the next stage of Acceptance her learning challenges would need to focus on recognizing the differences that she has been missing, or were obscured, due to her propensity to look for similarity.

A number of items in Erin's early writings lend considerable support to the IDI result:

- "I identify with some American values and beliefs and I feel a connection to the U.S."

- "I know people have opinions different than my own and I would like to understand those opinions even if I don't agree with them."

- "I think differences would be more interesting but I wouldn't mind having things in common as well."

- "Yes I do." in response to the question whether she believes there are any universal human values.

- o The fact that Erin uses the phrase "identify with" and the qualifier "some" in response to the prompt: What does the phrase 'I am American' mean to you? Indicates that she has begun to establish a level of detachment that has enabled her to resolve polarizing tendencies typical of the Defense orientation. Moreover, she expresses her connection as a "feeling" which indicates a recognition of the emotional dimension of her cultural identity. The second statement above, however, reveals some of the work that she needs to do in that she observes differences as "opinions," rather than deep seated values.

As the semester progressed Erin began to show signs of focusing on difference and developing an orientation of Acceptance regarding those differences:

- "Bulgarians are always very relaxed and enjoying life. If I stayed here long enough I could probably develop this mindset, but at this moment I still have the American mindset of rushing around to get things done."

- "I don't remember my roommates ever worrying about being late for anything. They will just get there when they are ready. They will be where ever they need to be when they are ready to be there."

- "My problem-solving skills have improved immensely and I have to find other ways to communicate with people who don't speak English. I have to remain calm and try my hardest to get my message across. I feel helpless sometimes, but I also enjoy it. I realize how easy everything is when you can speak the language and it's nice to be challenged in a place where communication becomes one of the hardest things."

- "Coming back to Bulgaria was like stepping into a different world. It is a world that I am used to now, and I gladly accept the challenges that come with it."

Erin is demonstrating a nascent Acceptance orientation in that she is focusing on the differences, and the challenges they represent, and she is embracing these challenges not as threats or discomforts, but as enrichments to her overall experience. Still later in the semester she writes:

- "I have had many conversations with my roommates about their values and Bulgarian values, in general. Since I last filled out this survey, which was before I left for this experience, I think that my values have changed a little and I am curious to see how I rank these values when I return to the U.S. in a month."

Indeed, in responding to the same prompts that she was given in the pre-departure seminar, Erin now writes during the post-program phase:

- "I would also say that you don't actually have to be from the U.S. to be an American. Even though I am not Bulgarian, I feel that there is a small part of me now that is pretty Bulgarian."

- "I still think there are universal human values. We all value family and our way of life. Although there are differences amongst cultures, I think there are a lot of values that are present in all cultures."

- "Being abroad for so long has made me realize how much I enjoy being away from home and the challenges that I would have to face on a daily basis. I do not feel challenged when I am in the U.S., therefore I would like to live in another country."

There is a clear progression of orientation from her pre-program writings, through the semester, and then at the end from the perspective of being back in her home culture. The post-IDI DO result of 117.99 supports this as it indicates that she has moved into the very beginning of the Acceptance stage and is working to fully resolve Minimization issues. We see in the

second statement above that she hasn't fully resolved her Minimization orientation, but everything taken together indicates this is more of a trailing issue than her predominant mode of engagement.

Table 5.14. Quantitative vs. Qualitative Analysis for Mark (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
R	**Mark**	IDC 301 Pre	114.64	77.46	3.57	3.17	3.67	2.22	2.80	3.33	4.00
BEI - University of Ulster	Northern Ireland	IDC 301 Post	120.13	92.77	4.14	4.50	4.11	1.78	3.00	3.78	4.80
PSYC		**Gain/Loss**	**5.49**	**15.30**	0.57	1.33	0.44	-0.44	0.20	0.45	0.80

Mark, a Psychology major at Bellarmine University studied at the University of Ulster in Northern Ireland for the fall 2012 semester in direct enrollment on a bilateral exchange.

Mark's pre-IDI indicated a DO of 77.46, placing him squarely in the Defense stage of the developmental continuum. The general challenge for Mark during his semester abroad was to develop his ability to perceive cultural differences in a less polarizing fashion and to begin identifying ways in which the host culture is similar to his own home culture.

Mark's early writings contain a good deal of evidence confirming his dominant mode of engaging with difference. For example, in response to the prompt to describe three common values or attitudes you hold as an American, he writes:

- "We are the greatest country." "I love being an American and I think growing up as one greatly shaped the person that I am today."

Additional comments in the very early writings reveal a defensive orientation toward cultural difference:

- "I am sure that I will run against some cultural differences."

- "I wasn't picked up from the airport upon arrival and I couldn't get the keys to my room the night I arrived and had to be let in by security." "I don't get along with the other two roommates who blatantly ignore the rest of us."

- "I am frustrated with the way they make their beds."

Mark's post-IDI result was 92.77, which represented a 15.3 point gain and placed him in the Minimization stage. His development in resolving Defense issues and moving into the Minimization stage could be clearly traced in his writing assignments as he progressed through the semester:

- "… when the professor arrives they begin teaching without any explanation. Again, if a professor is 5-10 minutes late, it makes no difference to me. It is just something different that I have noticed."
    - This statement is indicative of his beginning to transition from Defense to Minimization in that he judges the professor's arrival as "late" putting a negative interpretation on the behavior (typical of a Defense orientation), yet states that it doesn't bother him and is simply a difference, suggesting that he is making good progress resolving Defense issues.

- "…here in Northern Ireland their play is identical to ours … the other most common manner of play is that of video games, which is also identical to American's manner of play in both the games selected and their competitiveness."

- "The similarities I have witnessed between play in Northern Ireland and play in the U.S. is something I have greatly enjoyed while I have been living and studying here. There has been obvious adjustments to living in a new country, and having common ground with

that which is fun and entertaining has greatly fostered new friendships that I have developed."

- "… in terms of competitiveness and style the most popular sports of Northern Ireland and the U.S. are the same. Most people here also are at least familiar with American football and basketball and are only kept from being fans due to personal preference or lack of exposure, rather than conflicting values of what play should consist of."

    o Focusing on how and when the host culture has similar values and behaviors is what Mark needed to do to advance his orientation from Defense to Minimization. These observations illustrate how he found comfort in similarity and relating to cultural others on the basis of sameness. The third quote above demonstrates how the focus on similarity obscures important differences, for it is the "conflicting values" that determine the preferences and lack of exposure. But work on difference of this nature is not effective yet for Mark as he is only now becoming comfortable relating to cultural others on the basis of how they think and behave in the same ways in order to fully resolve the polarizing tendencies of a defensive orientation.

- "I have reiterated in much of my writings about the lack of many major differences between Northern Ireland and the U.S. While there are noticeable differences in personal preferences, the economic system, social constructs, political roles, etc. all seem to be similar in their function and values for their citizens."

- "I think that this is actually beneficial, for by understanding why difference exist we are able to find common ground … This is invaluable knowledge, and it is in part due to this

knowledge that the world is in a constant path forward both in intellectual progress and tolerance of others."

- "One of the things that I have noticed while living in Northern Ireland is that most of the people I have met, especially those that I am living with, have an open mind and share many of the values that I have."

- "I think that this exercise has helped to detail the specifics of some of these similarities in a meaningful way. For the most part my experience and this survey are compatible, and I think that it is impressive how much common ground can be found among people who are from different countries."
    - o These passages, coming late in the semester, clearly show a strongly developed Minimization orientation and the post-IDI results confirm that. A final comment from Mark in a follow up questionnaire during the post-phase sums up his intercultural development from the initial defensive orientation to the upper Minimization stage:

- "While I am still proud to be an American and a citizen of this country I think this is more because I am accustomed to living here and enjoy the American lifestyle rather than thinking America is a superior country in some way."

Table 5.15. Quantitative vs. Qualitative Analysis for Janet (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
C	**Janet**	IDC 301 Pre	129.24	113.08	4.86	4.33	4.22	3.56	3.20	3.56	4.80
ISEP - Nantes	France FLIS	IDC 301 Post	132.56	120.95	4.86	5.00	4.56	3.33	3.80	3.78	4.80
		Gain/Loss	**3.33**	**7.87**	0.00	0.67	0.33	-0.22	0.60	0.22	0.00

Janet, a Foreign Languages/International Studies major at Bellarmine University studied for the fall 2012 semester in direct enrollment as an exchange student at the Université de Nantes in Nantes, France.

Janet's pre-IDI DO result of 113.08 placed her right at the transition point from Minimization to Acceptance. With this result I would expect her writing to show a focus on both similarities and differences with remarks indicating an interest in, and acceptance of some cultural differences. A review of Janet's early written work confirms this:

- "Of course, it's always exciting when you meet a person that loves the same things as you, such as a certain book or a love for cooking, because it gives you something to talk about and makes everything easier. But I think if everyone were the same and loved the same things, the world would be the most boring place in the universe. It is more of a challenge to get to know someone when they have different ways of looking at things than the way you do. I hope to challenge myself while abroad. Maybe I will meet someone who looks and sees the world in a completely different way than myself and I can learn something new or begin to see something in a new, exciting way. I can't wait to broaden my mindset and beliefs, to learn and meet new people.

This passage is a good example of the intercultural orientation that the IDI result indicated for Janet. Together with some additional comments below, it is safe to say that the initial qualitative data confirm the quantitative data.

- To the question: *Do you feel that there are any universal human values?* "Yes, of course. One being compassion towards other human beings and life in general. I believe all humans generally look out for others and have a good heart."

- "I hope to meet people like this abroad at least. If not, it will be interesting to see why they think otherwise at least! Either way, I cannot wait to encounter different points of view, religious beliefs and ideas on life."

As Janet began submitting her assignments during the first weeks in France some elements emerged that illuminated the intercultural learning challenges she would face during the next four months. For example, in an assignment focused on culture shock, which students typically use to highlight the difficulty that they might be having with getting used to some particular cultural difference they face, Janet instead wrote a long passage idealizing the French way of life and emphasizing how much she loved being there and experiencing the idealized quality of life. This is often interpreted as being in the "honeymoon phase," but it can also be an indication of a reverse polarization issue.

- "After the French farmers market I realize how people can fall in love with France There is nothing quite like that in America."

- "I sat down in the grass by the moat and watched all the little children playing tag in the shadows of the castle while their parents ate bread and drank wine. And I can honestly say I have never eaten strawberries so fresh and delicious in my life! … I felt content and relaxed sitting in the sun and people watching in this quintessentially French event."

In a situation like this the facilitator can probe with the student about not only the values that underlie the idyllic scene she has painted, but also what might be missing from the scene, or event that might reveal a broader and deeper understanding of how such French behavior can

manifest in daily life. Otherwise, without the feedback and pushing to dig deeper, the student will typically file the experience away as a stereotype of "proof" of a superior way of life.

Janet also faced the challenge of reconciling her strong religious beliefs with her intercultural orientation of "resolving Minimization and moving into Acceptance" which means that some strong minimizing values related to spiritual sameness would need to be addressed:

- "It turns out all four of the other American study abroad students are atheists. This came as a shock to me and made me sad because they are really nice people. I come from the 'Bible Belt' in western Kentucky and I'm not even sure if I have ever come across an atheist in my life. For once I am a minority here in France in matters of politics and religion and now I know how it feels."

- "I think at the time when I found out about all of them not believing in God, I felt an immense sadness. Not that they did not believe, but for them as a person. What must they have gone through in their lives to have this view?

Janet's challenge in this regard is that she is approaching this situation as if she has nothing to learn from her friends on this topic and that it is her obligation to figure out how to help them see the superior way of her worldview, at least as it is related to religion. And this is the interesting point because when it comes to other realms of cultural difference, she is poised to be accepting and embracing of difference. Here though, on the topic of religion, her intercultural lens is closed. Again, the intervention of the facilitator can gently move her along in this process, keeping in mind the delicate balance of challenge and support to promote the most effective learning. A case such as Janet's illustrates the value of combining quantitative and qualitative assessment. The IDI would not have revealed Janet's firmly religious outlook, only that she has strong minimizing tendencies. But the IDI data together with the writing

samples reveals a much more nuanced understanding of her learning challenges. Further, the ITI pedagogical model is an ideal vehicle to help Janet address those challenges. Without it, we leave the intercultural learning up to chance, or in Janet's vernacular, up to God's will.

By the third month of the semester Janet's writings are reflecting this more nuanced understanding of the commonalities and differences she is experiencing in France:

- "When I first arrived here, I could not stand that difference (*believers vs atheists*), it made me so sad and just annoyed at being here. *NOW*, I have learned, just because their values are completely different than mine, it doesn't mean there aren't a million other similarities I have with the people here. *ALSO*, another important fact I have learned is that, I have my beliefs and they have theirs. Just because our beliefs are different, doesn't mean we can't be friends. I respect them still and I know they respect my beliefs and me as a person as well."

- "My faith and the importance of being a good person to my family, friends and all humans in the world, plus for my own happiness, has grown stronger, regardless of the opposite views (at least in regards to religion) in France. I believe it is actually because of the lack of faith and morals here that mine have grown stronger. It made me step back and realize what a big part of those beliefs make up the person I am and want to be. On the contrary, there are also view I had before that have been changed, broadened, or adapted; and there are some that are completely new to me."

From these passages it is clear that Janet has made some strides. The facilitator at this point can help move things forward for Janet by pushing her to reflect on the relationship between faith and morals, i.e. does she mean to say non-believers are immoral, or amoral? And, of course, do all morals find their origin in religious beliefs or might they also be culturally

specific social constructions? Further, the facilitator can push Janet to focus more on how she has changed, rather than simply stating that she has changed. A final excerpt from Janet's last written work indicates that she has developed an Acceptance orientation, which she is attempting to reconcile with her deep-seated faith.

- "Living in France has made my faith stronger and myself not as naïve. I don't try to change people; I think that is silly and a waste of time. Who is to say, my views are better than others?"

Janet's post-IDI DO result was 120.95, indicating a 7.87 gain. This is more substantial than the number alone indicates for two reasons. First, when students start out with an IDI result much higher than the average, their learning challenges are much different and more complex than the learning challenges for students who begin, for example, with a Defense orientation. The potential, and likelihood for a student in Defense to make a significant jump on the order of 20 points or more within a single semester of cultural immersion combined with intervention pedagogy is much greater than for those who start out at or near the Acceptance stage. To gain 20 or more points from that point into Adaptation requires a greater amount of work and time living and learning in another culture.

The second reason for being impressed with Janet's 7.87 gain is to put it into the context of what can happen when students begin at a higher level, like Janet, but do not engage in the intervention curriculum, as we will see with the two students below. In effect, the same possibility for significant change on the order of 20 or more points is in play, only in reverse. Those who start out with a high score have "more to lose" than those who start out in Defense.

Table 5.16. Quantitative vs. Qualitative Analysis for Alma (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
C	**Alma**	IDC 301 Pre	124.82	112.07	4.71	5.00	4.89	2.56	2.60	2.44	4.40
ISEP - Chester	England Poli. Sci	IDC 301 Post	116.74	84.03	4.86	4.00	3.00	2.44	2.80	3.11	4.80
		Gain/Loss	**-8.08**	**-28.04**	0.14	-1.00	-1.89	-0.11	0.20	0.67	0.40

Alma was a Political Science major who studied for the fall 2012 semester at the

University of Chester as an ISEP student in direct enrollment. Alma's pre-IDI indicated a

developmental orientation (DO) of 112.07.

Table 5.17. Quantitative vs. Qualitative Analysis for Cori (pseudonym)

Name	First	Score	PO	DO	DEN	DEF	REV	MIN	ACC	ADAP	CD
F	**Cori**	IDC 301 Pre	132.85	112.71	5.00	4.00	3.67	3.89	4.60	4.56	5.00
ISEP - Eastern Finland, Joensuu	Finland HIST	IDC 301 Post	120.29	86.59	4.14	3.50	3.56	2.33	4.40	3.78	3.60
		Gain/Loss	**-12.56**	**-26.11**	-0.86	-0.50	-0.11	-1.56	-0.20	-0.78	-1.40

Cori, a History major from Bellarmine University studied for the fall 2012 semester in

direct enrollment at BU's ISEP partner university, the University of Eastern Finland, in Joensuu,

Finland. Cori's pre-IDI indicated a developmental orientation (DO) of 112.71.

I am presenting Alma and Cori together in this section because they are the two students

from the group of ten who represent an interesting contrast to the rest. Both Alma and Cori

registered for the course, participated in the pre-departure phase, and submitted written

assignments only through the first 2 weeks. From that point on, however, they no longer

engaged with the course material. They neither did the assigned weekly activities, nor the

written assignments, nor the mandatory feedback to the other students in the course. However,

they did submit some written work after the fact, once they had returned home, on the basis of

memory. In effect, they represent a miniature control group against the other eight from the

course.

As noted above, they began their semester at the high end of Minimization, which as we know, is well above the average beginning point of 81.89 for freshmen entering Bellarmine University, and the average beginning point of 93.94 for rising juniors at Bellarmine University, who elect to study abroad *long-term*. What is striking is that both of these students registered a post-IDI result far below their starting points. In both cases, there was a loss of more than 26 points, placing them back at the transition from Defense to Minimization. As a result, although their sojourn abroad began with a transitional orientation from ethnocentrism to ethnorelativism that focuses on similarity, it ended with an orientation that now compromises that focus on similarity with polarization issues typical of an ethnocentric viewpoint. How is this to be explained?

Let's first look at their initial writings to assess whether their comments (qualitative data) align with their IDI DO results (quantitative data). For both of them we would expect to see commentary that is not polarizing, but instead solidly based on similarity and, because they were at the high end of Minimization, also aware of differences, with which they are beginning to develop an Acceptance orientation:

- Alma "I am who I am partly because of the effect that growing up here has had on me …However, I want to escape it and see what the rest of the world has to offer."

- Alma "I think I will react to cultural differences by trying to learn about the basis of the differences."

- Alma "The golden rule seems to be an example of a universal human value."

- Alma "I think it will be enjoyable to discover both. Similarities will help me make connections with people initially and differences will keep friendships growing as we learn about each other."

- o From these written comments it is clear that the pre-IDI result was quite accurate in registering Alma in the 112 range. In particular, the last comment captures her orientation of being ready to transition out of Minimization into Acceptance.

- Cori "To me the phrase I am American means diversity."

- Cori "I think my reaction will be more internal and I will be analyzing the cultural difference. I am the kind of person that observes my surrounding and situations."

- Cori "I think it would be enjoyable to discover both commonalities and differences."

- Cori "Yes, the golden rule to treat others like you would like to be treated." (*Q: Any universal human values?*)

  - o Here too, as with Alma, the pre-IDI result appears to have been quite accurate in placing Cori at the high end of Minimization. In none of their early comments are there references that exhibit a defensive or polarizing orientation.

In reviewing the students' writings that were produced after return to the U.S., it appears that for Alma a close-knit, non-English (i.e. non-host culture) group of friends was formed. She identified with this group quite strongly as opposed to forming friendships with English students. Because Alma had abandoned the course and the weekly assignments, the feedback and processing of events and experiences within her non-English group was unfacilitated and likely took on non-constructive forms of us/them dichotomies.

- Alma "I almost had a nervous breakdown in the grocery store as I searched up and down the aisles looking for familiar ingredients."

- Alma "I have never been inside of a kitchen that small before. Cooking is such a huge part of my home life and the thought of putting so little emphasis on such an important space baffled me."

- <u>Alma</u> "I have found plenty of people who share my values during my time at Chester making university life much easier."

  o The people Alma refers to here are non-English.

- <u>Alma</u> "I am an American means a lot to me. I am very proud of where I come from. However, people are the world have very polar views about Americans. I constantly tried to make sure that I was representing my country well. I didn't realize how easy it was to pick out my accent *until I was surrounded by the English*."

  o Emphasis added here to indicate the defensive orientation Alma had developed over the course of the semester vis-à-vis her host culture. Her verb choice is also indicative of a defensive orientation.

- <u>Alma</u> "I developed a close relationship with the housemates (*non-English*) that I lived with in the U.K. I found that we had similar tastes, but I did feel that many of them were lazier than me."

- <u>Alma</u> "I still believe that there are universal human values. During my trip, I was continually aided by strangers giving me the sense that people are willing to help a person in need. Also, I could that I shared many values with students from *around* the globe." (*again, non-English*).

It should be noted as well that Alma experienced a violent act perpetrated by a male English student against a female American student:

- <u>Alma</u> "The conflict involved an issue over nationality; namely American citizenship. A group of friends went to a nightclub to celebrate my housemate's twenty-second birthday. The group included international students and some of the British students. While at the club, a few friends and I decided to head up to the balcony for some fresh air. When we

had been chatting for some time, I heard and saw my English housemate's boyfriend put out a cigarette on my American housemate, Shannon's leg. Naturally, she screamed and a group came rushing to her defense. The truly disturbing part of the ordeal was the conversation that took place between the two individuals. They had been joking about something moments before and then Jake said, 'You're an American, you should be able to handle pain.' Shannon did not know what he was talking about and screamed as he extinguished the cigarette on her skin. She then yelled at him for the act and Jake called her an 'American cunt' because she did not accept the pain. *That event, although it did not directly involve me, was the most offensive experience of my time thus far. I felt sympathy for my friend and offended as a fellow American.*"

I added emphasis to the last two lines to underscore how crucial it can be for students to receive facilitated intervention, not only toward the learning outcome of intercultural development, but also, in more extreme circumstances, to process events within larger frameworks of meaning. Single events such as the one described can have a much greater impact on how subsequent experiences are processed than they should. It is likely that Alma understands on a cognitive level that Jake is an individual and his actions should not be taken as representative of general host culture values. But the meaning of events of this nature live on a more visceral level and extend outward in ways that are illogical at a cognitive level. From Alma's post-program writings, it is clear she had slipped into a defensive orientation vis-à-vis the host culture and it is fair to say that the post-IDI DO result appears to align with qualitative data.

Regarding Cori's post-program writings, it is quite difficult to reach any solid conclusions regarding the reasons for her 26 point drop because she submitted very few writings.

It was clear, however, that she struggled the entire semester with the challenge of what she described as the shyness and unwillingness of the Finns to speak English and, therefore, the seemingly insurmountable challenge of making friends. In fact, she writes about how she led a rather solitary life in Finland.

- Cori "It kills me how shy the people are, really I have never met so many people that talk to you looking at the ground."

- Cori "Anna my flat mate was telling me the truth that night. I quickly learned that stereotypes are made from some truth. The Finnish people are sooooooo shy, really especially the boys and it is even harder for them to speak English to you."

- Cori "Although I lived with two other students, we had little interaction. I had gotten used to not seeing anyone else in the apartment." "When I was in St. Petersburg, I met a fellow American! It was the first time the whole semester."

In the end, I am reluctant to assert any specific arguments to explain Cori's post-IDI results, other than to say that, like Alma, had she been engaged throughout the course, she would have had a peer group situated around the world and an instructor back on the home campus with whom she could have reflected, processed, and applied conclusions, all in an effort to make each subsequent experience more meaningful and successful.

5.6. Chapter Summary

Chapters four and five comprise the heart of this dissertation in that they combine both highly relevant quantitative as well as qualitative data that support the research question: "If internationalization of higher education is measured in part by the level of intercultural competence developed by its graduates, then can a U.S. liberal arts university experience over four years develop intercultural competence through a variety of activities and experiences that

expose the student to difference via curricular and extracurricular learning on and off campus, and if it can to what extent?"

Based on my research, with the right pedagogy and commitment, academia can indeed focus on the development of students as autonomous learners and teachers while on a sojourn abroad, even with limited resources. While remarkable developmental gains are generally achieved with intentional guided intervention by a trained facilitator, the above group engaged more autonomously than others with the materials and situations presented to them.

This more minimalist approach was intentional in order to go beyond the studies of chapter four, which were dominated by an *intervention versus no intervention* approach. The data of this group of ten students has been separated from the rest of the IDI data for closer examination in order to determine if with the same carefully chosen academic content that motivates students to examine themselves vis-à-vis cultural others, it is possible for students to take on a more autonomous role as an autodidact in this process. And if so, this would cut down on the cost of delivering intervention pedagogy in a 1 to 10-15 faculty to student ratio, thereby making the delivery of intercultural competence for learning abroad students manageable and financially feasible on a large scale. While the facilitator's guidance was offered as needed, much more intercultural work than usual was left up to the students to figure out on their own in collaboration with their peers in the on-line classroom as well as their host culture mentors. Thus, interestingly, as facilitation was scaled down, autonomous student performance and intercultural development were only slightly impacted. Students advanced along the continuum of the DMIS by constantly engaging in the dialectic process of having the concrete experience and its abstract conceptualization by involving the whole person through thinking, feeling, perceiving and behaving by way of completing the experiences and written assignments. This

type of holistic experiential learning is what drives the development of students' intercultural competence, but it is of course in strong contrast to the traditional mode of learning at universities, the learning through transmission of knowledge. Frame shifting and code shifting that we expect from students would also be desirable on the part of academia in the process of developing globally ready graduates.

This is perhaps the more fundamental point, namely, that experiential learning demands a more appropriate epistemological approach than the traditional classroom model. By adopting the experiential constructivist framework, the student's own agency becomes the focal point. The model becomes truly a learner-centered approach and enables the learner to construct and guide his/her learning path. To be sure, the facilitating this process leads to greater results, but as noted, positive results are attainable if the "facilitation" is limited to a set of assignments alone without regular feedback from the instructor/facilitator. The final point to make in this regard is that the model enables, indeed requires, that the student-learner also function as a co-facilitator for his/her peers. This dynamic creates an internal feedback loop in that the advice, or prompts, that the student gives to others are also self-prompts. In the end, we have a learning process that serves both the immediate objective of developing intercultural competence, but also the larger educational goal of training our students to be life-long learners.

CHAPTER SIX: FINDINGS, CONCLUSIONS AND IMPLICATIONS

6.1. Research Question and Purpose

The purpose of this study was to address the internationalization of a university in terms of the development and assessment of intercultural competence via an effective and sustainable intervention pedagogy in support of preparing students for making a living and life worth living in a globalized world.

To state that the effects of globalization permeate all aspects of life on the planet might well have been criticized as too dramatic, too sweeping, as little as twenty years ago. Today, however, one would be hard pressed to argue against the realization that virtually every aspect of economic, political and social (public and personal) life is impacted across virtually all cultures that grace the globe. Often the challenges, indeed dangers, of globalization seem to far outweigh the benefits. Humanity's attention is regularly, increasingly, focused on how to react to the manifold challenges that threaten the systems upon which the globalized world depends.

Predictably, higher education systems throughout the world have not only devoted resources in reaction to the major globalization challenges, but they have also sought to be proactive in predicting the needs of science and industry and, therefore, also preparing their graduates to meet those needs. This process is commonly referred to as the internationalization of higher education. As such, it takes on a variety of forms and contains a number of components as discussed in chapter one. Within this loose framework, and with an eye toward what a globally-ready graduate should look like, many higher education systems and/or individual universities have identified intercultural competence as a critical learning outcome, both in terms of meeting the needs of employers, and more generally with regard to positive agency within a globalized society.

What started out for universities to be merely a means for a "sophisticated" or even "civilized" education, mobility across borders to engage with cultural others became much more of a necessity. This has been, to a large degree, due to the belief that an extended experience studying abroad resulted in the development of intercultural competence. Oddly – perhaps – universities (and the students themselves) expended significant resources to integrate this learning component (and presumably the learning outcome of intercultural competence) on the basis of this belief, which seemed to rest only on anecdotal evidence. In other words, mobility was equated with the development of intercultural competence. One presumed the experience, in general, translated into learning.

Over the past two decades many research projects were undertaken in an effort to examine this "belief" more closely. Part and parcel of these efforts was the attention that was increasingly cast in the direction of just what intercultural competence is and how one measures it. These efforts resulted in the generation of a variety of quantitative instruments designed to capture the various key components of intercultural competence, as well as numerous innovative efforts to use qualitative methods to also measure these components.

This is the context in which the studies undergirding this dissertation were undertaken. Bellarmine University arrived exactly at that point of realization that the internationalization of the University was not only desirable, but necessary to keep pace with the "curve of advancements in higher education" nationally and internationally. Moreover, Bellarmine identified intercultural competence as a key component of its internationalization plan upon which the researcher initiated the development of an assessment strategy to determine whether, and the degree to which, the University is succeeding in delivering that very learning outcome to its graduates. Prior to, and informing these efforts, the researcher had already long been active in

developing curricula to effectively facilitate intercultural learning within the study abroad context. Thus, part of the researcher's inquiry and efforts was to assess the effectiveness this specific curricular effort demonstrates within the larger four-year curriculum, all in regard to the development of intercultural competence.

This dissertation posed the question: "If internationalization of higher education is measured in part by the level of intercultural competence developed by its graduates, then can a U.S. liberal arts experience over four years develop intercultural competence through a variety of activities and experiences that expose the student to difference via curricular and extracurricular learning abroad, and if it can, to what extent can it best be accomplished?" In addressing the research question, this dissertation presents compelling quantitative and qualitative evidence via eight separate research studies in chapters four and five, the empirical heart of this dissertation encompassing a total of 16787 students of which 3725 represented Bellarmine University and 13062 from around the U.S.

6.2. Research Scope

The theoretical framework of this research project was positioned within the examination of cross-cultural contact and intercultural learning of three major paradigms: the positivist, relativist, and constructivist approaches in the context of internationalization of higher education with the intent to effect change, instead of conducting research for research sake.

This was a mixed methods, cross-sectional and longitudinal multi study project which measured primarily the development of intercultural competencies of undergraduate students over 4 years at a liberal arts university, both before, and after long and short term study abroad programs, service abroad, international clinical placements, student teaching abroad, as well as the intercultural competence of those not engaging in any international experiences.

The researcher embraced the Developmental Model of Intercultural Sensitivity (DMIS)
theory which was developed by Milton Bennett in 1987 and has not been superseded in the
twenty eight years since its first publication, indicating as discussed in chapter three that it is a
robust theory within its domain. As a measurement of the DMIS, the researcher utilized the
Intercultural Development Inventory (IDI) as the primary quantitative assessment instrument.
The IDI was developed by Mitch Hammer and Milton Bennett as a 50- question continuum-
based on line assessment tool that reliably assesses an individual's orientations toward cultural
differences and commonalities, ranging from mono-cultural (denial, defense), transitional
(minimization) to poly-cultural (acceptance and adaptation). The instrument was administered to
1812 Bellarmine freshmen, sophomores, juniors and seniors over the course of this four year
research process and has proven to be a reliable and robust instrument throughout eight studies in
a pre/post configuration, measuring change. All eight studies were simultaneously connected to
qualitative semester long student reflections over four years in tandem with the use of the IDI.

Additionally, my research also explored the development of *knowledge, skills and
attitudes* of the 2008-2012 student population and aligned them with the University's strategic
plan in terms of curricular learning outcomes via the Global Perspectives Inventory (GPI). The
GPI was developed by Larry Braskamp at the University of Chicago and is a 65 item on line
instrument. It allowed an examination of learning outcomes for 1573 Bellarmine students
between 2008-2012, as well as a comparison to 13062 undergraduate students at more than 48
public and private four-year colleges and universities during the same period. The latter is a
benefit of the GPI, and a shortcoming of the IDI, since it does not allow for national comparisons
nor for correlating the instrument with other instruments.

In addition to the IDI and GPI, a small tertiary, cursory study (N=340) was undertaken based on a survey developed by the researcher to explore the concept of Internationalization at Home (IaH) as a result of the international students present on the Bellarmine campus as a byproduct of the *learning abroad intervention pedagogy*, which brings international exchange students to the Bellarmine campus to replace the outbound U.S. students involved in the intervention pedagogy abroad, thus connecting the local with the global. As Jones reminds us "The ability to interpret local concerns within a global context and to judge the impact of global issues on their personal and professional lives should surely be an attribute of all graduates in contemporary society." (Jones, 2008, p.7).

During this four year research process, one group of students was of special interest to this research, namely those students participating in the researcher's on-line intercultural development course. This course was offered by the researcher twice a year for four years to Bellarmine outbound long term study abroad students, employing a special intervention pedagogy to maximize student learning abroad. The course participants' writings and reflections were analyzed qualitatively within the groups and quantitatively against all other subgroups throughout this four year study. The qualitative assessment of student writings and IDI data reflected impressive intercultural development without exception for students in the various intervention scenarios analyzed in this dissertation. While qualitative analyses of all students' intercultural growth alongside the quantitative data would have been ideal, the four year volume would have been far beyond the scope of this study. Thus, it was decided that one of these IDC 301 classes, namely the last (fall 2012) group involved in this research, would be selected as representative of the typical IDC 301 class and be scrutinized by means of a representative analysis of quantitative versus qualitative assessment. This representative cross analysis became

the focus of chapter five in this research study, giving strong support to the reliability of the

DMIS and IDI vis-á-vis the qualitative student course work.

6.3. Summary of Research Findings and Conclusions

I am presenting below a summary of my data collection and analyses for the research

years 2008-2012 reflected in my eight research studies for this dissertation, all of which answer

the research question not just favorably, but convincingly.

STUDY I (Figure 4.3.): In this study, the IDI was administered *by invitation* to freshmen

(N=1225) via all general education course sections of the *IDC 100 Freshman Focus Seminar* at

the beginning of every fall semester from 2008 to 2012 for a cross-sectional study. The data was

then analyzed by the researcher vis-à-vis the students' intercultural competence upon entering

Bellarmine University in order to determine if a *general* BU freshmen profile could be

established over 4 years. This served as an assessment baseline for all subgroup testing.

Findings: The analysis of four years of data made it possible to establish a standard mean pre

score of 81.89 points on the developmental scale of the IDI for first time freshmen entering the

University. This allowed for establishing a baseline for all successive subgroup studies.

STUDY II (Figures 4.7. – 4.9.): In this study (containing various sub studies), the focal point

was seniors and their intercultural development. The main one of these being a study where the

IDI was administered by invitation to graduating seniors (N=517) via all general education

course sections of the *IDC 401 Senior Seminar* at the end of every spring semester from 2008 to

2012 prior to graduation from Bellarmine University for a second cross-sectional study. The data

sets were analyzed by the researcher vis-à-vis the students' intercultural competence

development upon exiting Bellarmine, in order to determine if any development took place over the course of four years, and if so, what type of experiences might have impacted this development. Of particular interest was a group of 60 seniors who had participated in the researcher's intervention course.

Findings: The average 2008-2012 exiting score for a BU senior was established to be 87.18 points on the developmental scale of the IDI, indicating that an average development of 5.29 took place over 4 years of higher education learning between 2008-2012 and a 2008 to 2012 gain of 5.91. For the 60 seniors benefitting from the researcher's intervention pedagogy, this growth was more than tripled with a gain of 18.48 points, resoundingly supporting the pedagogical model for reflective intervention in learning abroad.

STUDY III (Figure 4.10.): This study examined *all* of the groups examined between fall of 2008 and spring of 2012 (N=1760) who identified their gender. The results were analyzed vis-à-vis their gender identification to determine if there were any gender differences in terms of intercultural development for the various groups of participants.

Findings: The IDI scores of all participants in all studies were analyzed and revealed that by senior year the college journey can actually erase the typically occurring lower level of intercultural development that was registered for males at the beginning of freshmen year.

STUDY IV (Figures 4.11. – 4.14.): In this study, the IDI was administered to the 2008 freshmen cohort (N=248) every year from 2008-2012 for a longitudinal study to measure intercultural competence development for each of the four years, comparing the level of intercultural development for each of the cohorts entering BU as freshmen in 2008 to when the very same students exited BU as seniors four years later in 2012.

Findings: The development from Freshmen to Sophomore year amounts to only + 0.34 points on the IDI continuum which is statically insignificant. From Sophomore to Junior year, it increased to + 1.73 points, which likewise is statistically insignificant. However, from Junior to Senior year, the growth in intercultural development was +5.84 points on the developmental scale as measured by the IDI. This is almost 5 times the growth reported in the GCS for students who study abroad. For those students in this study who benefitted from the researcher's intervention pedagogy, however, the gain was actually an impressive + 21.22 points gain over the average Freshmen developmental score, representing a 37% increase in intercultural development and lending undeniable support to the value of intervention pedagogy in learning abroad.

STUDY V (Figures 4.16. – 4.20.): This study examined an invited subgroup (N=60) to whom the IDI was administered for assessment of intercultural competence development of students who participated in *short term faculty led programs* during the summer in order to determine if positive results can possibly be achieved in 2-4 week short term programs with some curricular engagement and faculty development.

Findings: The 13 students in programs where the faculty were trained in utilizing some elements (Kolb's ELC, Cultural Bump, Culture Shock assignments) from the researcher's intervention syllabus, had a developmental gain of 4.50 points as measured by the IDI, almost 3 times the GCS results, again, the general frame of reference in the field.

Those 47 participants within the group of N=60 who did *not* receive any type of intercultural development guidance did not only not progress, but partially regressed, most likely due to the emotional stressors of the short term programs they were involved in, particularly in third world countries. It seems that in those kinds of programs reflective guidance should be mandatory.

STUDY VI (Figures 4.21. – 4.26.): The development of knowledge, skills and attitude was further examined via the administration of the GPI (N=1573 BU students, N=13062 U.S. wide participants), in order to determine if reflection driven intervention pedagogy can advance this group beyond the national levels of achievement in these three areas.

Findings: While the four years of college learning were able to modestly advance the group vis-à-vis their freshmen scores, they were not able to bring the group up to par with the national levels in knowledge, skills, and attitudes. However, the group of BU students who enjoyed the benefits of intervention pedagogy was actually able to *surpass* the national levels of growth in the areas of knowledge, skills and attitude, giving further support to the researcher's pedagogical model.

STUDY VII (Figures 4.27. – 4.31.): Finally, for the purpose of an internationalization impact study (N=340), the researcher collaborated with faculty and Bellarmine students at large to explore the impact of international students (many of whom were on campus as a result of U.S. students studying abroad under exchange agreements) on global awareness. The survey instrument was designed by the researcher and offered to a) all faculty teaching international students, b) to students in class with international students, c) to peer mentors guiding international students through their exchange semester(s), and d) to roommates placed with international students.

Findings: While this type of survey did not allow for a pre and post analysis, the qualitative data nevertheless revealed that there is great potential for universities to involve their international exchange and degree seeking students in their IaH strategy beyond the numbers game in order to develop intercultural sensitivity and openness to otherness at home.

STUDIES VIII (figures 5.3. - 5.4.) & IX (Tables 5.8. – 5.17.): Finally, in the fall of 2012, one last IDI sample group was added. The IDI was administered (pre and post study abroad) to 10 IDC 301 course participants (the class was capped at 10 on a first come first served basis) to examine the relationship between their quantitatively assessed intercultural competence development and the development reflected in their analytical writings which served as a qualitative assessment of their development. Chapter five is dedicated exclusively to this focus study and its theoretical pedagogical context to offer insight into the mechanics of qualitative analysis representative of *all* of the 2008-2012 intervention pedagogy driven IDC 301 courses that supported the outcomes of the various studies in this dissertation.

Findings: The developmental gain of the focus group is an impressive 15.08 points from the beginning of the course to the completion of the course accompanying their learning abroad. The data of this group of ten students was separated from the rest of the IDI data for closer examination in order to determine whether through the same carefully chosen academic content that motivates students to examine themselves vis-à-vis cultural others, it is possible for students to take on a more autonomous role as an autodidact in this process. Students advanced along the continuum of the DMIS by constantly engaging in the dialectic process of having the concrete experience and its abstract conceptualization by involving the whole person through thinking, feeling, perceiving and behaving by way of completing the experiences and written assignments. This type of holistic experiential learning is what drives the development of students' intercultural competence and the data revealed that even a scaled down intervention model is able to produce significant developmental gains through a content driven pedagogical framework, making this a feasible option even for institutions with more limited resources.

Ideally, however, one would want to maximize the learning by maximizing the pedagogical guidance via institutional resources and faculty capacities.

6.5. Research Implications, Limitations and Recommendations

The implications of this research study on intervention pedagogy, which is to date the largest study of its kind, for the field of international education, are such, that in order for real transformation to occur during learning abroad, it is imperative that students participate in a guided curriculum with emphasis on cross-cultural engagement and reflection, albeit with various levels of intervention options in order to accommodate local realities. In order to achieve deep learning, Zull (2002) reminds us that engagement and action may be the most important part of the learning cycle because they close the cycle by bringing the inside world of reflection and thought into contact with the outside world of experiences created by action (Dewey, 1897).

The value of the qualitative reflective and iterative process of written feedback is that it reveals some of the more fundamental hurdles with which our students must contend. For example, this form of ongoing qualitative assessment has often illuminated a significant lack of, or undeveloped, emotional resiliency in increasing numbers of our students. A quantitative instrument like the IDI provides no insight, nor does it purport to, into this particular challenge holding many students back. There are, of course, psychometric instruments on the market that do address this topic, but rather than advocate for another, complementary quantitative instrument, I would argue that the qualitative Intentional Targeted Intervention Model (ITIM) based on the Framework for Reflective Intervention in Learning Abroad (FRILA) is already an ideal vehicle for uncovering the deficit in emotional resiliency, how the lack of it manifests, and then in assisting the individual student in overcoming the barrier in ways that are appropriate for the immediate circumstances. What this points to, however, is that further research into the

significance of emotional resilience within a cultural immersion experiential learning context is required, particularly with the *millennial* student populations.

Figure 6.1.
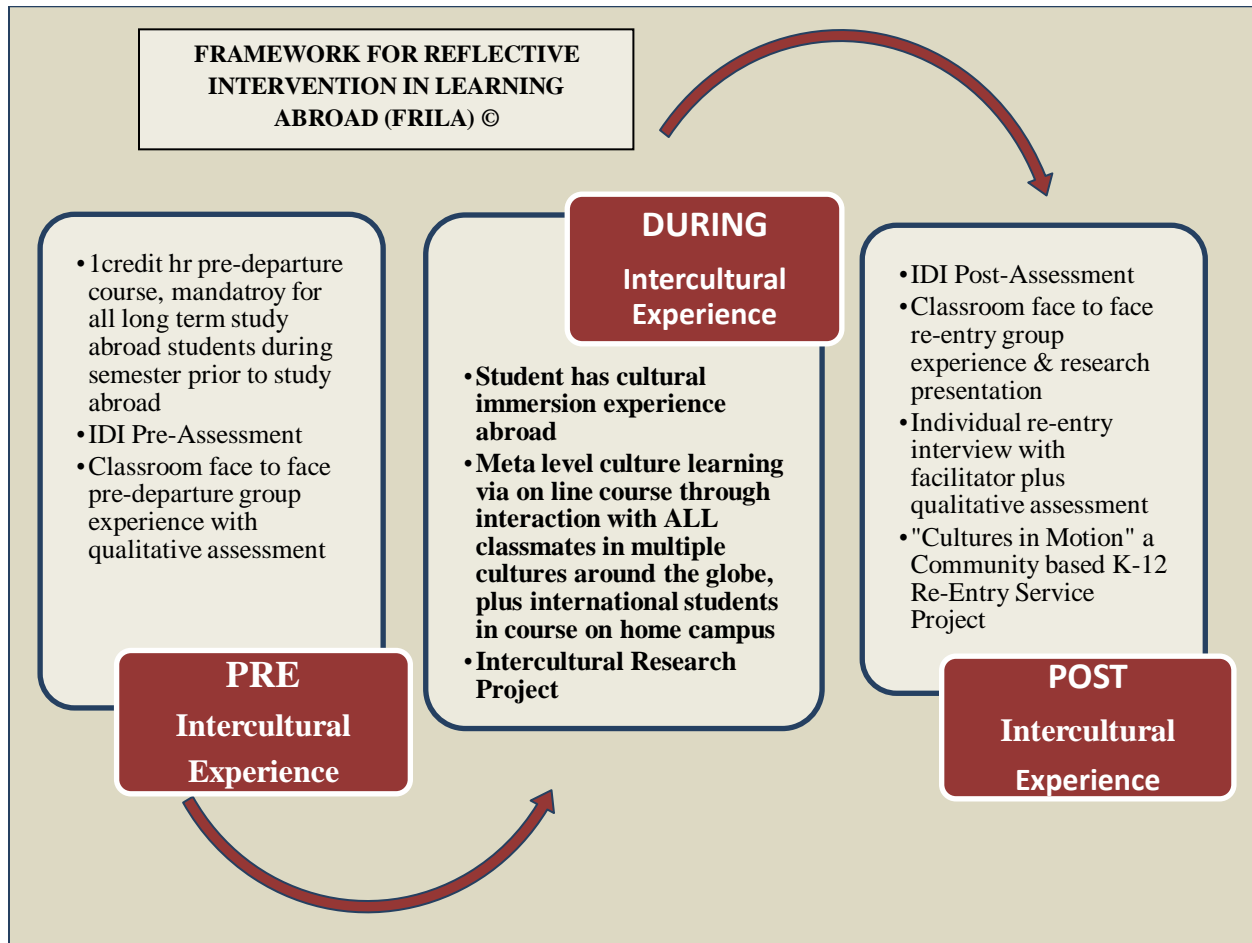
Gabriele Weber Bosley, 2015. FRAMEWORK FOR REFLECTIVE INTERVENTION IN LEARNING ABROAD (FRILA)©

While the 2012 IDC 301 student focus group has revealed that reasonable gains in students' intercultural development can be achieved even when scaling back intensive intervention in favor of guided autodidactic learning on the part of the student, the benefits of a trained pedagogue guiding the learning process abroad should not be underestimated when the goal is to not just increase but to *maximize* student learning abroad.

As with any other academic discipline, the quality of teaching depends on the teacher's command of the material and skill in transmitting it in a manner that is just challenging enough that student learning is promoted and not stifled. With intercultural competence it is no different except that the learning process is most effective when the pedagogical method follows the experiential constructivist epistemology. What this means for our faculty leading programs abroad, or for the teaching staff receiving our students abroad, or for the teaching staff located on the home campus, but delivering the course on line, is that there is a clear learning curve for these educators to first insure that their level of intercultural competence is more developed than their students' and second, that the shift is made from teacher-to-student instruction to facilitator-of-student-centered-learning-process.

As a result, further research into the effective practices of "training the trainer" is needed. While the evidence of this dissertation is convincing, indeed compelling, when it comes to what students need in order to develop their intercultural competence, we are still left with the question of how best to develop the cadre of teaching staff to implement these best practices.

For academia at large, this means that universities and program providers need to design more structured learning environments with emphasis on student programming and curricula that engage students and that address the fine line between challenge and support, guided by faculty facilitators trained in experiential learning theory and assessment. The results of my research suggest that the intercultural sensitivity and competence acquired during this type of guided learning abroad has the potential to equip our future graduates with a set of skills, knowledge and attitudes that are in line with the often cited promise in our universities' mission and vision statements, namely to prepare our students for participation in a globally transformed, multicultural world. The many studies in this dissertation offer compelling evidence that the

Framework of Reflective Intervention in Learning Abroad (FRILA) is an effective framework in the development of intercultural competence for globally ready graduates. The pedagogy reflected in the researcher's framework (see figure 6.1.) aligns well indeed with general definitions of global citizenship, but particularly as articulated by Morais and Ogden: "Thus, global citizenship is understood as a multidimensional construct that hinges on interrelated dimensions of social responsibility, global competence and global civic engagement" (Morais & Ogden, 2011, p. 449). This multidimensional research indicates that a carefully developed and well delivered intervention pedagogy is an effective vehicle for delivering sustainable support in the development of global citizenship attributes. As such, it has favorably addressed the purpose of this research - *the internationalization of a university in terms of the development and assessment of intercultural competence via an effective and sustainable intervention pedagogy in support of preparing students for life and living in a globalized world.* The limitation of this study is of course the fact that the research was conducted for the most part at a liberal arts university in the U.S., even though the U.S. students involved in the intervention pedagogy were placed at large research universities around the globe.

Further research should perhaps aim to duplicate a study such as this one at a large non U.S. research university in order to examine if the outcomes assessment can be easily transferred to a) other national educational contexts around the globe, or b) to other types of educational institutions (community colleges, graduate schools etc.). And if so, will the outcomes resulting from a targeted intervention be as convincing as this study, which of course did only involve a limited number of international students as part of the four year cohorts. Such a study might of course be further challenged by the cost of the instrument, the IDI, at $22 per student for pre/post testing combined. While my literature review revealed very few critics of the IDI, and

overwhelmingly widespread use of and research with the IDI, it must be noted that no data exist where the IDI has been correlated against other instruments measuring various aspects of intercultural sensitivity, awareness or competence. This is due to the fact that the proprietary administration and research limitations of the IDI do not currently allow for such comparative studies with similar instruments, a most disappointing scenario in the field of intercultural competence assessment. In short, there is room for another assessment instrument that perhaps might even measure the DMIS more effectively at the group diagnostic level versus primarily at the pre/post developmental level, and should do so in a more collaborative spirit of academic inquiry.

Through the research presented here, I have contributed to the understanding of how our universities can approach the development of intercultural competence, sensitivity, and awareness via intentional curricular options at home and abroad, ideally imbedded in the general education curricula or degree offerings at institutions of higher learning in support of developing globally ready graduates. In addition to competitive global cross-cultural employment opportunities in a world that is flat, recent developments in population migration around the globe, particularly in the Middle East and Europe, are testimony to the need that a reduction of Ethnocentrism in favor of the development of Ethnorelativism are critical for the collaborative, supportive coexistence of populations of different origins, beliefs and values to solve our planet's most pressing issues along race and gender inequality, disease, poverty and hunger, sustainability and environmental challenges. The reduction of prejudice and development of ethnorelative approaches to embracing the 'other' are at the heart of what it means to be a global citizen, which after all, our higher education institutions around the world aspire to develop through their mission and vision embedded in curricular and extracurricular content and experiences.

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APPENDIX A: Syllabus for IDC 301 course

BELLARMINE UNIVERSITY
IDC 301 TRANSCULTURAL EXPERIENCE THROUGH CULTURAL IMMERSION

Instructor: Gabriele Weber Bosley (Professor of Global Languages and Cultures)
Office Hours: by appointment gbosley@bellarmine.edu
Pre-requisites: idc 101 and idc 201 if the course is taken as a core requirement

Required materials:
a) Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity, Milton Bennett (provided by instructor)
b) The World is Flat, Thomas L. Friedman , 3rd EDITION, ISBN: 0312425074
c) Beyond Borders: Thinking Critically About Global Issues by Paula S. Rothenberg ISBN: 0716773899
D) Instructor provided course packet
E) Additional Readings selected based on students' study abroad sites and current events

Course Description and Methodology:
IDC. 301 – Transcultural Experience is the third course in the IDC sequence (also known as the general education Core or just simply the Core).   This course builds on the work of the first two courses of the Core (IDC. 101 - Freshmen Seminar and IDC. 200 - U.S. Experience), using the skills and perspectives developed in these courses.   Please refer to *The Core: Guidelines and Objectives* document for more information on the Core.   Students currently have the option of meeting the Transcultural Experience requirements

- through taking approved **IDC courses on the Bellarmine campus**,
- through **approved courses at foreign partner universities or affiliated programs** (see the *Study Abroad Guidelines* for information on this option)
- **or** through a **Cultural Immersion** acquired via an extended study abroad experience (at least one semester). **The rest of this document refers to this latter option.**

This is an ON-line course taught via 'MOODLE' to Bellarmine students enrolled at one of Bellarmine's more than 150 partner universities abroad. The overall intent of this course is for students to explore the world from perspectives other than their own and thereby capitalize on the cultural immersion experience while abroad. Accordingly, the course is organized to facilitate and promote the experiential learning process in an intercultural immersion context. In light of the emphasis on experiential learning, **the course has three major goals:**

1.   To introduce students to the value of cultural comparison that illuminates both similarities and differences.
2.   To improve the overall cultural immersion experience by providing essential pre-departure, mid-semester, and re-entry reflection designed to prepare students emotionally and intellectually for each phase of the experience.
3.   To build on reading, writing, and critical thinking skills developed in prior IDC courses by completing a research project.

EVALUATION and GRADING

1. Students must attend a pre-departure and re-entry session workshop.
2. Students must complete at least one semester of cultural immersion.
3. Students will complete all on-site writing assignments by the prescribed dates.
4. Students will engage with one another in discussions of the assignments uploaded.
5. Students will complete a research paper/project by the prescribed date.

Within these guidelines, grades will be assigned based on student performance in the categories described below. *Note: Attendance at the pre-departure and re-entry sessions is mandatory.*

- **Phase I: Pre-Departure Workshop** (10%) Attendance and participation in the pre-departure discussions and assignments is mandatory. All students will be administered the PRE-IDI (Intercultural Development Inventory) which has NO bearing on the course grade.

- **Phase II: Written Assignments While Abroad** (60%) Students are required to produce written work according to the assignments listed below in the schedule section. The assignments are divided into three sections. *At the end of each SECTION, students are required to send their work to the IDC 301 instructor(s) via 'Moodle".* Students not familiar with Moodle will have to arrange for training through the ARC. It is not possible to go back to previous sections to complete missed assignments. Each assignment requires quality, but will vary in terms of quantity. Certain assignments have a feedback/discussion component associated with them (these are marked with [Disc]). These are assignments that often raise questions in the minds of the instructors that we feel warrant further thought on the part of the student. Once an assignment that is designated as a discussion reaches the instructor, the instructor may respond with a question or two that ask the student to further reflect on his/her assignment. **Students must then post their responses on Blackboard within 2 working days. The length of each response will depend on the question asked.**

- **Phase III: Research Project** (20%) Students are required to complete a research project/paper. **This project must be an original, critical analysis of a concept, theme, or topic that emerges from the cultural immersion experience.** While the focus of the research project will emerge during the student's time abroad, students are strongly encouraged to develop some possible directions for their project prior to leaving Bellarmine. The project format may be written (min 10 pages, and at least 5 sources, NO Wikipedia) or multimedia. If the media format is chosen, students will give a presentation of their project during the post-immersion session, after prior arrangement with the instructor. The project is due to the professor upon return to the U.S., but in case of travel issues, **no later than the first day of classes** for the semester following the class. *For international students participating in this course, the paper is due on the first day of their semester exams.*

- **Phase III: Post-Immersion/Re-Entry Workshop** (10%) The 10% assigned for this category reflects the mandatory attendance and participation in discussions and preparation of assignments for this session.

- **Phase III**: You are invited to "unpack" and share your international experience with the local and regional K-12 learning communities by presenting on you *Learning Abroad Experience* through the IPO's **"CULTURES IN MOTION"** project in collaboration with the Louisville Mayor's Office. Please, consult the IPO office or website for details.

SCHEDULE
(The following schedule assumes a semester abroad.   The schedule will be adjusted accordingly for a longer period abroad. Each student is on his and her OWN schedule, based on the foreign university's schedule and host country conditions.)

As noted above, the written assignments are divided into three major sections:

4. focus on the **Self and own culture/values/behavior**
5. focus on the **Other and other culture/values/behaviors**
6. and **synthesis of the foci on Self and Other** with emphasis on application.

Note: At the end of *each* section, students are required to turn in all assignments of that section to the Moodle website and/or to the IDC instructor via e-mail (if the Moodle site is down) for evaluation. It is not possible to go back to any assignments at a later date to improve or complete. This places a premium on staying on task and not falling behind.

Your location around the globe may result in difficulties gaining access to a word processor; in this case it is acceptable to write the assignments by hand. Please keep in mind two things: 1) when possible try to use a word processor; 2) if you write by hand, what the instructor cannot read he/she cannot evaluate. In such cases, the assignments will be mailed or faxed to the IDC Instructor: _____
(From abroad Fax # 001- 502-272-8067)

Keep in mind, your classmates are located in many cultures around the world, with varying schedules for the beginning and ending of the official semester arrival and departure dates. Thus, you will find no dates listed below, but rather a blank space, where YOU fill in YOUR applicable dates, based on YOUR semester beginning and end.

SECTION 1: SELF	
WEEK ONE	**Dates:** _____

Assignment 1   Splash!
This week has no doubt been a whirlwind of activity, emotions, adjustments, discomforts, excitement, etc.
- Write down in one sentence a dominant feeling or thought you have been experiencing this week.

| SECTION 1: SELF |
| WEEK TWO   Dates: _____ |

Assignment 2 [Disc]   C-Shock

Culture Shock is thought of as a profound learning experience that leads to a high degree of self-awareness and personal growth. Rather than being a disease for which adaptation is the cure, culture shock is at the very heart of the cross-cultural learning experience. It is *not* a singular event, but an ongoing experience in self-understanding and change.

- Select a particular location in your new town that seems especially "foreign" to you and plan a visit to it. The location must meet three conditions:
  4. Your visit should be at least 2-3 hours, i.e. a morning, afternoon or evening.
  5. You should be able to be a participant-observer within the location you choose. Do not arrange a "guided tour," observing from the "outside." Attempt to involve yourself directly in the activities of your chosen site.
  6. Keep a written record of your experiences, thoughts, and feelings in the "foreign" environment.

For Example

There are many possibilities. Your choice/activity might be one of the following:

➢ Visiting (and participating in) a church/religious ceremony.
➢ Attending a sporting event and sitting in the stands with the home team.

- Meet with someone else from your group/host university and share what you have written and discuss the activity as a whole. Include in your final report (no more than 2 pages) conclusions or observations resulting from sharing the written work.

 The idea for this activity was taken from Indrei Ratiu's "Simulating Culture Shock," in ***Experiential Activities for Intercultural Learning***, p.101.

| SECTION 1: SELF |
| WEEK THREE   Dates: _____ |

Assignment 3 [Disc]   Experiential Learning Cycle

The experiential learning cycle goes roughly like this:

- you have an experience,
- you reflect on the experience,
- you reach some conclusions/generalizations about the experience,
- you then apply the new knowledge to everyday life. This application often will result in a new experience and the cycle continues.

The cycle begins with the development of consciousness and never ends as long as you are conscious of your environment. It follows that the more intense the experience, the more likely that the reflection, generalization and application will result in a more dramatic development/improvement in one's critical self-consciousness. This result, however, is highly dependent on the reflection stage of the cycle. The converse is also true. If your experiences hardly vary, there will be less to process through the cycle and therefore there will be a lower degree of personal development.

Recall the segment on the "Hero cycle" from the pre-departure session. This is essentially the same thing as the experiential learning cycle, only in reference to more extreme forms of experience. Relative to the average person and average daily experience, extended cultural immersion is certainly an extreme form of experience. As such, it represents great opportunity. It also represents great challenge. In this way it is much like the hero cycle. There is a further similarity. When the mythical hero returns, (s)he comes back (the application stage of the cycle) to "enlighten" his/her community with the new knowledge. You too will have much new knowledge to share with family and friends, not the least of which will be your more highly developed sense of critical self-consciousness and perspective-taking ability.

None of this is easy, especially when dealing with the many challenges and trials associated with intense new experiences. The reflection stage is also often difficult, but that is what this course is designed to help you with.

- Write up a list of positive and negative experiences (from arrival until now) that have been particularly intense - emotionally, psychologically, or physically.
- Choose one from your list and apply it to each stage of the experiential learning cycle as described above. (4 pages, quote at least two sources)

SECTION 1: SELF	
WEEK FOUR	**Dates:** _____

Assignment 4 ^{Disc} Cultural Bump

Cultural bumps are prompts that get us thinking about cultural differences, about the possible differences in the meaning of similar behaviors in the home and host cultures. Often there are parallels between the home and host cultures when a cultural bump occurs. Select an event or experience, which produced ambivalent, uncomfortable thoughts or feelings. For example, dislike for a particular person from the host culture or dislike of a particular common behavior of the host culture. Recall our activity in the pre-departure workshop regarding "negative red flags" to help you identify an appropriate event or experience.

- Find a quiet place where you won't be disturbed and listen to your thoughts and feelings related to the "incident."
- Describe in writing (no more than 2 pages) the two sides (more than two sides?) of the issue and your feelings of ambivalence/discomfort.

Turn in all 4 assignments from Section 1 to the IDC Instructor by the pre-arranged date _____

SECTION 2: OTHER	
WEEK FIVE	**Dates:** _____

Assignment 1   Time is of the Essence

A focus on the concept of Time and its role and place in a culture is often very revealing of the fundamental values upon which a society is built. Consider the many definitions and uses of the word/concept of time in the English language: Time is money; It's about time; Time out; and so on – there are many, many more.

- As you walk around town and meet and see people, pay attention to the role and place of **Time.** How physically and conceptually dominant (or not) is it? Record your observations and consider some implications about basic cultural values that result from your findings.
- Consider as well the way **Time** is represented in the host language. Does the host language have just as many different definitions and uses as English or are there just a few dominant ones? Is there one particular definition that you think really captures the people's (culture's) relationship to time? This assignment should be no more than 2 pages.

SECTION 2: OTHER	
WEEK SIX	**Dates:** _____

Assignment 2   Play

In the pre-departure session, we learned that we (U.S. Americans) tend to construct our play in a competitive way, often in a "zero-sum" fashion, i.e. my fun comes at the expense of yours. Explore this issue with your Host friends/family and provide a written report (no more than 2 pages) on the following:

- Ask them what kind of games they like to play (children and/or adults)? Analyze these games: what would a person learn from the rules and procedures? Do the games resemble real life? Can you speculate on what social norms and values are reinforced through these games?
- Ask them what they like and dislike about these games. Discuss with them what you learned and what you like and dislike about typical American games and our "play culture" as you understand it. This assignment should be no more than 2 pages.

SECTION 2: OTHER	
WEEK SEVEN	**Dates:** _____

Assignment 3 [Disc]   Systems[2]

Choose a busy street corner where you are able to sit and observe for at least an hour without being disturbed. Choose perhaps a café (be prepared to buy a drink) where you can see everything going on. Or sit on a park bench that affords a good view. On any street corner you will begin to notice certain patterns develop and repeat themselves. In each of these patterns there are bits and pieces, parts, which go together to make a whole and these parts, are interrelated. There will be many *systems* at work, for example, transportation, economic, social behavior, etc. Each system has its own boundary, yet is also connected to other systems.

- Identify as many systems as you can and describe them. What do you see happening? How well does the system seem to be functioning? Compare what you observe to what you know about the same system in the US.
- How well do the **systems** interrelate and/or interact? On what does the interaction between/among the systems depend? Are there certain values on display that hold the systems together and allow for smooth functioning? Can you speculate on how these values develop and are reinforced?
- Go again to the same street corner at a completely different time of day (and maybe a different day altogether, for example visit the first time during rush hour on a work day and the next time on a Sunday). What is different? The same? Are there different **systems** at work?
- Finally, what **systems** are in force that you don't see? Are there international systems exerting some influence on these **microsystems** you have been observing? Or maybe the reverse is true – that these smaller systems have an effect on larger, national or international systems?
- This assignment should be at least 4 pages in length and quote at least 2 sources (NO Wikipedia).

[2] This activity is modeled after Donna L. Golstein's "Cooperative Map Exercise" in Experiential Activities for Intercultural Learning, p. 133

SEMESTER mid-point
SECTION 2: OTHER
WEEK EIGHT   Dates: _____

Assignment 4A   Outsider?

(The following assumes you had a mid-semester break.   If this isn't applicable to you, compare how you feel know to how you felt when your first arrived.)

It is very common for students to experience a sense of "homecoming" when they return from their mid-semester break. Take the time now to reflect on this phenomenon and write down your thoughts (1- 2 pages).

- Compare the feelings of "coming home" or "belonging" to how you felt when you first arrived. What has changed? If you don't have any sense of these feelings then examine how you do feel coming back and compare it to when you first arrived.
- If you have the chance to observe newly arrived Americans to the area (even if they are just tourists) ask yourself what the difference is between you and them. Is their behavior different?
- If you were traveling in foreign cultures where you didn't speak the language, what effect do those experiences have on your sense of "coming home" and no longer feeling like an "outside?"

Assignment 4 B   Mid-Semester Analysis

You have arrived at the mid-point (roughly) of your semester. This exercise is intended to identify certain aspects of your experience that have become routine, as well as cultural aspects of your adopted community that you might explore. The idea is to recognize limitations of your personal frame of reference and thereby consciously work to expand them.

- Take a very large sheet of paper (larger the better) and draw a map of your town/city. Mark on the map all of the neighborhoods, streets, buildings, churches, stores, parks, etc. **that you have visited so far. Everything you mark on your map you must have personally visited.** Do not include anything you haven't visited even though you know where it is and what it is (e.g. if you've walked by a church everyday on your way to class, but have never gone in, don't include it).
- If your map is big enough, include basic information about these places (e.g. name of park, streets, churches, etc.). You may use words, pictures, symbols, anything that helps identify and describe.
- Use a color code to indicate the places you have visited just once, a few times, and many times.
- What does the map suggest about your patterns of behavior over the past 7 weeks? What types of places appear to be dominant? Does the map reflect the behavior of a tourist? A student? A local? Does it reflect an adventuresome personality? Or a cautious person? Consider the color coding. Are there any places on your map you would like to visit less? What are the reasons for the varying frequencies?
- Analyze what the map tells you about how well you have used your time in your host culture. What is excluded from your map? What are the places you know are there in your town, but you haven't visited even though you think you want to. Consider the reasons why you haven't yet visited those places. Do you need to invest some time in finding out what else might be worth visiting/knowing?
- In a way, this is your opportunity to map out your remaining weeks in your host culture. Provide summary comments on what you have accomplished over the first half of the semester and what you hope to accomplish during the second half.

SECTION 2: OTHER

WEEK NINE   Dates: _____

Assignment 5 [Disc]   **Institutions**

At the pre-departure session, you received a handout on institutions titled **"Analytical Framework for Global Explorations and Meanings."** This handout is designed to help students examine a society by its fundamental components. Read through the entire handout, taking particular note of the comments on page one regarding cultural relativism and zenocentrism.

- Select 3 *(the institution of UNDERLINE EDUCATION, plus 2 institutions of your choice)* of the primary societal institutions and investigate/research the answers to the questions listed under your chosen institution.
- Be careful not to "over-generalize." For example, if you are examining the Family as an institution keep in mind that your host family is just one example which may or may not be an accurate indicator.
- You might find it useful to draw comparisons with what you know about your selected institution in the US.
- Conclude your assignment by answering the last question in bold type on your handout: What does the institution tell you about the society as a whole? This assignment should be between 4-5 pages.

Turn in all 5 assignments from Section 2 to the IDC Instructor by the pre-arranged date

SECTION 3: SYNTHESIS/APPLICATION

WEEK TEN   **Dates:** _____

      <u>**Assignment 1**</u>   **Proverbs**

Although we all know a proverb when we hear one, it is difficult to define the term precisely. One definition is: a short, pithy, epigrammatic statement, which sets forth a general, well-known truth. When viewed as a communicative act, they are vehicles for sending messages about the values, norms, and customs of a people. They serve as witnesses to the social, political, ethical, and religious patterns of thinking and behaving of a cultural group.

- Create a list of HOST country proverbs by asking your HOST country friends/family. For each proverb be sure to ask the person to explain what it means. Analyze what cultural values are being reinforced (you might do well to discuss this first with your host culture counterpart). Try to come up with an English proverb that matches each host culture proverb. Sometimes it will only match in part; other times it might be a closer match.
- Consider the differences and similarities of each pair of proverbs. What assertions can you make about the differences and similarities of the host and US cultures based on your sample of proverbs? This assignment should be no more than 2 pages.

SECTION 3: SYNTHESIS/APPLICATION

WEEK ELEVEN   **Dates:** _____

      <u>**Assignment 2**</u> [Disc]   **Values**[3]

This activity involves both **individual and group work**. Find your "Value Selection Form" that we worked with in the pre-departure session. The list should be translated into the host language. Then go out to "interview" **three** different people for your rankings of the listed values. Each student then writes (no more than 2 pages in length) on the following:

- Discuss what you have found. Are the findings widely divergent? Similar? Why? Why not?
- Use the averages to compare with your own rankings. What stands out? Do the host country rankings fit with what you have experienced and observed?

[3] From Margaret D. Pusch, ed., <u>Multicultural Education:A Cross Cultural Training Approach</u>, p.153.

   Idea for this exercise taken from "Rank Ordering Values" in Margaret D. Pusch, ed., <u>Multicultural Education:A Cross Cultural Training Approach</u>, p.143.

SECTION 3: SYNTHESIS/APPLICATION

WEEK TWELVE   **Dates:** _____

      <u>**Assignment 3**</u>   **Application**

One of the main objectives of a cultural immersion experience is to expose oneself to new ways of thinking and being. Through contrast one has the opportunity to learn the most about oneself. By living and working with others who do not necessarily share one's most basic assumptions and values, the contrast – and therefore opportunity – becomes very apparent. You might want to review the comments under Week Four regarding the experiential learning cycle to help organize your thoughts.

- Identify a particular value or basic assumption, a new way of thinking or being that you have been exposed to in the host country. Your choice should be something that you would like to adopt and integrate into your life back home.

- Examine the nature of this new value and explain its importance to you. What are the implications of adopting this new way of thinking/being for life back in the US and/or back on the B.U. campus?
- How will you communicate this new insight into yourself to others back home who have not had the same experiential opportunities as you?
- No more than 2 pages in length.

SECTION 3: SYNTHESIS/APPLICATION

WEEK THIRTEEN   **Dates:** _____

Assignment 4   **Saying Goodbye**[5]

Perhaps one of the most difficult parts of the cultural immersion experience is that of saying goodbye to your host families, friends, acquaintances, and even places and settings in which you have come to feel at home. It is important to think about how you would like to say goodbye as it will also ease the transition homeward by avoiding the feeling of having "unfinished business" left behind.

- You might find it useful to actually list the people you want to say goodbye to and the places you want to see one last time. There might even be some activities you are fond of and associate with your time in the host culture that you want to make sure you do one last time.
- Here are some ideas you might want to use to say goodbye:

Repeat a special host family gathering like a picnic, barbecue, etc.

Prepare a special meal or party for your host family/friends – perhaps include a mixture of host and American customs.

Small gifts, including things you can't take with you.

Give each friend two envelopes with your address already written on them.

Organize a potluck where each person brings one of your favorite host country dishes.

There is no written work associated with this assignment, but we will discuss it in the post-immersion/re-entry session.

[5] Idea for this exercise taken from Judith M. Blohm's "Saying Goodbye" in Experiential Activities for Intercultural Learning, p. 221.**Turn in all 4 assignments from Section 3 to the IDC Instructor by the pre-arranged date _____**

The following is a list of texts that served as a basis for some of the activities found throughout the syllabus:

- Drum, Jan, Steve Hughes and George Otero, eds., Global Winners, Intercultural Press Inc., Yarmouth, ME. 1994.
- Gochenour, Theodore, ed., Beyond Experience, 2nd Ed., Intercultural Press Inc., Yarmouth, ME. 1993.
- Kohls L. Robert and Herbert L. Brussow, Training Know-How for Cross Cultural and Diversity Trainers, Adult Learning Systems, Inc., Duncanville, TX. 1995.
- Kohls, L. Robert and John M. Knight, 2nd ed., Developing Intercultural Awareness, Intercultural Press Inc., Yarmouth, ME. 1994.
- Paige, R. Michael, Education for the Intercultural Experience, 2nd ed., Intercultural Press Inc., Yarmouth, ME. 1993.
- Pusch, Margaret D., ed., Multicultural Education: A Cross Cultural Training Approach, Intercultural Press Inc., Yarmouth, ME. 2000.
- *Seelye, H. Ned, ed., Experiential Activities for Intercultural Learning, Intercultural Press Inc., Yarmouth, ME. 1996.*

APPENDIX B: IDC 301 Pre and Post Reflections and Course Evaluation

Pre-Study Abroad Reflection

IDC 301   Intercultural Experience Through Cultural Immersion

Student Name: _____

Study Abroad Location: _____

Study Abroad Dates: From: _____ Until _____

Pre-Study Abroad Reflection

1. What are your expectations for your semester or yearlong study abroad? (Answer any or all of these dimensions (personal/emotional, physical, academic, career, other)

2. How do you think your study abroad experience fits into your overall liberal arts education at Bellarmine University?

3. What does the phrase "I am American" mean to you?

4. Do you expect to encounter cultural difference? Have you thought about how you might react to or manage situations of cultural difference? For example, what strategies might you use?

5. Imagine making friends from your host culture, would it be more enjoyable to discover commonalities with these persons or differences?

6. Do you fee that there are any universal human values?

7. Where do you see yourself 1 year after graduation, 5 years, 10 years?

Post-Study Abroad Reflection

IDC 301   Intercultural Experience Through Cultural Immersion

Student Name:_____

Study Abroad Location:_____

Study Abroad Dates: From:_____ Until_____

Post Study Abroad Reflection

1. In reviewing your expectations prior to your study abroad, do you feel that they were met, and if so, how, or if not, why not?

2. What do you consider your most meaningful aspect of your study abroad?

3. How would you answer question #3 from your predeparture section today?

4.   Do you fee that you have developed strategies to manage cultural difference while abroad?

5. Did you develop friendships with members from your host culture? Which aspects of the cultural profile did you adjust to easily, where did you have difficulties?

6. How would you answer question #6 from your predeparture section today?

7. How would you answer question #7 from your predeparture section today?

* Note:
   I would like to send you these reflections two year after your graduation from Bellarmine University. Please, address an envelope or provide an email address according to where you would like to have this sent at that time.

Course Evaluation

Course Survey and Evaluation - IDC 301
"Transcultural Experience through Cultural Immersion Abroad"

1. Why did you choose this <u>on-line course</u> to satisfy your IDC 301 requirement?

2. Did this course help you in adjusting to and benefiting from your transcultural experience and thus help you achieve one of Bellarmine's Gen Ed goals of "comparative understanding of the world's peoples, places, and cultures"? If so, how?

3. How did this course contribute to your critical reflection about your host culture and critical thinking in general?

4. Do you feel this course helped in developing intercultural sensitivity? If so, how?

5. Do you feel your transcultural experiences abroad were enhanced by this course?

6. In a scale of 1 (low) – 5 (high), how would you rank this course in terms of forcing you to interact with, and benefitting from you host culture?

1	2	3	4	5
lowest				highest

APPENDIX C: Statistical Analysis of STUDY I: 4 Year Cross-Sectional Study (n=1225) -
Intercultural Competence Development Assessment and Outcomes Analysis of Annually
Arriving Freshmen And Annually Graduating Seniors

T-Test for 1225 BU Freshmen IDI 2008-2012

```
USE ALL.
COMPUTE filter_$=( GRPNUM = 4).
VARIABLE LABELS filter_$ ' GRPNUM = 4
(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected'
1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST GROUPS=GenderNUM(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=DO
  /CRITERIA=CI(.95).
```

T-Test

Notes

Output Created		16-DEC-2014 21:40:46
Comments		
Input	Active Dataset	DataSet1
	Filter	GRPNUM = 4 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1225
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=GenderNUM(1 2) /MISSING=ANALYSIS /VARIABLES=DO /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

```
[DataSet1]
```

Group Statistics

GenderNUM		N	Mean	Std. Deviation	Std. Error Mean
DO	1.0	355	79.91151	14.460742	.767496
	2.0	855	82.78374	14.369977	.491443

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
DO	Equal variances assumed	.260	.610	-3.160	1208	.002	-2.872227	.908984	-4.655591	-1.088863
	Equal variances not assumed			-3.152	657.948	.002	-2.872227	.911354	-4.661741	-1.082713

APPENDICES D & E: Statistical Analysis of STUDY II: 4 Year Longitudinal Study (N=1802) - Intercultural Competence Development Assessment and Outcomes Analysis for Graduating Seniors

APPENDIX: D

T- Test for 60 IDC 301 Seniors between 2008 - 2012

```
USE ALL.
COMPUTE filter_$=( GRPNUM = 3).
VARIABLE LABELS filter_$ ' GRPNUM = 3
(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected'
1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST GROUPS=GenderNUM(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=DO
  /CRITERIA=CI(.95).
```

T-Test

Notes

Output Created		16-DEC-2014 21:40:05
Comments		
Input	Active Dataset	DataSet1
	Filter	GRPNUM = 3 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=GenderNUM(1 2) /MISSING=ANALYSIS /VARIABLES=DO /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

```
[DataSet1]
```

Group Statistics

GenderNUM		N	Mean	Std. Deviation	Std. Error Mean
DO	1.0	11	101.55527	19.844566	5.983362
	2.0	49	100.10973	13.975412	1.996487

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
DO	Equal variances assumed	2.861	.096	.286	58	.776	1.445538	5.054824	-8.672791	11.563868
	Equal variances not assumed			.229	12.319	.822	1.445538	6.307660	-12.258318	15.149394

APPENDIX: E
BU Group 1802 Subjects with Break Down into Study Abroad, No Study Abroad, with and without Intervention

```
UNIANOVA DO BY GRPName GenderNUM
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=GRPName GenderNUM
GRPName*GenderNUM.
```

Univariate Analysis of Variance

Notes

Output Created		15-DEC-2014 15:48:00
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1802
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.

Syntax		UNIANOVA DO BY GRPName GenderNUM /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /PRINT=DESCRIPTIVE /CRITERIA=ALPHA(.05) /DESIGN=GRPName GenderNUM GRPName*GenderNUM.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1]

Between-Subjects Factors

		N
GRPName		26
	Fresh	1210
	SR No Inv	100
	SR No StA	364
	StA w Inv	60
GenderNUM	1.0	500
	2.0	1260

Descriptive Statistics

Dependent Variable: DO

GRPName		Mean	Std. Deviation	N
	1.0	107.20140	25.288268	5
	2.0	96.69776	13.653879	21
	Total	98.71769	16.409879	26
Fresh	1.0	79.91151	14.460742	355
	2.0	82.78374	14.369977	855
	Total	81.94106	14.450029	1210
SR No Inv	1.0	87.56659	20.358637	32
	2.0	91.29328	13.811912	68
	Total	90.10074	16.184673	100
SR No StA	1.0	81.74280	14.441231	97
	2.0	87.45667	14.539821	267
	Total	85.93402	14.712842	364
StA w Inv	1.0	101.55527	19.844566	11
	2.0	100.10973	13.975412	49
	Total	100.37475	15.032068	60
Total	1.0	81.50577	15.712716	500
	2.0	85.13889	14.939840	1260
	Total	84.10675	15.247252	1760

Tests of Between-Subjects Effects

Dependent Variable: DO

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	37071.558[a]	9	4119.062	19.385	.000
Intercept	1985277.893	1	1985277.893	9342.900	0.000
GRPName	24229.201	4	6057.300	28.506	.000
GenderNUM	.313	1	.313	.001	.969
GRPName * GenderNUM	1434.537	4	358.634	1.688	.150
Error	371858.452	1750	212.491		
Total	12859074.411	1760			
Corrected Total	408930.010	1759			

a. R Squared = .091 (Adjusted R Squared = .086)

```
SORT CASES BY GRPNUM(A).
USE ALL.
COMPUTE filter_$=( GRPNUM = 1).
VARIABLE LABELS filter_$ ' GRPNUM = 1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1
'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST GROUPS=GenderNUM(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=DO
  /CRITERIA=CI(.95).
```

T-Test

Notes

Output Created		16-DEC-2014 21:38:21
Comments		
Input	Active Dataset	DataSet1
	Filter	GRPNUM = 1 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	109
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.

Cases Used		
		Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=GenderNUM(1 2) /MISSING=ANALYSIS /VARIABLES=DO /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1]

Group Statistics

GenderNUM		N	Mean	Std. Deviation	Std. Error Mean
DO	1.0	32	87.56659	20.358637	3.598933
	2.0	68	91.29328	13.811912	1.674940

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
DO	Equal variances assumed	7.585	.007	-1.075	98	.285	-3.726686	3.466839	-10.606514	3.153143
	Equal variances not assumed			-.939	44.909	.353	-3.726686	3.969602	-11.722324	4.268953

```
USE ALL.
COMPUTE filter_$=( GRPNUM = 2).
VARIABLE LABELS filter_$ ' GRPNUM = 2
(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected'
1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST GROUPS=GenderNUM(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=DO
  /CRITERIA=CI(.95).
```

T-Test

Notes

Output Created		16-DEC-2014 21:39:09
Comments		
Input	Active Dataset	DataSet1
	Filter	GRPNUM = 2 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	381
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=GenderNUM(1 2) /MISSING=ANALYSIS /VARIABLES=DO /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

[DataSet1]

Group Statistics

GenderNUM		N	Mean	Std. Deviation	Std. Error Mean
DO	1.0	97	81.74280	14.441231	1.466285
	2.0	267	87.45667	14.539821	.889823

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
DO	Equal variances assumed	.054	.816	-3.321	362	.001	-5.713866	1.720634	-9.097560	-2.330172
	Equal variances not assumed			-3.331	171.342	.001	-5.713866	1.715160	-9.099432	-2.328301

APPENDIX F: Statistical Analysis of STUDY III: 4 Year Cross-Sectional Study (N=1760) - Male (N=500) versus Female (N=1260) Assessment of the Development of Intercultural Competence between 2008-2012

Study III: Male vs Female

```
MEANS TABLES=DO BY
GRPName
  /CELLS MEAN COUNT
STDDEV.
```

Means

Notes

Output Created		08-DEC-2014 16:05:23
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1802
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax		MEANS TABLES=DO BY GRPName /CELLS MEAN COUNT STDDEV.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

[DataSet1]

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
DO * GRPName	1802	100.0%	0	0.0%	1802	100.0%

Report

DO

GRPName	Mean	N	Std. Deviation
	99.35815	27	16.431738
Fresh	81.88709	1225	14.428578
SR No Inv	89.71998	109	15.855608
SR No StA	85.59245	381	14.587686
StA w Inv	100.37475	60	15.032068
Total	84.02166	1802	15.191566

```
ONEWAY DO BY GRPNUM
  /STATISTICS DESCRIPTIVES
  /PLOT MEANS
  /MISSING ANALYSIS
  /POSTHOC=DUNCAN BONFERRONI
ALPHA(0.05).
```

Oneway

Notes

Output Created		08-DEC-2014 16:08:00
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1802
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY DO BY GRPNUM /STATISTICS DESCRIPTIVES /PLOT MEANS /MISSING ANALYSIS /POSTHOC=DUNCAN BONFERRONI ALPHA(0.05).
Resources	Processor Time	00:00:00.44
	Elapsed Time	00:00:00.45

[DataSet1]

Descriptives

DO

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1.0	109	89.71998	15.855608	1.518692	86.70967	92.73029	36.685	124.150
2.0	381	85.59245	14.587686	.747350	84.12299	87.06191	44.555	129.791
3.0	60	100.37475	15.032068	1.940632	96.49155	104.25795	74.830	137.109
4.0	1225	81.88709	14.428578	.412245	81.07830	82.69587	38.841	131.285
Total	1775	83.78838	15.056716	.357381	83.08744	84.48931	36.685	137.109

ANOVA

DO

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26009.798	3	8669.933	40.818	.000
Within Groups	376164.334	1771	212.402		
Total	402174.132	1774			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: DO

(I) GRPNUM			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Bonferroni	1.0	2.0	4.127535	1.583076	.055	-.05373	8.30880
		3.0	-10.654768*	2.342793	.000	-16.84261	-4.46692
		4.0	7.832894*	1.456720	.000	3.98537	11.68042
	2.0	1.0	-4.127535	1.583076	.055	-8.30880	.05373
		3.0	-14.782304*	2.024234	.000	-20.12876	-9.43585
		4.0	3.705359*	.854913	.000	1.44734	5.96338
	3.0	1.0	10.654768*	2.342793	.000	4.46692	16.84261
		2.0	14.782304*	2.024234	.000	9.43585	20.12876
		4.0	18.487663*	1.927025	.000	13.39796	23.57737
	4.0	1.0	-7.832894*	1.456720	.000	-11.68042	-3.98537
		2.0	-3.705359*	.854913	.000	-5.96338	-1.44734
		3.0	-18.487663*	1.927025	.000	-23.57737	-13.39796

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

DO

GRPNUM		N	Subset for alpha = 0.05			
			1	2	3	4
Duncan[a,b]	4.0	1225	81.88709			
	2.0	381		85.59245		
	1.0	109			89.71998	
	3.0	60				100.37475
	Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 136.603.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Means Plots
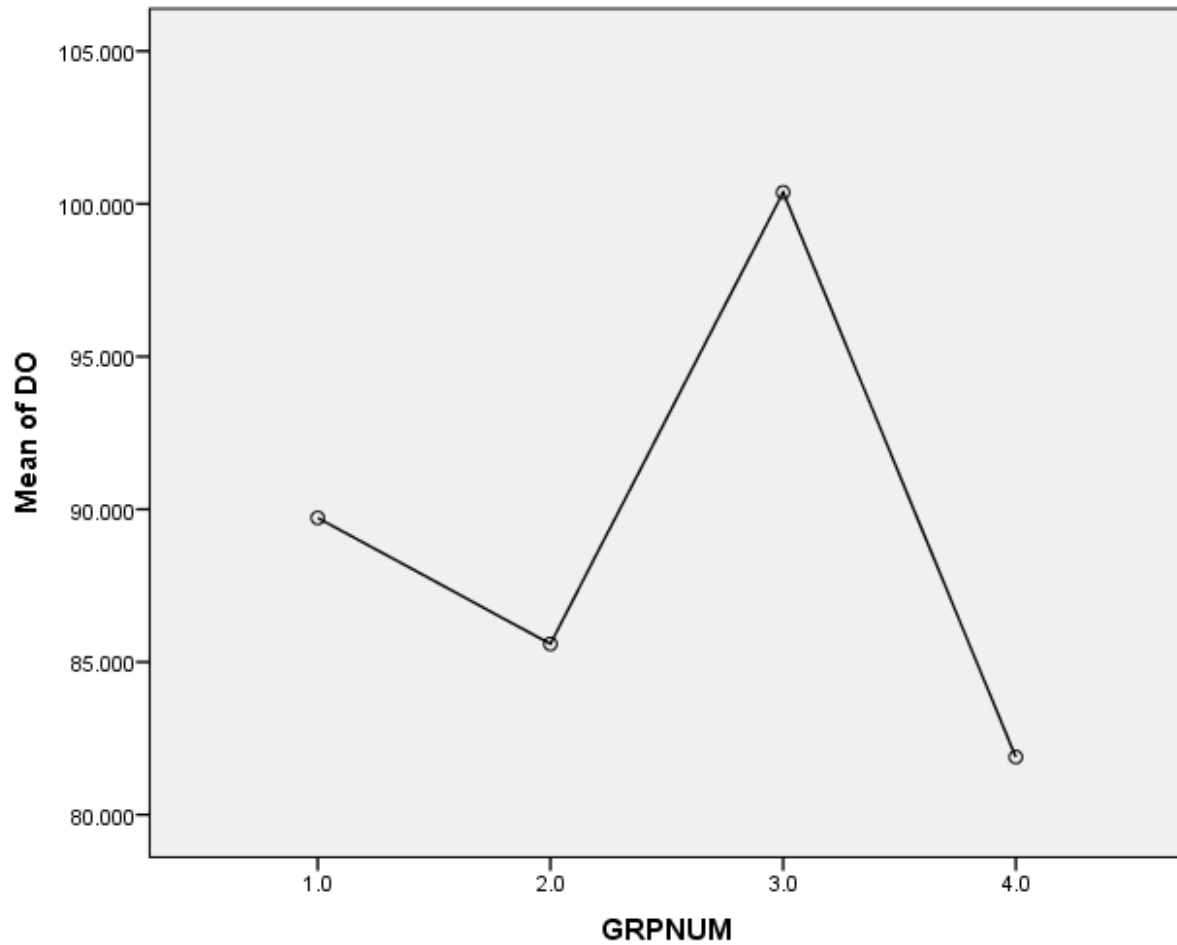
Table 1. Bonferroni Post Hoc Group Comparisons

Group	Comparison groups	Mean Difference	Std. Error	p Value
Seniors Study Abroad No Intervention	Seniors No Study Abroad	4.128	1.583	.055
	Study Abroad Intervention	-10.655	2.343	.000
	Freshmen	7.833	1.457	.000
Seniors No Study Abroad	Seniors Study Abroad No Intervention	-4.128	1.583	.055
	Study Abroad Intervention	-14.782	2.024	.000
	Freshmen	3.705	0.855	.000
Study Abroad Intervention	Seniors Study Abroad No Intervention	10.655	2.343	.000
	Seniors No Study Abroad	14.782	2.024	.000
	Freshmen	18.488	1.927	.000
Freshmen	Seniors Study Abroad No Intervention	-7.833	1.457	.000
	Seniors No Study Abroad	-3.705	0.855	.000
	Study Abroad Intervention	-18.488	1.927	.000

Male vs Female Data for ALL BU Data Sets Combined

Descriptive Statistics

Dependent Variable: DO

GRPName	GenderNUM	Mean	Std. Deviation	N
	1	107.2014	25.288268	5
	2	96.69776	13.653879	21
	Total	98.71769	16.409879	26
Fresh	1	79.91151	14.460742	355
	2	82.78374	14.369977	855
	Total	81.94106	14.450029	1210
SR No Inv	1	87.56659	20.358637	32
	2	91.29328	13.811912	68
	Total	90.10074	16.184673	100
SR No StA	1	81.7428	14.441231	97
	2	87.45667	14.539821	267
	Total	85.93402	14.712842	364
StA w Inv	1	101.55527	19.844566	11
	2	100.10973	13.975412	49
	Total	100.37475	15.032068	60
Total	1	81.50577	15.712716	500
	2	85.13889	14.93984	1260
	Total	84.10675	15.247252	1760

	Male	Female
Fresh	79.91151	82.78374
SR No StA	81.7428	87.45667
SR No Inv	87.56659	91.29328
StA w Inv	101.55527	100.10973

Cross-Sectional Research Study (N=1760)
2008-2012
Male (N=500) vs. Female (N=1260)

APPENDIX G: **Statistical Analysis of STUDY IV:** 4 Year Longitudinal Study (N=248) - Intercultural Competence Development Assessment and Outcomes Analysis for Graduating Seniors following the 2008-2012 Cohort
APPENDIX: G
51 Fresh to Senior COHORT 2008-2012

```
GLM DOFresh DOSenior BY GroupName
  /WSFACTOR=Time 2 Polynomial
  /METHOD=SSTYPE(3)
  /POSTHOC=GroupName(TUKEY
BONFERRONI)
  /EMMEANS=TABLES(GroupName*Time)
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /WSDESIGN=Time
  /DESIGN=GroupName.
```

General Linear Model

Notes

Output Created		28-DEC-2014 20:51:24
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	51
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax		GLM DOFresh DOSenior BY GroupName /WSFACTOR=Time 2 Polynomial /METHOD=SSTYPE(3) /POSTHOC=GroupName(TUKEY BONFERRONI) /EMMEANS=TABLES(GroupName*Time) /PRINT=DESCRIPTIVE /CRITERIA=ALPHA(.05) /WSDESIGN=Time /DESIGN=GroupName.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.09

[DataSet1]

Within-Subjects Factors

Measure:	MEASURE_1
Time	Dependent Variable
1	DOFresh
2	DOSenior

Between-Subjects Factors

		N
GroupName	No St Abr	31
	St Abr Inv	6
	St Abr No Inv	14

Descriptive Statistics

GroupName		Mean	Std. Deviation	N
DOFresh	No St Abr	82.79365	14.700500	31
	St Abr Inv	78.39650	16.522931	6
	St Abr No Inv	76.59386	16.352755	14
	Total	80.57443	15.315027	51
DOSenior	No St Abr	89.04126	15.130795	31
	St Abr Inv	99.62167	12.131874	6
	St Abr No Inv	86.57279	16.568601	14
	Total	89.60839	15.435968	51

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Time	Pillai's Trace	.272	17.919[b]	1.000	48.000	.000
	Wilks' Lambda	.728	17.919[b]	1.000	48.000	.000
	Hotelling's Trace	.373	17.919[b]	1.000	48.000	.000
	Roy's Largest Root	.373	17.919[b]	1.000	48.000	.000
Time * GroupName	Pillai's Trace	.076	1.977[b]	2.000	48.000	.150
	Wilks' Lambda	.924	1.977[b]	2.000	48.000	.150
	Hotelling's Trace	.082	1.977[b]	2.000	48.000	.150
	Roy's Largest Root	.082	1.977[b]	2.000	48.000	.150

a. Design: Intercept + GroupName
 Within Subjects Design: Time

b. Exact statistic

Mauchly's Test of Sphericity[a]

Measure:　　MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[b]		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Time	1.000	0.000	0		1.000	1.000	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.
a. Design: Intercept + GroupName
　Within Subjects Design: Time
b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

Tests of Within-Subjects Effects

Measure:　　MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Time	Sphericity Assumed	2594.069	1	2594.069	17.919	.000
	Greenhouse-Geisser	2594.069	1.000	2594.069	17.919	.000
	Huynh-Feldt	2594.069	1.000	2594.069	17.919	.000
	Lower-bound	2594.069	1.000	2594.069	17.919	.000
Time * GroupName	Sphericity Assumed	572.465	2	286.233	1.977	.150
	Greenhouse-Geisser	572.465	2.000	286.233	1.977	.150
	Huynh-Feldt	572.465	2.000	286.233	1.977	.150
	Lower-bound	572.465	2.000	286.233	1.977	.150
Error(Time)	Sphericity Assumed	6948.604	48	144.763		
	Greenhouse-Geisser	6948.604	48.000	144.763		
	Huynh-Feldt	6948.604	48.000	144.763		
	Lower-bound	6948.604	48.000	144.763		

Tests of Within-Subjects Contrasts

Measure:　　MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Time	Linear	2594.069	1	2594.069	17.919	.000
Time * GroupName	Linear	572.465	2	286.233	1.977	.150
Error(Time)	Linear	6948.604	48	144.763		

Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	486750.528	1	486750.528	1502.624	.000
GroupName	571.071	2	285.535	.881	.421
Error	15548.819	48	323.934		

Estimated Marginal Means

GroupName * Time

Measure: MEASURE_1

GroupName		Mean	Std. Error	95% Confidence Interval Lower Bound	Upper Bound
No St Abr	1	82.794	2.759	77.247	88.340
	2	89.041	2.740	83.532	94.551
St Abr Inv	1	78.397	6.271	65.788	91.005
	2	99.622	6.229	87.098	112.145
St Abr No Inv	1	76.594	4.105	68.340	84.848
	2	86.573	4.078	78.374	94.771

Post Hoc Tests

GroupName

Multiple Comparisons

Measure: MEASURE_1

(I) GroupName			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Tukey HSD	No St Abr	St Abr Inv	-3.09163	5.676197	.850	-16.81944	10.63618
		St Abr No Inv	4.33413	4.098024	.545	-5.57689	14.24515
	St Abr Inv	No St Abr	3.09163	5.676197	.850	-10.63618	16.81944
		St Abr No Inv	7.42576	6.209955	.461	-7.59294	22.44446
	St Abr No Inv	No St Abr	-4.33413	4.098024	.545	-14.24515	5.57689
		St Abr Inv	-7.42576	6.209955	.461	-22.44446	7.59294
Bonferroni	No St Abr	St Abr Inv	-3.09163	5.676197	1.000	-17.17305	10.98978
		St Abr No Inv	4.33413	4.098024	.887	-5.83218	14.50044
	St Abr Inv	No St Abr	3.09163	5.676197	1.000	-10.98978	17.17305
		St Abr No Inv	7.42576	6.209955	.713	-7.97979	22.83132
	St Abr No Inv	No St Abr	-4.33413	4.098024	.887	-14.50044	5.83218

St Abr Inv	-7.42576	6.209955	.713	-22.83132	7.97979

Based on observed means.
 The error term is Mean Square(Error) = 161.967.

Homogeneous Subsets

MEASURE_1

			Subset
GroupName		N	1
Tukey HSD[a,b]	St Abr No Inv	14	81.58332
	No St Abr	31	85.91745
	St Abr Inv	6	89.00908
	Sig.		.362

Means for groups in homogeneous subsets are displayed.
 Based on observed means.
 The error term is Mean Square(Error) = 161.967.

a. Uses Harmonic Mean Sample Size = 11.097.

b. Alpha = .05.

Fresh-Senior t-tests

```
USE ALL.
COMPUTE filter_$=(GroupNum=1).
VARIABLE LABELS filter_$ 'GroupNum=1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1
'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST PAIRS=DOFresh WITH DOSenior (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

Notes

Output Created			28-DEC-2014 21:04:19
Comments			
Input	Active Dataset	DataSet1	
	Filter	GroupNum=1 (FILTER)	
	Weight	<none>	
	Split File	<none>	

	N of Rows in Working Data File		31
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.	
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.	
Syntax		T-TEST PAIRS=DOFresh WITH DOSenior (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00.02	
	Elapsed Time	00:00:00.02	

[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	DOFresh	82.79365	31	14.700500	2.640288
	DOSenior	89.04126	31	15.130795	2.717571

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	DOFresh & DOSenior	31	.435	.015

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	DOFresh - DOSenior	-6.247613	15.864408	2.849332	-12.066725	-.428501	-2.193	30	.036

```
USE ALL.
COMPUTE filter_$=(GroupNum=2).
VARIABLE LABELS filter_$ 'GroupNum=2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1
'Selected'.
FORMATS filter_$ (f1.0).
```

```
FILTER BY filter_$.
EXECUTE.
USE ALL.
COMPUTE filter_$=(GroupNum=2).
VARIABLE LABELS filter_$ 'GroupNum=2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1
'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST PAIRS=DOFresh WITH DOSenior (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

Notes

Output Created		28-DEC-2014 21:08:40
Comments		
Input	Active Dataset	DataSet1
	Filter	GroupNum=2 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	14
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST PAIRS=DOFresh WITH DOSenior (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	DOFresh	76.59386	14	16.352755	4.370458
	DOSenior	86.57279	14	16.568601	4.428145

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	DOFresh & DOSenior	14	.462	.096

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 DOFresh - DOSenior	-9.978929	17.075698	4.563672	-19.838143	-.119714	-2.187	13	.048

```
USE ALL.

COMPUTE filter_$=(GroupNum=3).

VARIABLE LABELS filter_$ 'GroupNum=3 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1
'Selected'.

FORMATS filter_$ (f1.0).

FILTER BY filter_$.

EXECUTE.

T-TEST PAIRS=DOFresh WITH DOSenior (PAIRED)

  /CRITERIA=CI(.9500)

  /MISSING=ANALYSIS.
```

T-Test

Notes

Output Created		28-DEC-2014 21:09:23
Comments		
Input	Active Dataset	DataSet1
	Filter	GroupNum=3 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	6
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST PAIRS=DOFresh WITH DOSenior (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	DOFresh	78.39650	6	16.522931	6.745458
	DOSenior	99.62167	6	12.131874	4.952817

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	DOFresh & DOSenior	6	-.227	.665

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	DOFresh - DOSenior	-21.225167	22.611020	9.230910	-44.953977	2.503644	-2.299	5	.070

Fresh-Senior 51 Graph

Descriptive Statistics

	GroupName	Mean	Std. Deviation	N
DOFresh	No St Abr	82.79365	14.7005	31
	St Abr Inv	78.3965	16.522931	6
	St Abr No Inv	76.59386	16.352755	14
DOSenior	No St Abr	89.04126	15.130795	31
	St Abr Inv	99.62167	12.131874	6
	St Abr No Inv	86.57279	16.568601	14

	No St Abr	St Abr No Inv	St Abr Inv
DOFresh	82.79365	76.59386	78.3965
DOSenior	89.04126	86.57279	99.62167
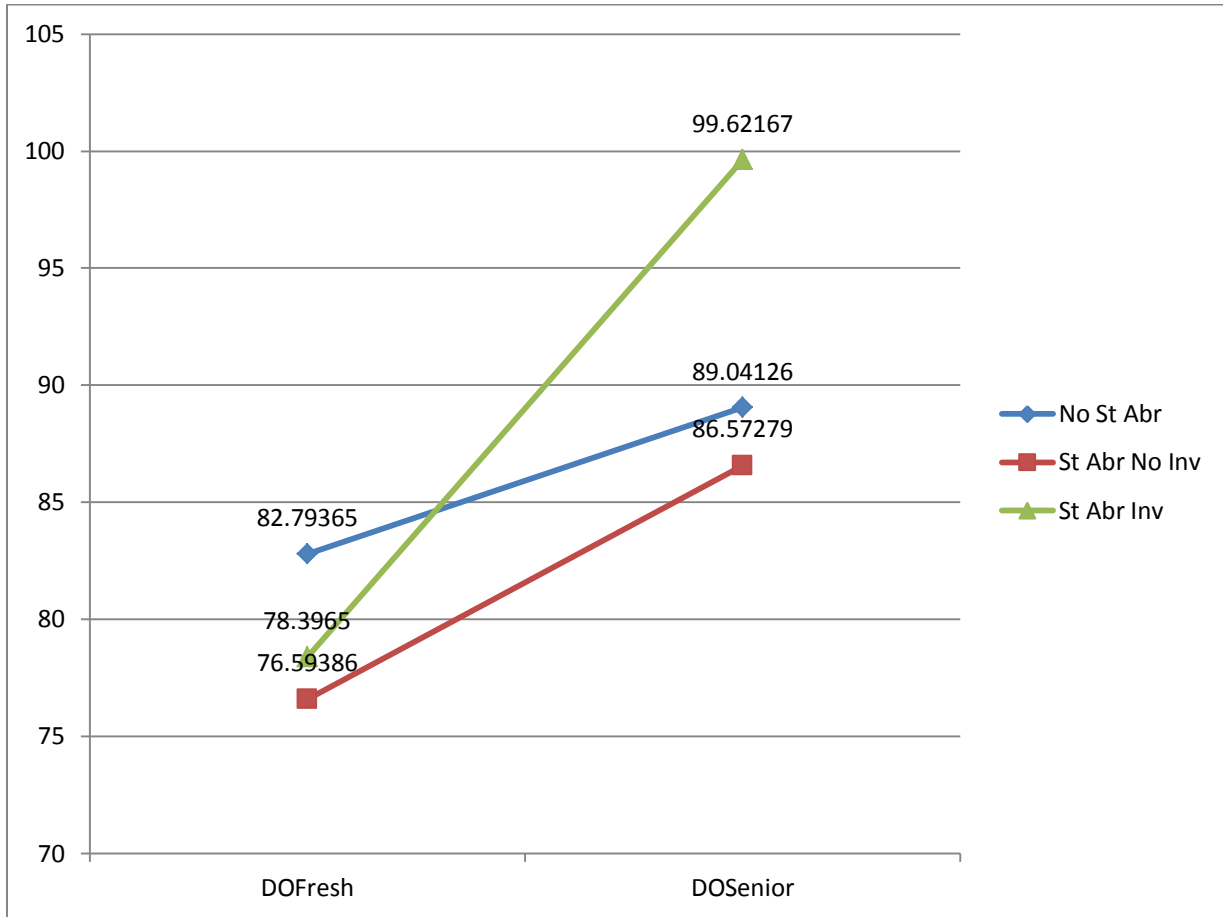
APPENDIX H: Transcriptions of "Student Voices Videos" for IDC 301 Course Feedback

Ginny Roby

Learning Cycle

GR: I think one of the things that really helped me was talking about the learning cycle and then I was able to apply that to the political situation I saw in Spain. Because I was there during a time were people were voting for the new Municipal Governments. So they were holding elections while I was there.

Analysis

GR: I think that one of the biggest benefits to me of the course was kind of, even though my classmates and professor were not close to me at all, I still had that challenge. I had to – being forced to articulate my experiences and my feelings and then having someone who was able to respond to me and challenge me on some of those issues forced me to really analyze my own thoughts, my own feelings, my own experiences and connect them to what was going on. And to be honest, I hate to say this about myself but I don't think I would've gone that deep if I hadn't had someone who was watching after me and saying "okay, this is what you said but you're not going deep enough". I think that I would've had a more superficial experience without having that forum where I was forced to articulate my feelings and defend the things that I was saying and then re-evaluate my position if I had someone challenging me.

Values

GR: I did find it very helpful. One of the things that I found most interesting about it was naming my values before I left and once I got there too. Big values for me were big families and freedom which was on the list. And I found in interviewing Spanish students and people in Spanish culture that those two values were very important to them but they were interpreted through a completely different cultural lens, especially with relating to family.

Student Interactions

I definitely found that to be really valuable. I guess part of it is keeping connected to the same people, having that home away from home, all these people that you know and what they are going through and I definitely was constantly comparing myself. "Ok, she said this. Whoa, I feel completely opposite. I wonder what it's like where she is?" or "Ok, I need to remember to talk to her about that and see how she's acting when we get back to the United States, because that's totally different than the way he or she acted when we were at home." So part of it was seeing where other people were going and comparing myself to them, but part of it was also kind of getting some comfort from where I was and saying, "Ok, I'm not alone, other people are going through very similar things."

Angelica Sanchez

GB: Alright. We have with us here, Angelica Sanchez and Angelica is a Foreign Language International Studies major at Bellarmine University and she spent last year in France.

AS: First semester, I spent my time in a small town in France. A smaller University. Second semester, I moved to Paris. Obviously a big city, it was very different from my first experience. And, as you have said, first semester I was enrolled in the course. And that first semester was an extremely challenging semester, I would say. But the class was extremely valuable to me because it forced me to think about what was going on and all my frustrations and put it into an objective perspective. And that really allowed me to learn deal about the culture and how to handle those difficult situations that I was confronted with. Then I moved to Paris for the second semester. I went from the Université de Savoie to Université de Paris Dauphine. Very different experiences. One was much more of a language school, literature, sometimes a little bit of law and Paris was a school that basically specializes in business and economics. So it was quite different. Second semester, I didn't have the class. I did remember a lot of the material of the lessons that I had to work through in my first semester. And that was helpful because I knew what to expect in second semester. I wasn't completely lost. I had an idea of how to handle difficult situations especially with cultural differences. But at the same time, I didn't take the time each week to think about my experiences and what was going on, what was happening, how I was reacting. Which was different from what I did first semester when I did have those assignments and had to set up time to think about it. To realize what was happening, to write about it, to reflect on it and to act on whatever it was that I found. How to improve on how I was reacting to things or how to say things differently, didn't have the luxury second semester. Which I think might have produced a different experience for me second semester. I learned a lot second semester but I wasn't as forced, I suppose is the word, as much as I was first semester to think about and to deal with those cultural differences. To deal with nationals and to really look at the French culture and to study it and to learn and realize how to react to it.

We did as part of the class, as part of the assignments. We had to go out and look for nationals and ask them to rank values. How they view certain things. Family, religion, harmony, friendship and I found my results really surprising and very enlightening, I suppose. I learned a lot from it. Plus whenever I gave the list of values to the French nationals, they would always ask me "well, why are you asking me about this? What is this about?" So I was able to engage them into that certain conversation one-to-one and ask them questions that otherwise, I would never have asked. Important questions but ones that I would never have asked without the assignment being there.

It did, even though I wasn't reflecting on it as constantly as I was first semester. It did establish some sort of habit I learned from first semester. To have a sort of obstacle occur and then take some distance from it. In order to really view it objectively. Otherwise, it's very easy to get lost in the frustration and in everything that entails.

Ryan Stedwell

RS: I was really exposed to a lot of different cultures and by taking this class I was forced to look deeper into things that I wouldn't have otherwise. I feel as if by my personality there were many of those things that I would've looked at anyway but I took them to a much deeper level than I would have on my own. I feel like a great example is that I went with a girl who didn't take the class and we have very similar personalities however there would be times were I would notice things that she hadn't noticed. Or I had looked into the government, the education system or things that I was forced to look into due to this class. And I was much more educated all around and I feel as if even since getting back I remember more specifics then she does. So I guess that's kind of a contrast. Me taking the class and her not.

Maria Tatman

MT: This course helped me a lot to step back from it. I was raised in an Italian-American family. So, for me, I always thought beforehand "I'm Italian". I know the culture, I know how to speak somewhat but when I went over there, I hit a lot of bumps along the way that I didn't know and I realized that I am Americanized. Much more than I thought. The exercises were great because as compared to other students who I was good friends with who were Americans. I, of course, would talk about what I had to do that week and I was like you know, "you guys come along and see what happens". And it turned out to be kind of a game because it was like "what can we see and go put ourselves into?" So it did make me think about it a lot and sometimes I do it, well most of the times I did it by myself and I'd come back and talk to my friends about it. And they would be like "No way! I didn't know that would happen" and it was kind of a surprise a lot of the times what happened.

APPENDIX I: Faculty Survey

1. Complete a 15 minute survey & win a gift card to an international destinati...

To thank you for your time and effort, we will take the first 50 completed surveys and randomly draw one person's name. That person will receive a $100 gift certificate to a LOCAL ethnic restaurant of your choice (compliments of the International Programs Office/IPO).

This survey is part of our SACS Reaffirmation of Accreditation 2008, which requires Bellarmine to develop a Quality Enhancement Plan (QEP). As you know, campus members have voted and we have chosen the QEP Initiative: Liberal Arts Education in a Global Context. This 15 minute survey will allow us to better understand attitudes toward building an international campus, as well as helping us to identify untapped potential already on campus.

Please complete by March 23rd. If you have questions, please contact David Mahan (X8407) or Gabriele Bosley (x8476).

2. Your Contact Information

1. Name

2. Department/Unit

3. Country of Birth

4. Citizenship

5. Date of Hire at Bellarmine

6. Highest Degree Earned

○ Doctorate

○ Masters

○ Bachelors

○ Other (please specify)

7. Academic Discipline(s) or area of study

8. Employment Status:

○ Full-time Faculty Member

○ Part-time Faculty Member

○ Staff Member

9. For faculty members, please designate your rank: (staff members may skip this question)

○ Professor

○ Associate Professor

○ Assistant Professor

○ Full-time instructor

○ Part-time instructor

○ Other (please specify)

3. Your International Experience

10. Do you have international expertise, experience or interests related to any aspect of your work? (You may choose more than one answer)

☐ Yes, expertise

☐ Yes, experience

☐ Yes, interests

☐ No

☐ Other (please specify)

[   ]

11. If you have studied, conducted research, made presentations or exhibits, done service or taught abroad, please complete this question and the next question:

Country #1 [   ]
Years (Length of Stay) [   ]
Country #2 [   ]
Years (Length of Stay) [   ]
Country #3 [   ]
Years (Length of Stay) [   ]

12. If you have studied, conducted research, presentations, exhibits, services or taught abroad, please complete the following section:

	Studied	Conducted Research	Presented	Exhibited	Completed Service	Taught
Country #1	☐	☐	☐	☐	☐	☐
Country #2	☐	☐	☐	☐	☐	☐
Country #3	☐	☐	☐	☐	☐	☐

13. List countries or areas of the world you have visited as a tourist:

[   ]

14. List the foreign language(s) which you speak and the level of competency in the next three questions:

Language #1 [   ]
Language #2 [   ]
Language #3 [   ]

15. Your level of speaking competency of each language (choose one level for each language):

	Informal conversation w/ native speaker is difficult	Deliver a lecture in my subject area	Lead a discussion in my subject area
Language #1	☐	☐	☐
Language #2	☐	☐	☐
Language #3	☐	☐	☐

16. Your level of reading competency of each language (choose one level for each language):

	Read current events (magazines and newspapers)	Read scholarly materials
Language #1	☐	☐
Language #2	☐	☐
Language #3	☐	☐

17. Your level of writing competency of each language(choose one level for each language):

	Write basic correspondence	Write a short article in my area of expertise
Language #1	☐	☐
Language #2	☐	☐
Language #3	☐	☐

18. What fellowships/scholarships (i.e. Fulbright, Rotary, Rhodes) have you received to study, teach, or conduct research outside the U.S.? Please describe:

Scholarship, Country, Purpose, Year	
Scholarship, Country, Purpose, Year	
Scholarship, Country, Purpose, Year	

4. Your Current Interests

19. Information about your academic work:
Please list the major discipline(s) of your research, teaching and/or administrative responsibilities (i.e. Chemistry, Education, Art, Student Services, Psychological Services, Library, etc.)

20. Please list areas of specialization within the discipline identified in the last question: (i.e. plant breeding, economic development, financial aid, etc.)

21. Indicate the primary geographic areas of your work (Continent, Country and topic). For example, The North African Novel, Primary Education in Latin America, Worldwide International Student Recruiter. (Check as many as apply).

- ☐ USA
- ☐ Africa (Sub-Sahara)
- ☐ Asia
- ☐ Canada
- ☐ Caribbean
- ☐ Eastern/Central Europe
- ☐ Central America
- ☐ South America
- ☐ Middle East
- ☐ N. Africa
- ☐ Oceania (Australia, New Zealand, Pacific Islands)
- ☐ Western Europe
- ☐ World Wide

22. What resource aids do you use to complement your expertise? (Circle all that apply)

- ☐ Labs
- ☐ Slides
- ☐ Films/Video
- ☐ Books
- ☐ Newspaper/Magazines
- ☐ Music
- ☐ Art
- ☐ e-mail
- ☐ Internet
- ☐ Skype
- ☐ Pod Casts
- ☐ Video Conference
- ☐ Video
- ☐ Other (please specify)

23. International Professional Organization (nature of participation, organization, dates)

24. Would you be willing to share your current international expertise with a colleague on-campus? (Check all that apply)

- ☐ Yes, through on-campus classroom visits
- ☐ Yes, through on-campus research collaboration
- ☐ No
- ☐ Other (please specify)

25. Would you be willing to share your current international expertise with colleagues abroad? (Check all that apply)

☐ Yes, through classroom visits abroad

☐ Yes, through research collaboration abroad

☐ No

☐ Other (please specify)

_____

5. Future Travel, Interests, Service, and Sharing of Expertise

26. If you had the opportunity to spend some PERSONAL time in another country, where would you go? (list up to 3)

27. If you are interested in teaching abroad, leading or accompanying a study group abroad, where would you like to go? (list up to 3)

28. Regarding international students coming to BU: Would you be willing to... (please check as many as apply).

☐ Invite international students to share their experiences in your class

☐ Be a host family (invite a student for an occasional meal, take him/her to play, etc.)

☐ Trade conversation in English for a conversation in the student's native language

☐ Serve as an academic or peer advisor

☐ Participate in the International Club

☐ Assist with international recruitment abroad for degree seeking candidates

29. BU Students Going Abroad: Would you be willing to... (please check as many as apply).

☐ Share your expertise in a country where BU students traditionally study (i.e. Austria, Australia, Brazil, Canada, China, Costa Rica, Ecuador, Finland, France, Germany, Italy, Ireland, etc.)

☐ Promote BU study abroad in general

☐ Develop and teach an IDC 301 class abroad

☐ Teach in a BU semester long program abroad

☐ Teach in a BU summer program in (Africa, Australia, Asia, Europe, S. America and N. America)

☐ Develop and lead your own summer, winter or spring break program abroad

30. Contacts Abroad:

Do you have contacts abroad that might be able to assist with visiting BU students, faculty, staff or are willing to contribute to BU recruitment abroad? (List country, person or organization, area of expertise)

31. What are other ways in which you wish to become involved in "international education" at BU? (check all that apply)

☐ Teach an IDC 301 course on campus

☐ Develop and teach a course in International Studies

☐ Develop interdisciplinary connections with an international focus involving courses from your department/unit

☐ Teach a course in which a foreign language is included in the syllabus and/or students are given an opportunity to use their knowledge of a foreign language (Languages Across the Curriculum/LAC)

☐ Develop courses with an international focus

☐ Redesign existing courses in need of international content

☐ Become involved in a speakers bureau to local schools, civic organizations, etc.

☐ Become involved in the City of Louisville WORLDFEST (each September)

☐ Become involved in Sister Cities Louisville

☐ Become involved in WORLD QUEST (a high school competition, sponsored by our IPO on BU's Campus each spring)

☐ Specify course titles for above selections

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6. Curriculum Development

The following questions pertain to the QEP goals of Bellarmine's internationalization process that more students will:

1. Understand similarities and differences among peoples, religions, customs, arts and cultures of the world.
2. Demonstrate the ability to communicate in a foreign language.
3. Demonstrate an improved understanding of geography.
4. Apply a global perspective to analyses of social, economic, political and environmental issues.

32. Given the following definition, please indicate which of the courses you teach on a regular basis ALREADY INCLUDE an international component by listing the course numbers and titles which currently reflect international content, and how such is demonstrated?

"Internationalization refers to the process of incorporating into the curriculum and co-curriculum a broad range of intellectual and experiential activities designed to help individuals acquire an understanding of the cultural, social, and political systems of other nations and the interactions between them, as well as with, and between, multicultural structures."

33. Please indicate which of your courses could/should be infused with international content?

34. If an international component can be added to the courses you teach, would a faculty stipend encourage you to do so?

☐ Yes

☐ No

☐ Comments

35. Would you support a foreign language requirement for Bachelor of Arts degrees?

☐ Yes

☐ No

☐ Comments

36. Would you support a foreign language requirement for all undergraduate degrees at Bellarmine University?

☐ Yes

☐ No

☐ Comments

37. What other curriculum/programmatic changes would you like to see to help Bellarmine meet the goals of internationalization?

38. Please list up to 3 areas which you believe to be most important in the INTERNATIONALIZATION of Bellarmine University:

☐ Articulated institutional commitment to internationalization

☐ Foreign Language Study

☐ Focus on hiring faculty and staff members with international experience

☐ Academic offerings with international content

☐ Geography (human physical and political)

☐ International faculty development

☐ International student recruitment

☐ International student programming and support services

☐ Community outreach

☐ Other suggestions or reflections

APPENDIX J: IAH Survey for Faculty, Students, Peer Mentors, Roommates

International Student in Class – Faculty Perspective

1. Name:

2. Class:

3. How many international students (exchange AND degree seeking) are in your class?

4. Have these students contributed different perspectives to your classroom?

○ Yes

○ No

○ Not Sure

5. Have you been able to highlight their unique cross-cultural background and perspectives?

○ Yes

○ No

How or Why Not?

6. Would you welcome international students in the future?

○ Yes

○ No

Why or Why Not?

7. Do you think the concept of "INTERNATIONALIZATION AT HOME" (teaching/learning with international students in domestic classrooms) can make a difference in the development of cultural competence when compared to study abroad?

Not at all		Neutral		Great
○	○	○	○	○

8. Comments:

International Student in Class - Student Perspective

1. Name:

2. Class:

3. I am aware that my class includes one or more international students.

- ○ Yes
- ○ No

4. I welcome the different perspectives that international students bring to my Bellarmine educational experience.

- ○ Yes
- ○ No
- ○ Not Sure

5. I have learned from the different cultures represented by international students in my course.

Nothing		Neutral		Much
○	○	○	○	○

6. My instructor made an effort to create a certain level of awareness regarding the international students in my class.

Not at all		Neutral		Great
○	○	○	○	○

7. I have made an effort to socialize with international students on Bellarmine's campus.

Not at all		Neutral		Great
○	○	○	○	○

8. Comments:

International Student Interaction - Peer Mentor Perspective

1. Name:

2. Class:

3. I became a peer mentor because
(rank in order of significance to you - 1 = most important, 5 = least important)

▼	I want to learn about other cultures.
▼	I want to prepare myself for a diverse employment environment in the future.
▼	I experienced firsthand how important cross-cultural support is while I was abroad
▼	I enjoy having friends from around the world.
▼	I complied with a scholarship requirement.

4. This experience will help me in my future career to better work in diverse teams.

Not at all		Neutral		Much
○	○	○	○	○

5. As a Peer Mentor to an international student, I have developed knowledge about my own country and heritage, which I was able to share with our international students.

None at all		Neutral		Great
○	○	○	○	○

6. How does this "PEER MENTOR" experience rank among the rest of your "out of classroom" learning experiences at Bellarmine?

Lowest		Neutral		Highest
○	○	○	○	○

7. Comments:

International Student Interaction – Roommate Perspective

1. Name:

[text field]

2. Major:

[text field]

3. Have you studied abroad?

○ Yes

○ No

4. I requested to have an international roommate.

○ Yes

○ No

5. I requested an international roommate because
(rank in order of significance to you – 1 = most important, 5 = least important)

[▼]	I want to learn about other cultures.
[▼]	I want to prepare myself for a diverse employment environment in the future.
[▼]	I experienced firsthand how important cross-cultural support is while I was abroad
[▼]	I enjoy having friends from around the world.
[▼]	I complied with a scholarship requirement.

6. This experience will help me in my future career to better work in diverse teams.

Not at all		Neutral		Much
○	○	○	○	○

7. As a roommate to an international student, I have developed knowledge about my own country and heritage, which I was able to share with our international students.

None at all		Neutral		Great
○	○	○	○	○

8. How does this "Roommate" experience rank among the rest of your "out of classroom" learning experiences at Bellarmine?

Lowest		Neutral		Highest
○	○	○	○	○

9. Comments:

[text field]

APPENDIX K: Student Learning Outcomes Ranking Document

Desirable International Learning Outcomes *
for
"Globally Competent Students"
at
BELLARMINE UNIVERSITY

This questionnaire is intended to help the **Bellarmine Strategic Planning Task Force** draw upon your international expertise and your knowledge of our institutional culture to identify the most important international learning outcomes for undergraduates graduating from Bellarmine University. **When ranking the outcomes, please keep in mind you are describing what is desirable for future students graduating from Bellarmine.**

The following list of learning outcomes has been organized into three categories: **knowledge, skills and attitudes.** Provide a ranking for *each* category using the following procedures:

> Step 1: *Identify the 5 most important learning outcomes within each category.*
> Step 2: *Rank these 5 in the order of 1 through 5. (# 1 being the most important item of your top five choices)* **Please submit to *jcantrell@bellarmine.edu* by August 20, 2004**

Knowledge

A globally competent student graduating from Bellarmine University ….

☐   A. demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).

☐   B. demonstrates knowledge of the relationship between local and global issues.

☐   C. demonstrates knowledge of one's own culture (beliefs, values, perspectives, practices, and products).

☐   D. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).

☐   E. understands his/her culture in global and comparative context— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

☐ F. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.

☐ G. demonstrates knowledge of world geography and conditions.

☐ H. understands how historical forces have shaped current world systems.

☐   I. understands intercultural communication concepts.

☐ J. understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.

Skills

A globally competent student graduating from Bellarmine University ….

☐ K. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

☐ L. adapts his/her behavior to interact effectively with those who are different.

☐ M. uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:
- speaks in a language other than his/her first language.
- listens in a language other than his/her first language.
- reads in a language other than his/her first language.
- writes in a language other than his/her first language.

☐ N. identifies and uses information from other languages and/or other countries—that is, may demonstrate one or more of the skills listed below:
- uses language skills to enhance learning in other academic areas.
- uses the study of a foreign language as a window to cultural understanding.
- uses learning in other academic areas to enhance language and cultural knowledge.
- can name ways to maintain or improve his/her language skills over time.
- uses technology to participate in global exchange of ideas and information.

☐ O. demonstrates coping and resiliency skills in unfamiliar and challenging situations.

☐   P. interprets issues and situations from more than one cultural perspective.

☐   Q. is engaged in global issues; plays an active role in community organizations within and beyond campus.

☐   R. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others.

Attitudes

A globally competent student graduating from Bellarmine University ….

☐   S. accepts cultural differences and tolerates cultural ambiguity.

☐   T. is willing to learn from others who are culturally different from him/her.

☐   U. is willing to engage in diverse cultural situations.

☐   V. appreciates the language, art, religion, philosophy and material culture of different cultures.

☐   W. demonstrates movement from being sympathetic to being empathetic towards people from other cultures.

☐   X. demonstrates resistance to cultural stereotyping.

☐   Y. demonstrates an *ongoing* willingness to seek out international or intercultural opportunities.

☐   Z. displays curiosity about global issues and cultural differences.

☐   AA. Demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.

☐   BB. Is flexible, open to change and seeks personal growth.

APPENDIX L: Sample Graphic IDI Profile: Fall 2012 Focus Group N=10

Intercultural Development Inventory v.3 (IDI)

EDUCATION

GROUP PROFILE: ADMINISTRATOR REPORT

Prepared for:

IDC 301 FA12 Pre

Prepared by:

Gabriele Bosley, Director, International Programs,
Bellarmine University, 12/17/14

In conjunction with Mitchell R. Hammer, Ph.D.
IDI, LLC

For information or ordering the
IDI, contact:
www.idiinventory.com

The IDI v.3 is developed and copyrighted (2007-2011) by
Mitchell R. Hammer, Ph.D.,
IDI, LLC,
P.O. Box 1388
Berlin, Maryland 21811
USA

IDI Group Profile

Perceived Orientation (PO)

120.48

| 55 | 70 | 85 | 100 | 115 | 130 | 145 |

Denial | Polarization: Defense/Reversal | Minimization | Acceptance | Adaptation

Developmental Orientation (DO)

91.76

| 55 | 70 | 85 | 100 | 115 | 130 | 145 |

Denial | Polarization: Defense/Reversal | Minimization | Acceptance | Adaptation

Orientation Gap (OG)

Orientations

120.48
91.76

■ Perceived Orientation
□ Developmental Orientation

40 55 70 85 100 115 130 145
Developmental Continuum

Range of Developmental Orientations

Percentage Developmental Orientation

High Adaptation 0.0%
Adaptation 0.0%
Cusp of Adaptation 0.0%
Acceptance 0.0%
Cusp of Acceptance 30.0%
Minimization 20.0%
Cusp of Minimization 10.0%
Polarization 40.0%
Cusp of Polarization 0.0%
Denial 0.0%

00% 05% 10% 15% 20% 25% 30% 35% 40% 45%

Percent of Resolution of Polarization (Cusp of Polarization, Polarization) from Defense and Reversal

50% 50%

□ Defense
■ Reversal

Trailing Orientations

Defense Trailing Orientation

3.90

1 2 3 4 5
Unresolved (1.00-4.00)   Resolved (4.001-5.00)

3

Reversal Trailing Orientation

3.79

1   2   3   4   5

Unresolved   Resolved

(1.00-4.00)   (4.001-5.00)

Leading Orientations

Leading Orientation

55	70	85	100	115	130	145

Denial   Polarization: Minimization   Acceptance   Adaptation

Defense/

Reversal

91.76

Cultural Disengagement

Resolved 4 — 04.04

Resolution 3

Unresolved 2
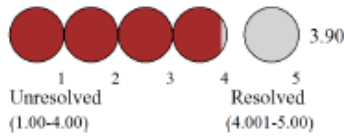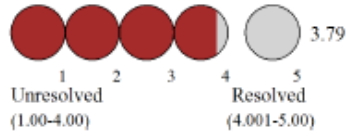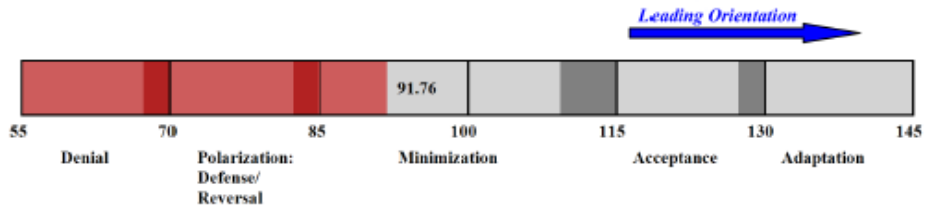
Cultural Disengagement

Cultural Disengagement

40% 60%

■ Resolved
■ Unresolved
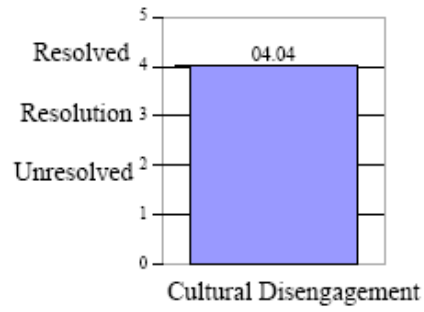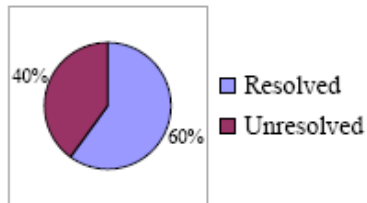
Demographic Information

4. Gender

11%

89%

■ Female
■ Male

5

5. Age category:

Age category	Percentage
17 and under	0%
18-21	90%
22-30	0%
31-40	0%
41-50	0%
51-60	0%
61 and over	0%

6. Total amount of time you have lived in another country:

Time	Percentage
Never lived in another country	30%
Less than 3 months	50%
3-6 months	10%
7-11 months	0%
1-2 years	0%
3-5 years	0%
6-10 years	0%
Over 10 years	0%

7. Education level (completed):

Education level	Percentage
Did not complete secondary (high) school	0%
Secondary (high) school graduate	70%
Post Secondary (university) graduate	20%
M.A. degree or equivalent graduate degree	0%
Ph.D. degree or equivalent level graduate degree	0%
Other	0%

8. In what world region did you primarily live during your formative years to age 18 (please select one):

World region	Percentage
North America	80%
Central America	0%
South America	20%
Middle East	0%
Africa	0%
Australia	0%
Asia Pacific	0%
Western Europe	0%
Eastern Europe	0%
Other	0%

9. Country of citizenship (passport country). Indicate the country that you consider your primary country of citizenship.

Scale and Subscale Statistics

	# of Respondents	Mean Score	Standard deviation
Perceived Orientation (PO)	10	120.48	6.86
Developmental Orientation (DO)	10	91.76	16.69
Orientation Gap Score (+ = PO greater than DO; - = DO greater than PO)	10	28.73	10.36
Denial	10	4.30	0.51
Disinterest Cluster	10	4.25	0.60
Avoidance Cluster	10	4.37	0.53
Defense	10	3.90	0.57
Reversal	10	3.79	0.57
Minimization	10	2.49	0.78
Similarity Cluster	10	2.38	0.92
Universalism Cluster	10	2.63	0.73
Acceptance	10	3.26	0.73
Adaptation	10	3.46	0.66
Cognitive Frame-shifting Cluster	10	3.73	0.68
Behavioral Code-shifting Cluster	10	3.24	0.70
Cultural Disengagement	10	4.04	0.88

* Note: These summary statistics are presented on all of the sub-scales in the developmental continuum (Denial through Adaptation) as well as the separate measure of Cultural Disengagement. These statistics are only applicable, however, for identified Trailing Orientations scales. These statistics are also applicable to the Cultural Disengagement scale as this is a measure distinct from the intercultural development continuum.

Degree of Resolution of Subscales and Clusters

	Unresolved # of Respondents	Unresolved % of Respondents	Resolved # of Respondents	Resolved % of Respondents
Denial	2	20.00%	8	80.00%
Disinterest Cluster	3	30.00%	7	70.00%
Avoidance Cluster	3	30.00%	7	70.00%
Defense	6	60.00%	4	40.00%
Reversal	7	70.00%	3	30.00%
Minimization	10	100.00%	0	0.00%
Similarity Cluster	9	90.00%	1	10.00%
Universalism Cluster	10	100.00%	0	0.00%
Acceptance	8	80.00%	2	20.00%
Adaptation	7	70.00%	3	30.00%
Cognitive Frame-shifting Cluster	7	70.00%	3	30.00%
Behavioral Code-shifting Cluster	7	70.00%	3	30.00%
Cultural Disengagement	4	40.00%	6	60.00%

* Note: The Degree of Resolution is presented on all of the sub-scales in the developmental continuum (Denial through Adaptation) as well as the separate measure of Cultural Disengagement. The Degree of Resolution is only applicable, however, for identified Trailing Orientations scales. The Degree of Resolution is applicable to the Cultural Disengagement scale as this is a measure distinct from the intercultural development continuum.

10

Demographic Summary

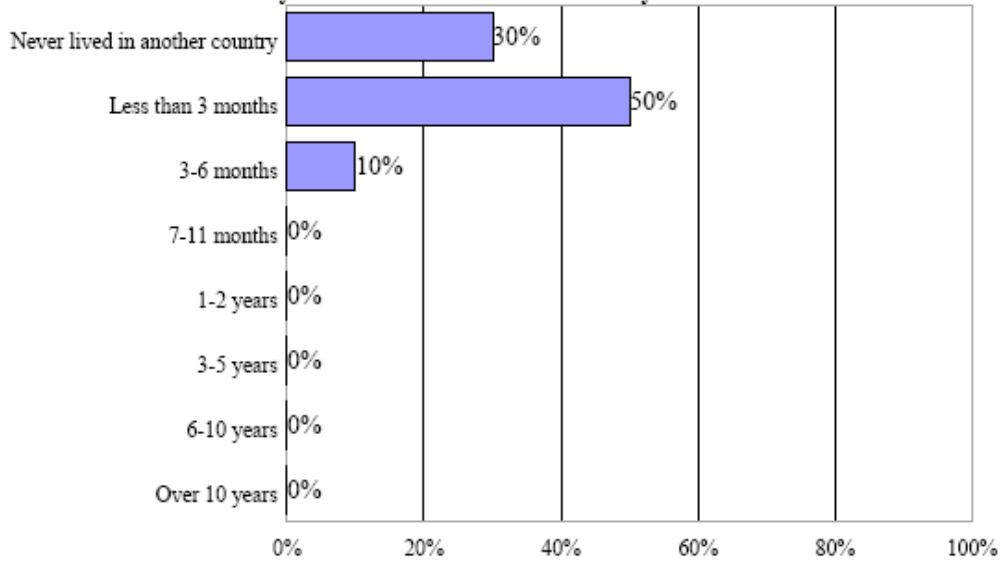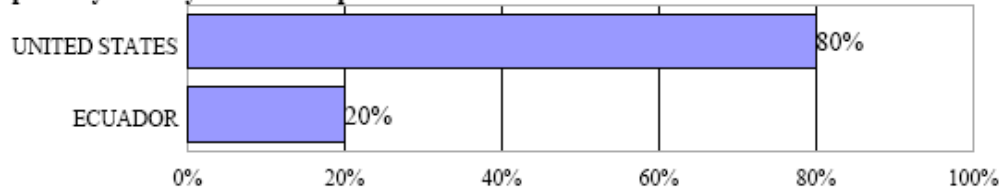|	# of Respondents	% of Respondents
Gender		
Female	8	80.00%
Male	1	10.00%
Age category:		
61 and over	0	0.00%
51-60	0	0.00%
41-50	0	0.00%
31-40	0	0.00%
22-30	0	0.00%
18-21	9	90.00%
17 and under	0	0.00%
Total amount of time you have lived in another country:		
Over 10 years	0	0.00%
6-10 years	0	0.00%
3-5 years	0	0.00%
1-2 years	0	0.00%
7-11 months	0	0.00%
3-6 months	1	10.00%
Less than 3 months	5	50.00%
Never lived in another country	3	30.00%
Education level (completed):		
Other	0	0.00%
Ph.D. degree or equivalent level graduate degree	0	0.00%
M.A. degree or equivalent graduate degree	0	0.00%
Post Secondary (university) graduate	2	20.00%
Secondary (high) school graduate	7	70.00%
Did not complete secondary (high) school	0	0.00%
In what world region did you primarily live during your formative years to age 18 (please select one):		
Other	0	0.00%
Eastern Europe	0	0.00%
Western Europe	0	0.00%
Asia Pacific	0	0.00%
Australia	0	0.00%
Africa	0	0.00%

Middle East	0	0.00%
South America	2	20.00%
Central America	0	0.00%
North America	8	80.00%
Country of citizenship (passport country). Indicate the country that you consider your primary country of citizenship.		
ECUADOR	2	20.00%
UNITED STATES	8	80.00%

Summary Statistics of the Development of the IDI v.3: 2009
Mitchell R. Hammer, Ph.D.

Summary on the Validation Samples Used in Developing the IDI:

The 50-item Intercultural Development Inventory (IDI v2) was developed based on a cross-cultural sample of 591 respondents (see Hammer, M.R., Bennett, M.J. & Wiseman, R., 2003, The Intercultural Development Inventory: A measure of intercultural sensitivity. In M. Paige, Guest Editor, *International Journal of Intercultural Relations, 27,* 421-443). In 2007, a second (IDI v.3) cross-cultural sample of 4,763 respondents included a wide range of age groups and professions. All 4,763 of the respondents completed the IDI in their native language (six language versions) using rigorously back-translated versions of the IDI.

Standard Error of Measurement of the IDI

The Standard Error of Measurement (SEM) of a test refers to the standard deviation of test scores that would have been obtained from a single respondent had that respondent been tested multiple times. It is a measure of the "spread" of scores within a respondent had the respondent been tested repeatedly and ad infinitum. That is, if a single respondent were to take the same test repeatedly (with no new learning taking place between testings and no memory of question effects), the standard deviation of his/her repeated test scores is denoted as the Standard Error of Measurement. The SEM of the Developmental Orientation scale is 3.66 and 3.49 for the Perceived Orientation.

Validity and Reliability of the IDI

The 50-item IDI v.2 underwent rigorous validity and reliability testing (see Hammer, M.R., Bennett, M.J. & Wiseman, R., 2003). Further testing of the IDI v.3 with a sample of 4,763 in 2007 identified the following unidimensional scales (using Confirmatory Factor Analysis) along with their overall reliability (Coefficient Alpha):

Perceived Orientation (PO) Scale (.82) * Developmental Orientation (DO) Scale (.83) * Denial Sub-scale (.66) * Defense Sub-scale (.72) * Reversal Sub-scale (.78) * Minimization Sub-scale (.74)* Acceptance Sub-scale (.69) * Adaptation Sub-scale (.71) * Cultural Disengagement Sub-scale (.79)

Correlations among the Seven Sub-scales of the IDI

Table 1 below presents the intercorrelations among the seven dimensions of the 50-item IDI v.3. There is a strong correlation between Defense and Denial (r = .83) and between Acceptance and Adaptation (r = .64). Reversal is positively correlated with Denial (.36) and with Defense (.38) and not significantly correlated with Acceptance (.01) or Adaptation (.12). Minimization is not significantly correlated with either the more Monocultural orientations (Denial, Defense, Reversal) or the more Intercultural Orientations (Acceptance, Adaptation), suggesting Minimization exists as a transitional orientation between the more Monocultural and Intercultural orientations. Finally, there are negative correlations between Defense and Denial scales and the Acceptance and Adaptation scales. These findings provide support for the intercultural development continuum. The Cultural Disengagement scale, while not located within the intercultural development continuum, is correlated most strongly with Reversal, consistent with the conceptualization of Cultural Disengagement as a disconnection with one's own culture.

Table 1
Correlations among Seven Orientations (Latent Variables): Sample: 4,763 Respondents

	Denial	Defense	Reversal	Minim	Accept	Adapt	Cul. Disengagement
Denial	1.000						
Defense	.830	1.000					
Reversal	.358	.367	1.000				
Minim	-.033	.062	.036	1.000			
Accept	-.169	-.111	.012	.014	1.000		
Adapt	-.185	-.084	.124	.144	.638	1.000	
Cul. Disengage	.227	.110	.433	.007	-.073	.033	1.000

APPENDIX M: Bellarmine's Vision 2020

Can be found at is link
http://www.bellarmine.edu/docs/default-source/About_docs/Vision_3_web.aspx