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## Understanding intercultural learning in CSB/SJU Study Abroad programs: 2010 to today

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# Understanding Intercultural Learning at CSB/SJU

Allison Spenader & Joy Ruis



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# Presentational Goals

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- Understand models of intercultural development
- Become familiar with questions and assumptions faculty make about the value of study abroad
- Examine outcomes from 2008-2019



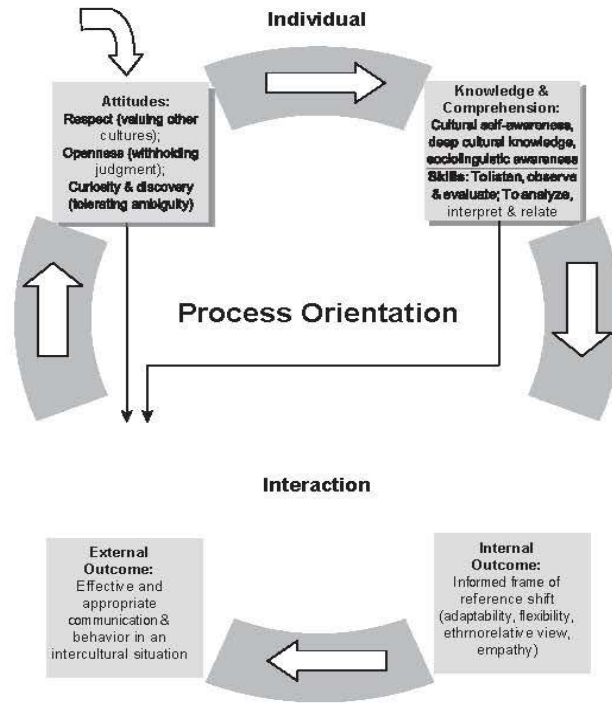
# Byram's Model of Intercultural Communicative Competence (1997)

## Byram's Model of ICC & the 4 Dimensions



Competence area	Description
<b>Attitudes</b>	curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own
<b>Knowledge</b>	of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction
<b>Skills of interpreting and relating</b>	ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own
<b>Skills of discovery and interaction</b>	ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction
<b>Critical cultural awareness / political education</b>	an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries

# Deardorff (2004)



**Figure 4. Process Model of Intercultural Competence**

Source: Deardorff (2004).

Note: Begin with attitudes; move from individual level (attitudes) to interaction level (outcomes). Degree of intercultural competence depends on degree of attitudes, knowledge/comprehension, and skills achieved.

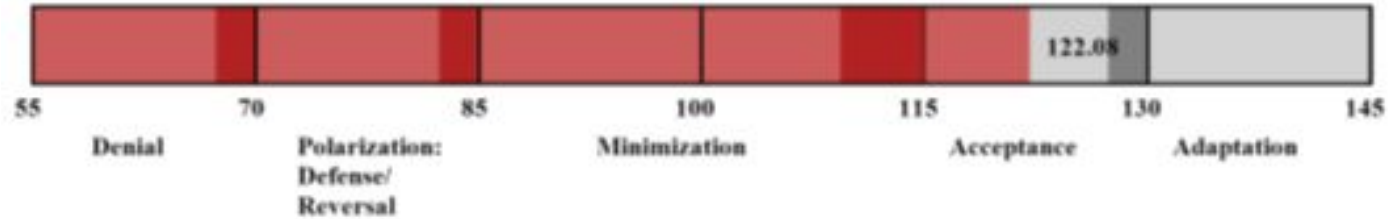
# Bennett's DMIS

From monocultural to  
Intercultural Mindsets



# Developmental Model of Intercultural Sensitivity

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# Intercultural Development Inventory (IDI)

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- **Cross-culturally validated assessment of intercultural competence**
- **50 Item questionnaire questions of open-ended questions**
- **Able to produce customized individual, group, sub-group and organization-wide IDI profile reports**
- **No cultural bias and not “transparent” (i.e., no social desirability)**
- **Widely used in both education and in business**

# Study Abroad @ CSB/SJU

Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total Number of Study Abroad Students**</b>	<b>524</b>	<b>553</b>	<b>555</b>	<b>443</b>	<b>502</b>
<b>Program Sponsorship</b>					
CSB/SJU Program	516	551	544	436	497
Non-CSB/SJU Program	8	12	21	10	10
Percentage of participation on CSB/SJU programs	98.5%	99.6%	96.3%	97.8%	98.0%
<b>Total</b>	<b>524</b>	<b>553</b>	<b>565</b>	<b>446</b>	<b>507</b>
<b>Duration of Study Abroad</b>					
One Semester	307	355	365	318	326
Summer (More than 2 weeks)	168	143	133	61	112
Summer (Less than 2 weeks)					
Academic Year					
More than 2 weeks (during the academic year)		57	68	46	48
Fewer than 2 weeks (during the academic year)	49	8		21	21
Percentage on Semester Programs	58.6%	63.1%	64.5%	71.3%	64.3%
<b>Total</b>	<b>524</b>	<b>563</b>	<b>566</b>	<b>446</b>	<b>507</b>

## DURATION OF U.S. STUDY ABROAD

**65%**

**short-term**

summer, or eight weeks or less

**33%**

**mid-length**

one semester, or one or two quarters

**2%**

**long-term**

academic or calendar year

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# Faculty Survey: Benefits of Semester-long vs. Short-term Study Abroad Programs at CSB/SJU

2018

51 responses

76% Tenured or  
tenure-track

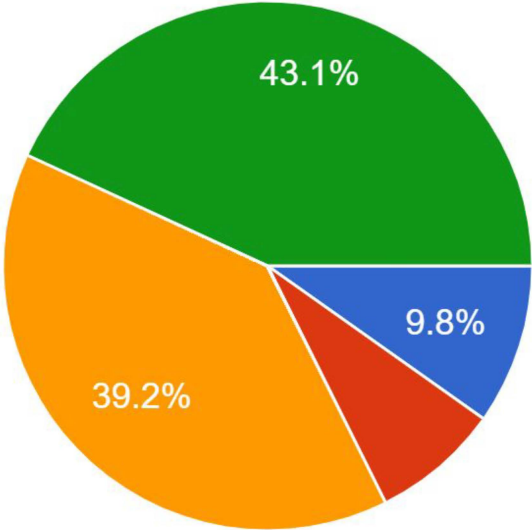
12% Term faculty

12% Retired, other roles

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# How long have you been teaching at CSB/SJU?

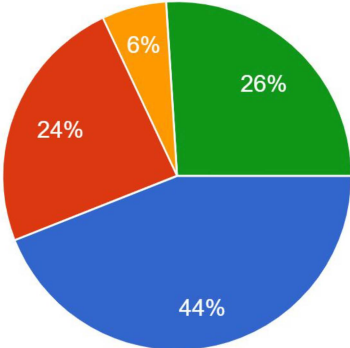
51 responses



- 1-5 years
- 6-10 years
- 11-20 years
- More than 20 years

How many times have you led a short-term CSB/SJU program (5 weeks or shorter)?

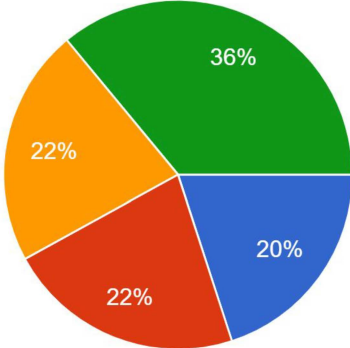
50 responses



- Never
- Once
- Twice
- Three or more times

How many times have you led a semester-long CSB/SJU program?

50 responses



- Never
- Once
- Twice
- Three or more times

# Benefits vs. Challenges of Short-Term Study Abroad

## BENEFITS

- Timing of programs
- Length of programs
- Opportunities for intercultural and personal growth
- Opportunity for faculty to develop new programs, offer programs in new places, and more specialized programs

## CHALLENGES

- Out of pocket costs for students (29 of 50)
- Not being able to use financial aid (39 of 50)

# Why short term?

— — —

“Short-term programs share the same cross-cultural benefits as long-term, though with less depth. Their main advantage is accessibility for students who can't go abroad for a full semester (for example, for health reasons)”

“They attract students that otherwise would not choose/be able to study abroad.”

“Provides students an intense, exciting study abroad opportunity when a full-semester is either not a good fit, or their academic/athletic schedule does not work.”



# Questions raised about value of short-term programs

— — —

“If a short-term study abroad is done right, it can have a great deal of academic rigor and opportunity for students to grow. But it is up to the faculty member leading the program to make that happen.”

“Students are able to afford these programs or they are not. Until we are able to offer significant institutional support to those in need, that will not change. Academic rigor varies by leader--until we have a strong set of academic expectations, this will not change.”

“If the short-term program is co-ordinated with a course following or also before the course begins, this can greatly enrich the course during the semester.”

# Benefits vs. Challenges of Semester-long Study Abroad

## BENEFITS

- Ability to apply financial aid (37 of 50)
- Opportunities for intercultural learning and personal growth (42)
- Opportunity to offer program in established locale (41)
- Opportunity to take course at another school (30)

## CHALLENGES

- Out of pocket costs (29 of 50 agreed with this-same as for short-term)
- Timing in school year (8)

# Georgetown Consortium study (Frontiers, 2009)

— — —

- Multi-year Study with 1,297 students in 61 different programs
- Students from Georgetown University, the University of Minnesota-Twin Cities, & Dickinson College
- Average IDI gain was 1.32 points,
- Average went up to 3.4 IDI gains for a semester program- did better than short-term or year-long programs
- AUCP program in France got 12.47 IDI gains
- importance of providing cultural mentoring to students abroad- Key Finding (implications for sending students abroad without faculty support)

# Additional Findings about IDI in Study Abroad

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- A meaningful gain is 6 points or more (Lou & Bosely, 2012)
- Gains in CSB/SJU semester-long programs range from slightly negative/flat growth (Galway) to significant growth of more than 9 points on average (Chile, South Africa)(Spnader & Retka, 2015)
- Service Learning has a positive impact on intercultural development in semester-long programs (Spnader & Retka, 2015)

# CSB/SJU IDI Study

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**18 - Semester Programs (total of 279 Participants)**

**4 - Short-term programs (total of 27 Participants)**

**22 Total Programs (total of 306 Participants)**

# Variables of interest:

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Intercultural growth as measured by the IDI

GPA before, during, and cumulative after study abroad

Gender

Program duration, location, language

Learning types, including experiential learning type

# Student selection of programs

— — —

Programs with higher pre-test IDI scores: Australia, France, Guatemala, and South Africa (all semester-long programs)

Programs with lower pre-test IDI scores: All short-term programs, plus Greco-Roman and Japan

Statistically significant difference found between the pre-test IDI scores of semester-long participants (88.65) and short-term participants (mean 82.65)

# Intercultural Growth by Program Type

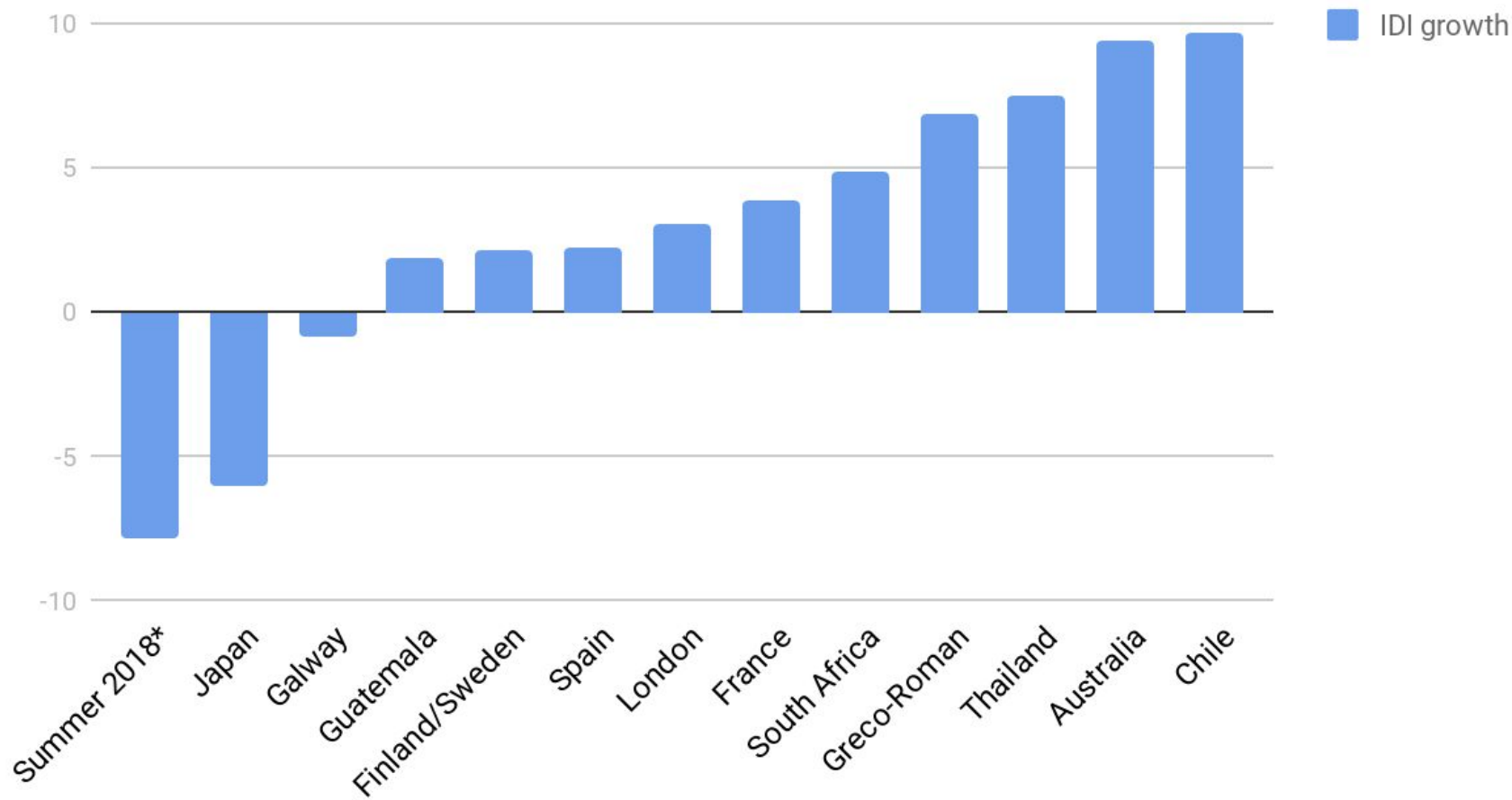
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Short-term programs: flat (no significant growth) in short terms without IC designation, except for Thailand & Finland/Sweden program (which also had lowest pre-test IDI scores)

Semester-long programs: higher pre-test scores, and higher growth



# Intercultural growth by program



# Grade inflation in study abroad?

— — —

Short-term programs (2 credits) - average grade 4.0

Semester-long programs (15-16 credits) average term GPA 3.66

Cumulative GPA average moves from 3.41 to 3.46 after a Semester Abroad program

Females have significantly higher GPAs (compared to males) during the semester that they study abroad

Most significant GPA gains occurred in France, Guatemala, Greco-Roman and Japan programs

# Gender in Study Abroad

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Males dropped out of the study at a significantly higher rate than females. Completion rate for females was 92.6% vs. males 77.8%

Males had somewhat lower pre- and post-test IDI scores, but not significantly different from females

# Program Location

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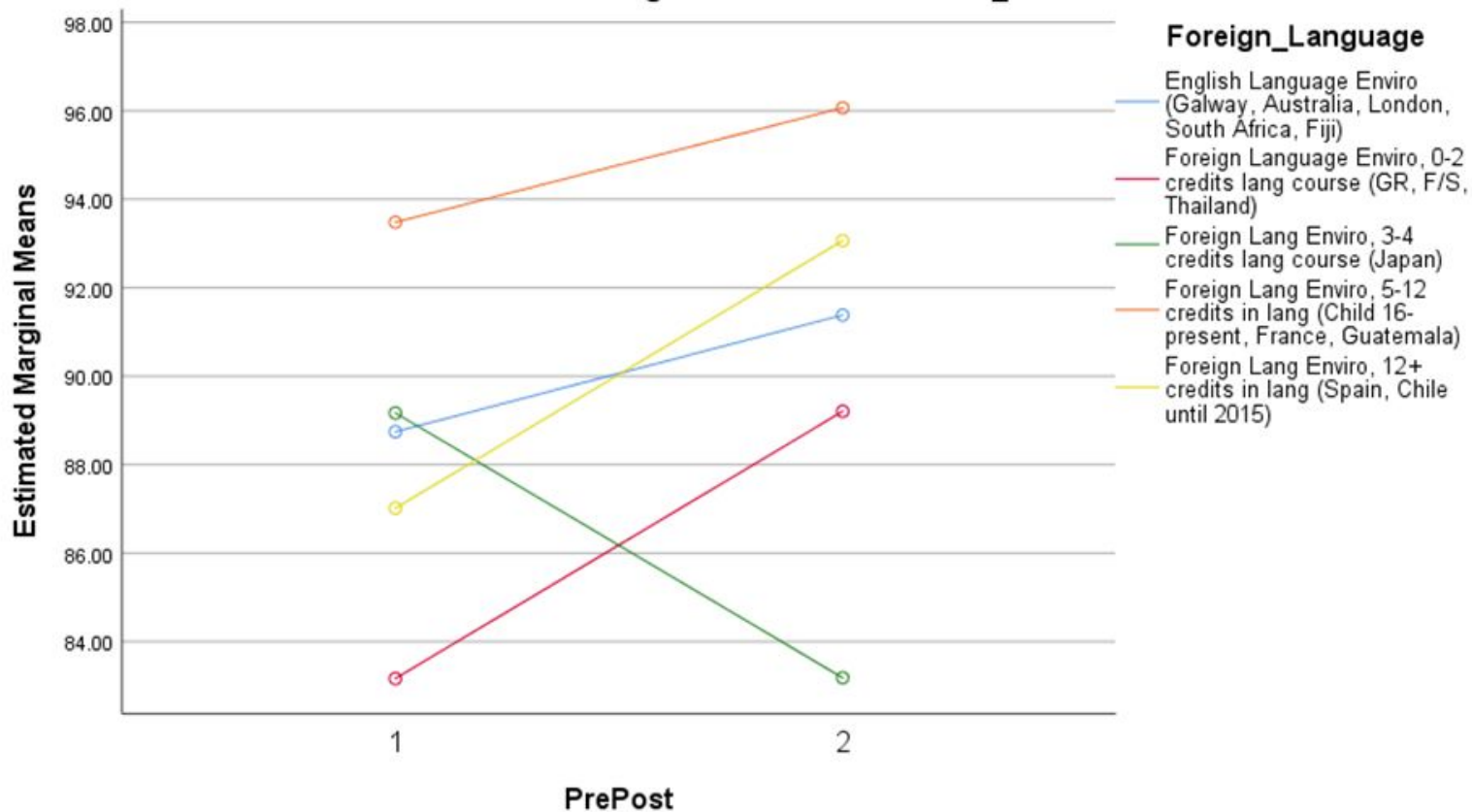
<b>Rural (less than 2,500)</b>	<b>Urban (2,500-50,00)</b>	<b>Urban (50,000)</b>
<b>Galway</b>	<b>Australia, some summer</b>	<b>London, Japan, Chile, Spain, some summer, Greco-Roman, Guatemala</b>

# English vs. Foreign Language Setting and IDI

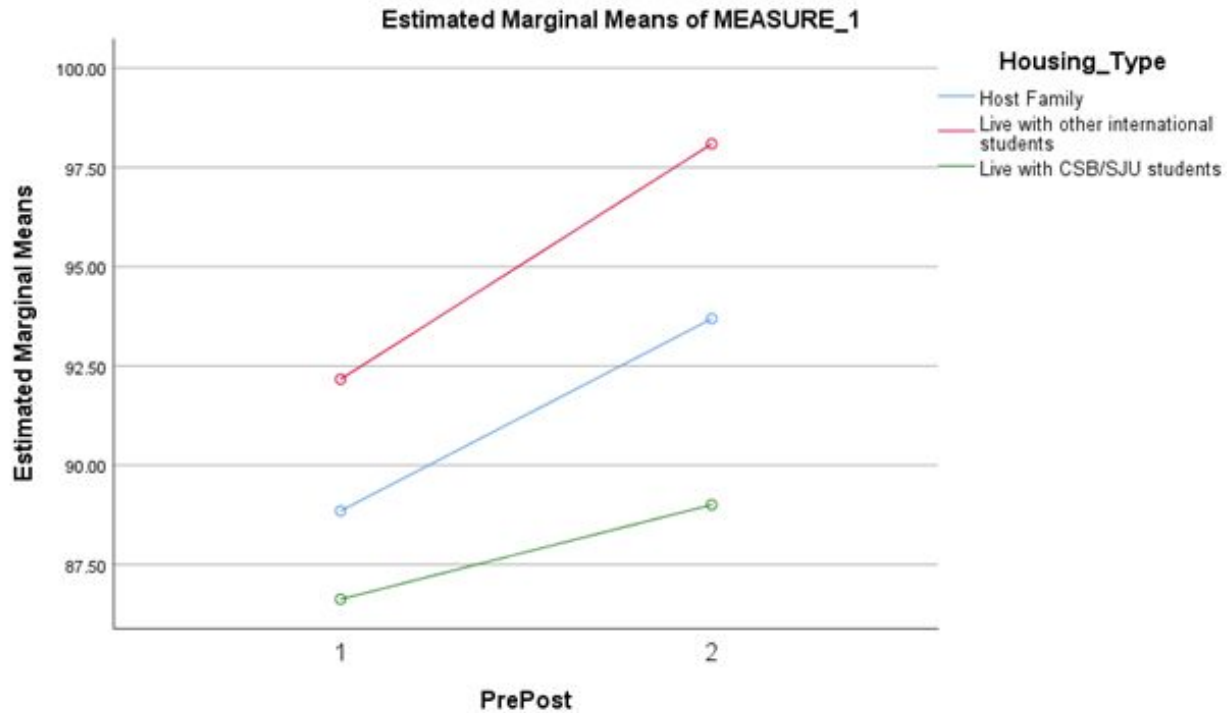
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English Language Enviro (Galway, Australia, London, South Africa)	Starts average, modest gains
Foreign Language Enviro, 0-2 credits lang course (Greco-Roman, Finland/Sweden, Thailand)	Starts lowest, greatest gains
Foreign Lang Enviro, 3-4 credits lang course (Japan*)	Starts average, Negative gain
Foreign Lang Enviro, 5-12 credits in lang (Chile 16-present, France, Guatemala)	Starts highest, ends highest
Foreign Lang Enviro, 12+ credits in lang (Spain, Chile until 2015)	Starts lower, greatest gains

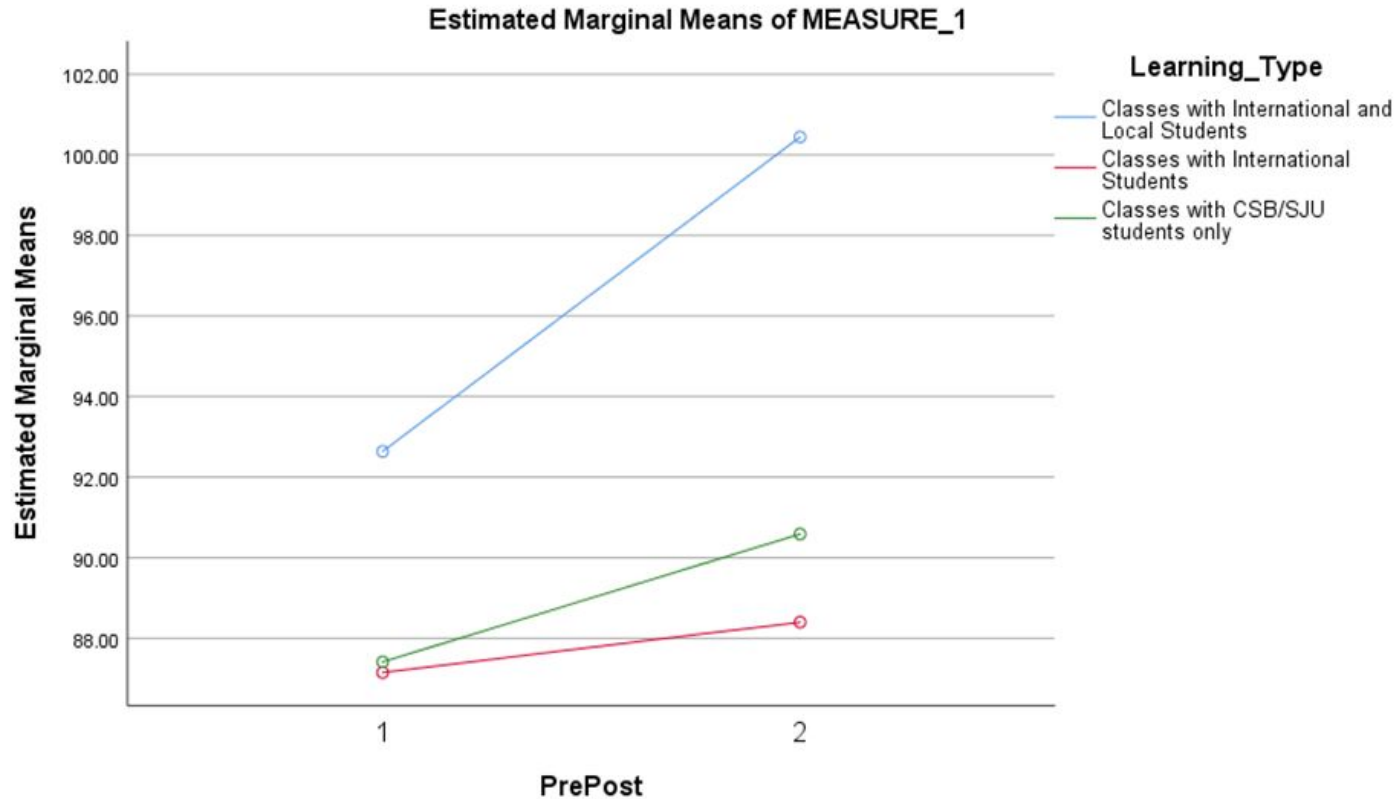
Estimated Marginal Means of MEASURE\_1



# Housing Type

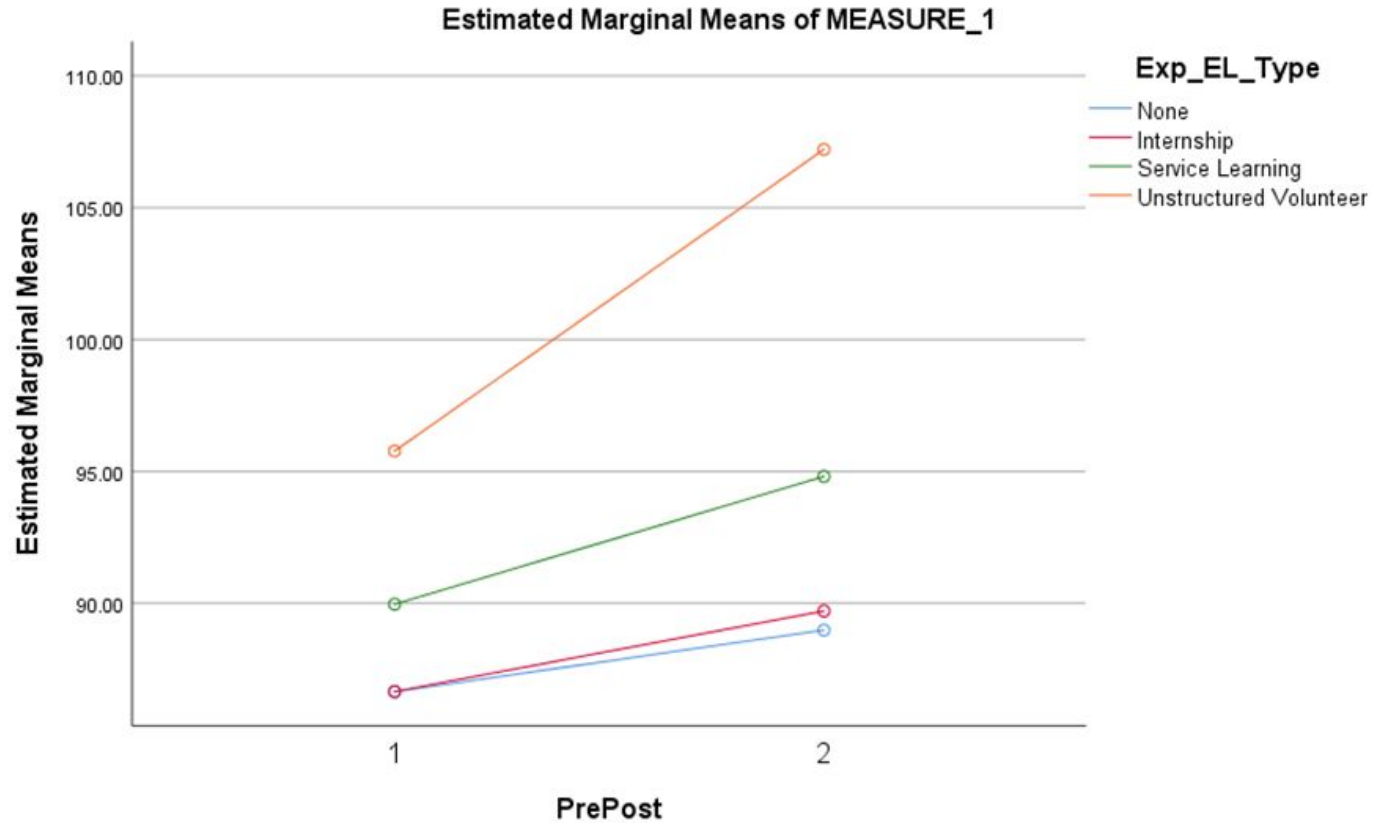


# Learning type and IDI growth



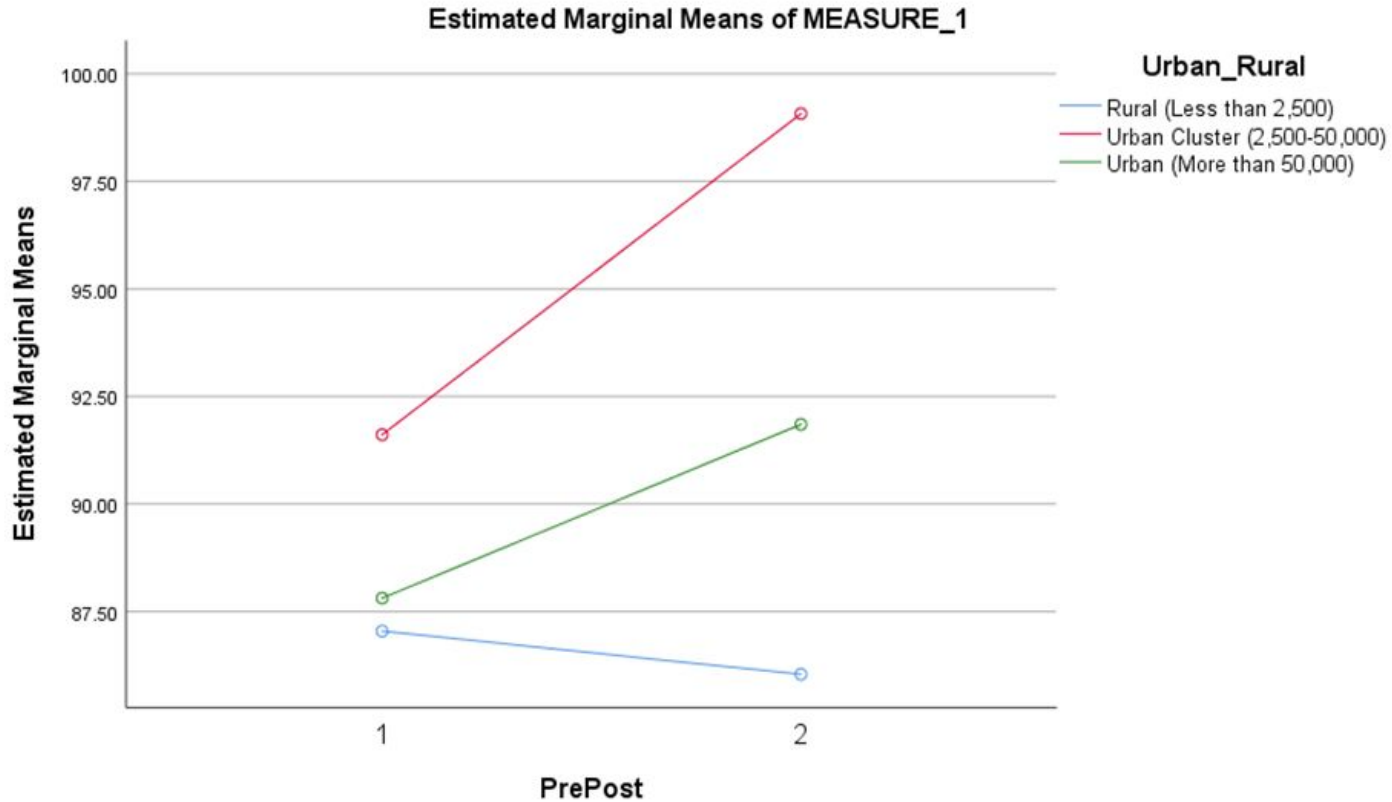


# Experiential Learning Type and IDI growth



# Host Community Rural vs. Urban and IDI growth

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# IDI Growth by major

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No significant correlation between any given major and IDI growth

Too many majors? Helpful to look by division instead?

# Largest majors studying abroad

Biology	37
Global Business	26
Psychology	23
Communications	21
Hispanic Studies	21
Communications	20
English	20

# New Curriculum = New opportunities

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- Creation of Advisory Committee for CGE
- Re-think the Faculty course on Semester programs
- Alter courses on Semester Study Abroad
- New models to explore on Short-term- what intercultural gains do we expect to see on the new embedded programs?

# Embedded Study Abroad at CSB/SJU

 
FALL 2019 EMBEDDED STUDY ABROAD COURSE
<b><u>CHEM 323B</u></b> <b><u>FERMENTATION</u></b>
<b>NETHERLANDS &amp; BELGIUM</b> On campus: October 17- December 17, 2019 Off Campus: Dec. 27, 2019 - Jan. 9, 2020  This 2 cr. Chemistry 323B course includes an experiential component abroad! Learn about Fermentation in food and beverages during the semester then engage in an international experiential setting to finish the course.
 



## Brazil

### Inequality, Race, & Gender

Fulfills Gender (GE) & Experiential Learning (EL)

For additional information on the Brazil Embedded program please email Dr. Pedro dos Santos [PDOSSANTO001@CSBSJU.EDU](mailto:PDOSSANTO001@CSBSJU.EDU)



## Japan

### Nuclear Japan

Fulfills Ethics (ES) & Intercultural (IC)

For additional information on the Japan Embedded program please email Dr. Jeffery DuBois at [JDUBOIS@CSBSJU.EDU](mailto:JDUBOIS@CSBSJU.EDU)



## Poland

### The Unbreakable Spirit

Fulfills Humanities (HM) & Intercultural (IC)

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Based on Sanford, 1966



# Thank you!

Tack så mycket!

Dziękuję!

Vielen dank!

Mil gracias!

Merci!

Kiitos.

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