Start in the Middle

On Site to Re-Entry and Back
to Maximize Student Learning
Questions

Briefly list your responses to any/all:

1. What are ideal **Student Learning Outcomes** of a study abroad experience?

2. What support do students need at **Re-Entry**?

3. Name the key topics of a typical **Pre-Departure** Orientation?
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Start in the Middle

On Site to Re-Entry and Back to Maximize Student Learning

ciee annual conference
November 2019
Brooklyn, NY
Increasing the Diversity of Students Studying Abroad DOES NOT Necessarily Lead to Enhanced Experiences

Just as study abroad in & of itself does not lead to greater global understanding or intercultural competencias,

INCREASED DIVERSITY ALONE does NOT necessarily lead to a greater appreciate for diverse cultures.
Gordon Allport

- Social Contact Theory, or Intergroup Contact Theory, 1954
Key Concepts

- **Diversity**
  - Is the “mix” of differences

- **Inclusion**
  - Is “making the mix work”

- **Intercultural Competence**
  - Is “how” to “make the mix work”

How can we best MAXIMIZE student learning?

1. Identify your key desired Student Learning Outcomes (SLOs) & then focus on the middle: what happens ON SITE to ensure that the SLOs are maximized on site? How can these SLOs best be met WHILE ABROAD?

2. Design re-entry programs, course &/or activities for RETURNED students to reflect upon the achievement of these SLOs.

3. Incorporate the learnings of RETURNEEs into RECRUITMENT & PRE-DEPARTURE SESSIONS to help recruit more diverse students & their families.
Student Learning Outcomes

Intercultural Competencies: Growth along Intercultural Development Continuum

Greater cultural self-awareness

Ability to work effectively across differences
SLO # 1: Intercultural Competencies: Growth along Intercultural Development Continuum

“Our level of intercultural development is the strongest indicator of what kinds of choices we have the capacity to make.”

- Dr. Mitch Hammer, co-developer of the Intercultural Development Inventory (IDI)
Intercultural Development Continuum

Intercultural Work Continued DURING Study Abroad

- Have students take IDI prior to semester & let that inform work. Also provide feedback.
- Intensive Two-Week Orientation & “Deep Dive” After Arrival In Country
- “Cultural Self-Awareness Essay #1” on 1st full day
- Fishbowl discussion of most recent version of Beverly Tatum’s classic article “The Complexity of Identity: Who Am I?” & discussion of own experiences
- Small group activities related to intersectional identities & stereotypes
Intercultural Learning Continued DURING Study Abroad

- Excursions & guest speakers on “ISMs” in Mexico - social construction of isms & diverse experiences of them - discussion of own reactions
- Introduction to cultural conflict styles & experiential activities
“Cultural Self-Awareness Essay #1” on 1st full day (or prior to arrival)

Length: approximately 3-4 pages, double-spaced in 11-12” Times New Roman or similar sized font with 1” margins. (Approximately 750-1000 words). These are guidelines. Your paper can be shorter or longer, as long as you cover the basic themes and state what you want to communicate.

Purpose of this Essay: To articulate your own cultural values and personality traits at the start of the semester so that you can participate in discussions about the cultures to which you belong, as well as later look back and see what has been affirmed, challenged, and/or changed at the end of the course.

Some Assumptions: All of us belong to multiple cultures that have influenced our values, beliefs, likes and dislikes, behavior, expectations, and norms, etc. Our multiple cultures include our national cultures, geographical region, urban/rural life, race and/or ethnicities, gender, sexual orientation, age, religion, ability, age, etc. We have learned cultural values through these and other groups to which we belong, as well as from our families, schools, media, etc. Moreover, each of us has particular individual personalities with regards to how introverted or extroverted we are, how we process information, etc. Sometimes these individual personalities are rewarded by one or more of the cultural groups to which we belong, and sometimes they are not. Please take these assumptions into account as you write your paper.
Cultural Self Paper #1 Assignment, Continued...

Discuss your cultural values, expectations, and behavior as they relate to the cultural identities with which you most identify.

Specific questions to consider/address:
- With which cultural identities do you most identify?
- What are your most important values, beliefs, likes and dislikes, behavior, expectations, and norms, etc. with regards to what you see as right and wrong? Your orientation towards time? Your degree of formality or informality? Your degree of directness or indirectness?
- How loud or quiet you are and expect others to be?
- What is your level of comfort with silence/noise?
- What do you see as appropriate (and inappropriate) subjects for conversation in public (or among strangers)?
- How individualistic or collectivist are you?
- How do you handle conflict?
- How do the cultures with which you identify impact your dress and appearance? Your sense of self and space? The extent to which you need privacy? What you consider polite and/or rude? Your expectations regarding relationships, etc.?
- Which of the cultures to which you belong (named above) do you see has having the greatest influence on the development of these values, expectations, and behaviors?

Please try to answer many of the questions above.
Cultural Self Paper #1 Assignment, Continued...

Guidelines: Please try to answer several of the questions above. You do not have to do so in order, nor do you have to answer every single question, but try to give a comprehensive view of your cultural identities, values, expectations, communication style, and behavior.

Grading Criteria: thoughtfulness & thoroughness of response, good organization, and clarity. This is NOT a research paper, so you do not have to cite any sources.

Thanks! 🌟
On-Site Intercultural Work – In the Middle

Intercultural Communication/Development course throughout semester

- required for all students
- taught JOINTLY with a Mexican professor & students at a local Mexican university
- Students discuss ways in which class, gender, race & ethnicity, sexuality, etc. are constructed differently & manifest differently where they live.

“Mexico’s Next Top Model”

PARTICIPANTES
Small Group Activity Intercultural Activity

This is an activity that we have used both as part of healing circles and separately for intercultural interactions in highly polarized situations. Please participate.

1. Each person in the circle completes the following statement on a piece of paper: “People see me as ________________ , but what I want you to know is that I ________________.” (Fill in the blanks with your own words.)
2. Each person in the circle goes around and shares the statement.
3. Other participants may ask a clarifying question or 2, but you need to refrain from sharing “me, too” or other comments about yourself until it is your turn.

The facilitator should determine how much time the activity will take based on the number of people present & determine how much time each person gets.

The facilitator’s role is to ensure that each person has approximately equal time. The first 3 people to speak should get a chance to add anything add the end if the want.
Preliminary Research Findings among Diverse Students in Mexico

Experiences of racismo & colorism undergraduate students of color (SOC) in central Mexico indicated the following:

1. Several felt “unprepared” & unaware that they might experience racism and/or colorism in other countries.
2. Several found it difficult to discern when something was “racist” or “colorist” and when it wasn’t due to language issues and cultural reference-points and cultural differences.
3. Several found it especially challenging to “put up with” white members of their cohorts from the U.S.A., often looking into or moving into POLARIZATION.
4. Light-skinne d b-racial & multi-racial students were offer rejected by SOC peers & were only seen as white by most Mexican friends, host families and teachers.

When I first visited a rural town in Mexico with other students from the U.S., some teenagers pointed at me and yelled, “Negrito! Negrito! Negrito!” I immediately yelled at my white and Latinx peers: “They just called me the `N´ word three times and none of you are going to say anything?” I expected them to speak up. “Marq, it does NOT mean the `N´ word in this context. It means black,” responded a Mexican peer. Not ready to hear that perhaps the teenagers were not actually calling me a racist slur, I emotionally isolated myself.

Learnings about Racial Diversity to Incorporate into Recruitment & Pre-Departure Process

- Provide access to both Internet-based & written materials on all kinds of diversity within SPECIFIC context whenever possible.

Diversity Abroad website: [https://www.diversitynetwork.org/](https://www.diversitynetwork.org/)


Raw Footage of Video Interviews with Students

(Biftu) CGEE Series: Your Identity Abroad, on being African American in Mexico
https://www.youtube.com/watch?v=1MpfRjG5y-U

(Bobby) CGEE Series: Your Identity Abroad, on being Asian American in Mexico
https://www.youtube.com/watch?v=z9P2phzPHzk&feature=youtu.be

(Presko) CGEE Series: Your Identity Abroad, on being a Black Woman in Mexico!
https://www.youtube.com/watch?v=9r0o_riqwrY&feature=youtu.be

Please contact lutterma@augsburg.edu before sharing these with others, as we are in the process of editing, adding others, & making this a professional resource. Thank you! Ann
Student Learning Outcomes

- Develop Transferable Skills that Increase Employability

- Incorporate activities & assignments while ON SITE to help articulate these transferable skills.
SLO # 2: Develop Transferable Skills that Increase Employability

Final projects &/or papers for one or more courses:

- Ask students to create a final project (video, screenplay, creative writing piece, oral presentation to give at an academic or professional conference) OR paper that can be submitted for publication or presentation - related to major(s).

Questions for Instagram Reflection Posts or Other Online Journal

During onsite termination process:

- Session on transferable skills - what do employers look for? Which did they develop, & how
- Resumes & paragraph for cover letters
EMPLOYABILITY

[əmˈploıəˈbilədē]
noun

1. a broad range of skills and competences necessary to function in a working environment and to enable one to succeed in the workplace (Erasmus Impact Study, 2014, European Commission, p. 29)

Post-Return Reflection: Articulating the Development of Transferable Skills
Survey Says...
# NACE Core Competencies

**Employers Rate the Essential Need of the Career Readiness Competencies**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Weighted Average Rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>4.62</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>4.56</td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td>4.46</td>
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<tr>
<td>Oral/Written Communications</td>
<td>4.30</td>
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<tr>
<td>Leadership</td>
<td>3.82</td>
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<tr>
<td>Digital Technology</td>
<td>3.73</td>
</tr>
<tr>
<td>Career Management</td>
<td>3.46</td>
</tr>
<tr>
<td>Global/Multi-cultural Fluency</td>
<td>3.01</td>
</tr>
</tbody>
</table>

*5-point scale, where 1=Not essential, 2=Not very essential, 3=Somewhat essential, 4=essential, 5=Absolutely essential*
Intercultural Competence & Transferable Skills

Intercultural Skills
- Cultural self-awareness
- Culture-general knowledge
- Culture-specific knowledge
- Tolerance of ambiguity
- Suspension of judgment

Adaptability
Perspective-taking
Empathy
Flexibility
Resolve conflict
Self-awareness
Curiosity...

Transferable Skills
- Initiative
- Self-management
- Time-management
- Customer skills
- Problem-solving
“In short, studying abroad is not, in and of itself, a way to get a job.”

Recommendations:

1. Develop study abroad programs that build desired skills (i.e. teamwork).

2. Carry out research on student learning abroad in order to collect data that will help convince employers that specific types of study abroad do in fact provide students with opportunities to develop or enhance desired learning outcomes.

3. Give students training in how to present what they have learned ... in ways that employers will appreciate.
Research Study: Impact of Reflection Session

- Marketing Your International Experience session
- Offered to U.S. and European students returned from a semester of study or internship abroad
- Trained facilitators; used same curriculum/agenda
- Experiment $n = 192$
- Control $n = 98$  \[\Rightarrow N = 290\]
Assessment Measure: Session Impact

1. I have thought hard about how studying abroad resulted in developing specific skills that I can apply in the workplace. (Reflection)

2. I have identified skills (for example – flexibility, initiative, etc.) that I developed studying abroad that I can apply to my first job after graduation. (Identification)

3. I am confident that I can speak accurately to potential employers about the transferable skills I developed while studying abroad. (Confidence)

4. I am prepared to offer specific examples of skills that I developed while studying abroad to potential employers. (Preparation)

Likert scale response: 7-Strongly Agree, 6-Agree, 5-Somewhat Agree, 4-Neither agree nor disagree, 3-Disagree Somewhat, 2-Disagree, 1-Strongly Disagree.
Effect of Intervention as a Function of Group: Assessment Measure

Mean Scores

PRE

POST

Control

Experiment

p = .020

p = .246

Likert scale response: 7-Strongly Agree, 6-Agree, 5-Somewhat Agree, 4-Neither agree nor disagree, 3-Disagree Somewhat, 2-Disagree, 1-Strongly Disagree.
Story Rating Measure

“Imagine you are in a job interview and the employer poses a question asking you to tell about a skill you developed while abroad. Write your answer below describing when and how you demonstrated a skill that will have value in the workplace.”

0 = unacceptable, 1 = below satisfactory, 2 = satisfactory, 3 = above satisfactory, 4 = exceptional
Effect of Intervention as Function of Group: Story Ratings

- Control: (line) "p = .012"
- Experiment: (line) "p < .001"

Legend:
- Control (black)
- Experiment (gray)

Axes:
- Y-axis: Story Rating
- X-axis: Time (Time 1, Time 2)
WHAT HAVE YOU GAINED FROM YOUR EXPERIENCE?

Use this list to put your experience into words—about knowledge and skills that you learned, gained, and developed. Go through this list first and check everything that you believe applies. Then go back and review, and select what you think the key three skills you may wish to focus on these in the exercises to follow:

Cultural Understanding and World View:
- A greater knowledge about another culture
- Awareness of political, economic or social events around the world
- Interest in global or transnational issues
- My involvement with a global issue
- My involvement with a civic cause
- A definition of my political views
- My ability to speak a foreign language

Personal Growth and Values:
- My international experience(s) have helped me to grow and develop
- My desire for more leadership and social networks
- My desire to further my education (e.g., graduate degree)
- A better understanding of myself and my values
- My sense of confidence in new situations or when meeting new people
- My ability to accept differences in other people
- My ability to empathize with people, especially those who are different from me
- My ability to adapt to new situations
- My tolerance of ambiguity in a variety of situations
- An understanding of my own strengths and weaknesses
- My ability to be independent
- My ability to take initiative

And, have:
- Become more aware of the world and structure time
- Increased my capacity to profit from my mistakes
- Strengthened my relationships with my family members
- Strengthened my relationships with my friends
- A clearer notion of what I will do with my life

Additionally:
- I am more capable of solving day to day problems
- I think more critically I am more discerning and analytical
- I have improved observation skills
- I can appreciate time to be alone, disconnected from social media, etc.
- I am more confident about the decisions I make
- I recognize the importance of always developing my skills and talents
- I have an increased willingness to work hard and sacrifice in order to do well in school or in my job.

Professional & Career Development
- Studying abroad contributed to my ability to:
  - Formulate my career goals and clarify my professional aspirations
  - Greater awareness of the opportunities in life that are open to me
  - Developing skills and intercultural competences which will aid in obtaining my first job after graduation
  - Increased awareness of the importance of having a well-rounded education
  - The importance of being focused on personal fulfillment in my work
  - My ability to take a challenge in the workplace
  - Developing my ability to understand an organization’s culture
  - My ability to adapt in diverse workplace environments
  - Other things you want to list

BUILDING YOUR STORY AS A “STAR”

Think now about putting your study abroad good use in your job interviews. You’ll want to craft your example in a way that employers appreciate—and that takes some preparation.

The STAR formula helps by focusing on:
- Situation—What was the situation?
- Task—What needs to be solved?
- Action—What did you do to be a part of the solution?
- Result—What was the result of your actions?

It’s common to start by thinking

**“Studying abroad changed my life.”**

Then, compose a general statement, such as:

**“I had to adapt to different customs while abroad.”**

Next get more specific, for example:

**“There are situations when I don’t understand what the right manners are in Italian shops & restaurants.”**

THE FINAL STEP IS TO ADD EVEN MORE DETAIL.

Use the STAR format by starting this:

**Situation**—A brief explanation of what was happening. Maybe it was one day, maybe it was something happening over time.

**Task**—What needs to be solved?

**Action**—What did you decide to do about it?

**Result**—Explain your success!

(5) I walked into a gelato shop in Rome and saw that customers were to take a number to be served. I did so, but after 10 minutes, I realized that they weren’t actually using the number system.

(6) I had to decide what I was going to do if I wasn’t getting to see customers, but it didn’t feel right being so passive. In US culture it would have been considered rude to advance without hearing the number system.

(7) I decided that I would follow what I saw others doing. I realized that if I observed how others were advancing, I could follow along.

(8) I never would have guessed that something as simple as ordering a gelato would be such a chore to learn. But it taught me good observation skills and patience and that it’s not only OK but essential to shift your thinking sometimes and do things differently than you are used to. Before this, I may have said that Italian culture was unorganized or chaotic, but I learned there are just other ways of doing things. I recognize that I can apply this lesson to my life and my future work environment.

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STARTS should show specific skills that you have thought about how you developed them and what that means for your performance in the workplace.

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“Without attending this session, I would not have thought about the skills I gained from studying abroad and been able to describe them accurately.”

<table>
<thead>
<tr>
<th>“Without Attending” factor</th>
<th>M</th>
<th>SD</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined regions</td>
<td>5.00</td>
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<td>167</td>
</tr>
<tr>
<td>European</td>
<td>5.15</td>
<td>1.25</td>
<td>72</td>
</tr>
<tr>
<td>U.S.</td>
<td>4.88</td>
<td>1.61</td>
<td>95</td>
</tr>
</tbody>
</table>

7-point Likert Scale:
7 Strongly Agree, 1 Strongly Disagree
Before attending the session, I've never thought about the skills I developed during my experience abroad especially because I thought it was not necessary to explain them during a job interview. During the session, I realized how much I've grown during the semester in the United States, how many skills I've developed and broadened and how such skills could be used in different contexts and settings. Thus, I realized it's really important to make the interviewer understand my personal growth through concrete examples. I still find [it] intense and not easy to think about those, because explaining such skills requires to structure a clear explanation using the STAR system and -- at least for me -- it isn't something natural or easy to do.
Higher Ed & the Employability Agenda

College students say they want a degree for a job. Are they getting what they want?

The Day the Purpose of College Changed

After February 28, 1967, the main reason to go to college was to get a job.

By Dan Berrera | January 28, 2015

On February 28, 1967, Gov. Ronald Reagan spoke of “certain intellectual knowledge perhaps we could do without.” Here’s why liberal education has never recovered.

Employability in Higher Education

This report from the University of Exeter was commissioned by Pearson’s Efficacy and Research team to provide a review of practice and strategies around the world.

Employment: The Much Needed Ultimate Student Learning Outcome

Journal of Vocational Education and Training

Higher education and employment: opportunities and limitations in the formation of skills in a mass higher education system

John West

Rich Kids Study English

New data shows that students whose parents make less money pursue more “useful” subjects, such as math or physics.

Joe Smear | Aug 5, 2016
AND BACK:

- Provide opportunities for returnees to mentor
- Involve returnees in recruitment

Preparing students prior to departure

- Address potential challenges
- Share additional resources
- Anticipate ongoing support
Small group activity

Discuss ideas at your table for what you have done or could do in YOUR context.
Small Group Activity at End of Session

- Ask for a **SCRIBE** in your group who will take notes & allow us to take pictures of these notes when you are done to include with other materials to be sent to everyone on email sign-up list.

- Each person: **Share IDEAS** of things **YOU** have done or **COULD** do in **YOUR** context. Make sure that your scribe writes these down to share with all.
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Thank you!