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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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Faculty in Education
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Faculty in French
Faculty in Education
CGE Program Manager
Presentational Goals

- 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 ICC & the 4 Dimensions

<table>
<thead>
<tr>
<th>Competence area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td>curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own</td>
</tr>
<tr>
<td>Knowledge</td>
<td>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</td>
</tr>
<tr>
<td>Skills of interpreting and relating</td>
<td>ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own</td>
</tr>
<tr>
<td>Skills of discovery and interaction</td>
<td>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</td>
</tr>
<tr>
<td>Critical cultural awareness / political education</td>
<td>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</td>
</tr>
</tbody>
</table>
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

- Denial
- Polarization: Defense/Reversal
- Minimization
- Acceptance
- Adaptation

Scores:
- 55
- 70
- 85
- 100
- 115
- 122.08
- 130
- 145
Intercultural Development Inventory (IDI)

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

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors
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
How long have you been teaching at CSB/SJU?

51 responses

- 1-5 years: 39.2%
- 6-10 years: 9.8%
- 11-20 years: 43.1%
- More than 20 years: 7.9%
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

● 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) (Spenader & Retka, 2015)
● Service Learning has a positive impact on intercultural development in semester-long programs (Spenader & 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:

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
Semester-long program IDI growth

Intercultural growth by program

Summer 2018* Japan Galway Guatemala Finland/Sweden Spain London France South Africa Greco-Roman Thailand Australia Chile

IDI growth
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

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
<table>
<thead>
<tr>
<th>Rural (less than 2,500)</th>
<th>Urban (2,500-50,000)</th>
<th>Urban (50,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galway</td>
<td>Australia, some summer</td>
<td>London, Japan, Chile, Spain, some summer, Greco-Roman, Guatemala</td>
</tr>
</tbody>
</table>
### English vs. Foreign Language Setting and IDI

| 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

Foreign Language
- English Language Enviro
  (Galway, Australia, London, South Africa, Fiji)
- Foreign Language Enviro, 0-2 credits lang course (GR, F/S, Thailand)
- Foreign Lang Enviro, 3-4 credits lang course (Japan)
- Foreign Lang Enviro, 5-12 credits in lang (Child 16-present, France, Guatemala)
- Foreign Lang Enviro, 12+ credits in lang (Spain, Chile until 2015)
Estimated Marginal Means of MEASURE_1

Housing Type

- Host Family
- Live with other international students
- Live with CSB/SJU students
Learning type and IDI growth

Estimated Marginal Means of MEASURE_1

Learning_Type
- Classes with International and Local Students
- Classes with International Students
- Classes with CSB/SJU students only

Estimated Marginal Means

PrePost

1

2
Experiential Learning Type and IDI growth
Host Community Rural vs. Urban and IDI growth

Estimated Marginal Means of MEASURE_1

Urban_Rural
- Rural (Less than 2,500)
- Urban Cluster (2,500-50,000)
- Urban (More than 50,000)

PrePost
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

<table>
<thead>
<tr>
<th>Major</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>37</td>
</tr>
<tr>
<td>Global Business</td>
<td>26</td>
</tr>
<tr>
<td>Psychology</td>
<td>23</td>
</tr>
<tr>
<td>Communications</td>
<td>21</td>
</tr>
<tr>
<td>Hispanic Studies</td>
<td>21</td>
</tr>
<tr>
<td>Communications</td>
<td>20</td>
</tr>
<tr>
<td>English</td>
<td>20</td>
</tr>
</tbody>
</table>
New Curriculum = New opportunities

- 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

CHEM 323B
FERMENTATION

NETHERLANDS & BELGIUM
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.

For additional information on the Brazil Embedded program please email Dr. Pedro dos Santos PDOSANTO001@CSBSJU.EDU

Brazil
Inequality, Race, & Gender
Fulfills Gender (GE) & Experiential Learning (EL)

Japan
Nuclear Japan
Fulfills Ethics (ES) & Intercultural (IC)

For additional information on the Japan Embedded program please email Dr. Jeffery DuBois at JDBOIS@CSBSJU.EDU

Poland
The Unbreakable Spirit
Fulfills Humanities (HM) & Intercultural (IC)


Based on Sanford, 1966
Thank you!
Tack så mycket!
Dziekuje!
Vielen dank!
Mil gracias!
Merci!
Kiitos.
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