GROUNDING INTERCULTURAL GROWTH: Practical Tools for the Study Abroad Practitioner

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AGENDA

1. INTROS
2. THE STUDENT VOICE
3. ELT THEORY
4. CONCRETE STRATEGIES
5. Q&A
Learning Objectives for Today

• Understand why ELT can enhance intercultural growth

• Apply ELT to ground intercultural interventions within the study abroad process

• Identify new and existing ways to introduce and enhance experiential learning opportunities

• Recognize how to use ELT in order to amplify student voices
Introductions

Name Game!

What do(es) your name(s) say about You?

Who Named You?

Why are you named what you are named?

What does it mean to you?

What does your name signal to other people?
Experiential Learning for Intercultural Growth: A Case Study

- Frederick Douglass Global Fellows
- 4 week program with extensive pre-departure and post-arrival activities
- Tried and true curriculum
- Holistic assessment mapped to learning outcomes
- Mentoring component
- Personal attention
- Capstone project
The Role of the Facilitator
THE STUDENT VOICE
ELT Student Perspective
What are some classroom ground rules to set when having difficult conversations around social justice issues?
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3. DESIGNING ELT-BASED PROGRAMS
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The First Narrative in Study Abroad

Experience in / exposure to another culture = Intercultural Growth

The Second Narrative in Study Abroad

“Study abroad transformed me!”
Facilitated learning
The New Intercultural Learning Paradigm
The New Intercultural Learning Paradigm

• The instructor as facilitator and co-creator (ELT)

• Inclusive and accessible learner-centered curricular approaches that embrace diverse demographics

• Holistic assessment

• Focus on interculturality

• Technology driven
The New Intercultural Learning Paradigm - Assessment Examples

- In-class discussions
- Post-activity debriefs
- Reflection captured across assignments
- Individualized feedback
- Capstone Projects
- Intercultural assessment tools mapped to program learning objectives
Instructors as Facilitators and Co-Creators

“The art of teaching is the art of assisting discovery.”

- Mark Van Doren

“Guide on the Side” not the “Sage on the Stage”
Characteristics of Experiential Learning Theory

- Organic and intrinsic connection between education and personal experience
- Experience alone isn’t necessarily educational
- Depends on the QUALITY of the experience
- Facilitators play KEY role
- Safe or BRAVE learning space

Meaningful learning is a HOLISTIC, DYNAMIC process driven by concrete action and reflection
“People don’t learn from experience; they learn through reflecting on experience.”
– John Dewey
### What is reflection?

<table>
<thead>
<tr>
<th>Reflection IS</th>
<th>Reflection IS NOT</th>
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<tbody>
<tr>
<td>Rumination</td>
<td>Shifted perspective</td>
</tr>
<tr>
<td>Overgeneralized</td>
<td>Disaggregated, well-differentiated</td>
</tr>
<tr>
<td>Universal or unchangeable</td>
<td>Contextual</td>
</tr>
<tr>
<td>Unidimensional, intellectualized, disconnected</td>
<td>Integrative (emotion, behavior, cognition)</td>
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<tr>
<td>Purely visceral</td>
<td>Descriptive</td>
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Complete the Learning Styles Inventory
3 P’s Activity - Person, Process, Place

**Person:** With whom do you learn best? (Example: From teachers who are more like coaches/mentors, from experts, etc.)

**Process:** How do you learn best? (Example: From reading and thinking about things, from experimenting, doing group projects, etc.)

**Place:** Where do you learn best? (Example: In comfortable yet quiet surroundings, in busy
The Experiential Learning Cycle

- Experience
- Reflect
- Try it out
- Make Meaning
The ELT Mantra

When carefully selected experiences are supported by reflection, critical analysis and synthesis, learning occurs.

(Dewey, 1983; Kolb, 1984; Savicki, 2008; Association for Experiential Education, 2018)
Debriefing around the Experiential Learning Cycle

1. How did it go? What was the experience like for you? How did you feel?
2. What happened? What did you observe? What stood out to you?
3. What did you learn? How does this relate to what you have read about Brazilian culture?
4. How will you apply what you have learned?
What we did today...

Concrete Experience

Active Experimentation

Abstract Conceptualization

Reflective Observation

Organized ideas in structured/ theoretical terms

Reflected on meaning of experience

PPP Activity

Decided how to apply ideas (helping each other)
Think-Pair-Share

In what ways is the LSI useful for you personally? Professionally?

What are your big takeaways?
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Think-Pair-Share

Where does Experiential Learning Theory exist within your institution/organization?

Where can you envision applying it?
Think-Pair-Share

What did you bring in your suitcase when you studied abroad and what did you take back?
D.I.E. Image
D.I.E. Image (uncropped version)
Describe – Interpret – Evaluate

**Description:** A value-neutral or objective description of something (“It’s red and circular.”)

**Interpretation:** A possible explanation of what something might be or its function (“It looks like some kind of toy.”)

**Evaluation:** A judgment or emotionally-tinged response to something (“It looks fun.”)
D.I.E. Debrief

1. How did that go? What did it feel like to have to make guesses?

1. What happened when you worked in your groups?

1. What have you learned about the processes of describing, interpreting or evaluating – either about these processes, or about how you personally tend to approach them?

1. How can we extend what we've learned outside the classroom?
Learning Outcomes for D.I.E.

The goal of this exercise is to help students:

• Recognize how quickly we tend to judge and the role of perception in judgment.
• Explore the influence of cultural and personal experience on perception.
• Provide practice generating multiple interpretations for any described behavior.
• Begin to think about bridging across cultural difference.
## Implementing ELT - Sample Activities

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<th>Pre-Departure</th>
<th>During</th>
<th>Return</th>
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<td>• Incorporate “Brave Space” into the advising process</td>
<td>• Structured blog posts, journal entries, letter home and other reflection activities</td>
<td>• Returning students events focusing on reflection (e.g. suitcase activity)</td>
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<td>• Name Game and other identity-based activities</td>
<td>• Capstone project such as digital story</td>
<td>• Connecting SA experience to career development</td>
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<td>• Kolb LSI</td>
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<td>• Offering opportunities to continue the intercultural journey (study abroad ambassador programs, joining student groups, involvement with international student office, additional SA activities)</td>
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<td>• Describe - Interpret - Evaluate</td>
<td>• Pre-brief and debrief after program excursions</td>
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<td>• Pre-departure preparation readings and resources</td>
<td>• Revisiting goals</td>
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<td>• Goal-setting (SMART)</td>
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- **Pre-Departure**
  - Incorporate “Brave Space” into the advising process
  - Name Game and other identity-based activities
  - Kolb LSI
  - Describe - Interpret - Evaluate
  - Pre-departure preparation readings and resources
  - Goal-setting (SMART)

- **During**
  - Structured blog posts, journal entries, letter home and other reflection activities
  - Capstone project such as digital story
  - Continuing Kolb LSI in the classroom
  - Pre-brief and debrief after program excursions
  - Revisiting goals

- **Return**
  - Returning students events focusing on reflection (e.g. suitcase activity)
  - Connecting SA experience to career development
  - Offering opportunities to continue the intercultural journey (study abroad ambassador programs, joining student groups, involvement with international student office, additional SA activities)
Grounding Intercultural Growth Toolkit
Download here:
https://app.box.com/v/experiential
THANK YOU!

September 24, 2018
Additional Digital Storytelling Videos

https://vimeopro.com/storyographers/fdfg-2018

https://drive.google.com/file/d/1L2QYc1ZM8325ynoJCRb4V6DX388_WWK5/view