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STUDY ABROAD

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

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



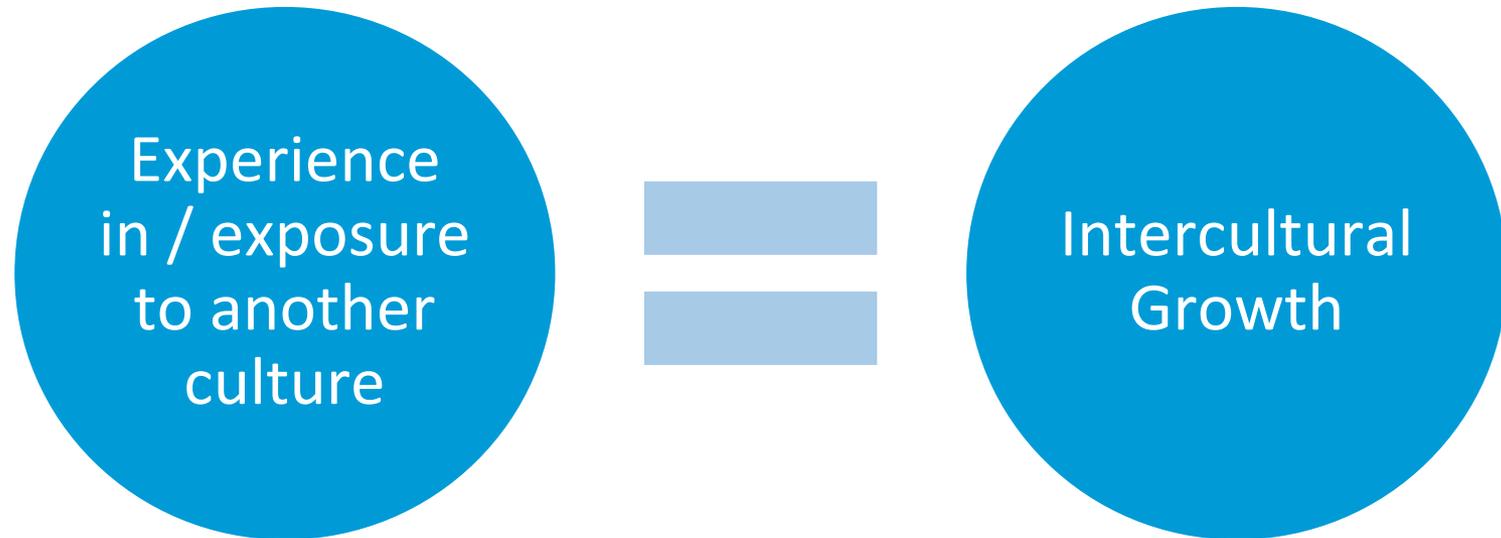
BREAK

**What are some classroom
ground rules to set
when having difficult
conversations around
social justice issues?**

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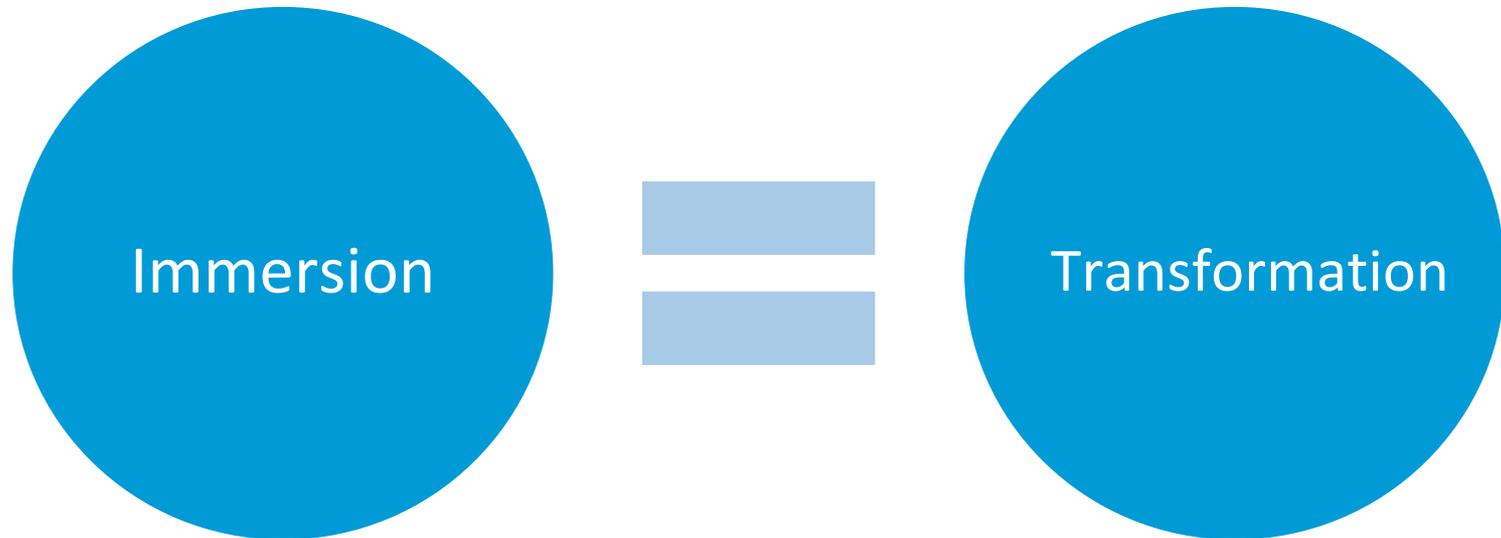
The First Narrative in Study Abroad



The Second Narrative in Study Abroad



The Second Narrative in Study Abroad





“Study abroad transformed me!”

A woman wearing a yellow hooded jacket and a denim shirt is standing outdoors, writing in a notebook with a red pen. She is positioned in the lower-left to center area of the frame. The background features a yellow wall and a window with a grid pattern. A large blue circle with the word "Immersion" is overlaid in the upper-right quadrant.

Immersion

October 24, 2018

A woman wearing a pink headscarf and a light blue button-down shirt is speaking to a group of people. She has her right hand raised with fingers spread, as if making a point or gesturing during a discussion. The background is slightly blurred, showing what appears to be an indoor setting with large windows and other people. A blue circular graphic with white text is overlaid in the upper right corner.

Facilitated
learning

Robben Island Museum • World Heritage Site

Immersion



Facilitated learning



Intercultural Growth

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



PHOTOGRAPHY / GETTY IMAGES



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

-Mark Van Doren

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?

Reflection IS	Reflection IS NOT
Rumination	Shifted perspective
Overgeneralized	Disaggregated, well-differentiated
Universal or unchangeable	Contextual
Unidimensional, intellectualized, disconnected	Integrative (emotion, behavior, cognition)
Purely visceral	Descriptive

Complete the Learning Styles Inventory

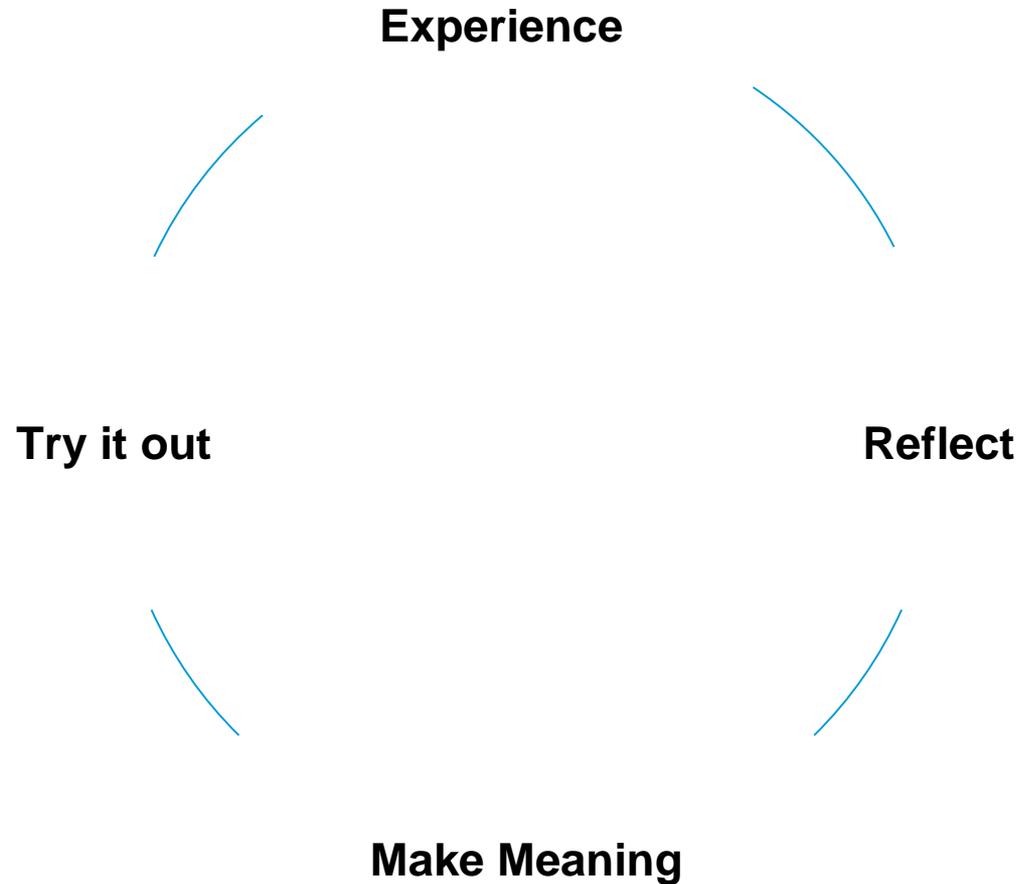
3 P's Activity - Person, Process, Place

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

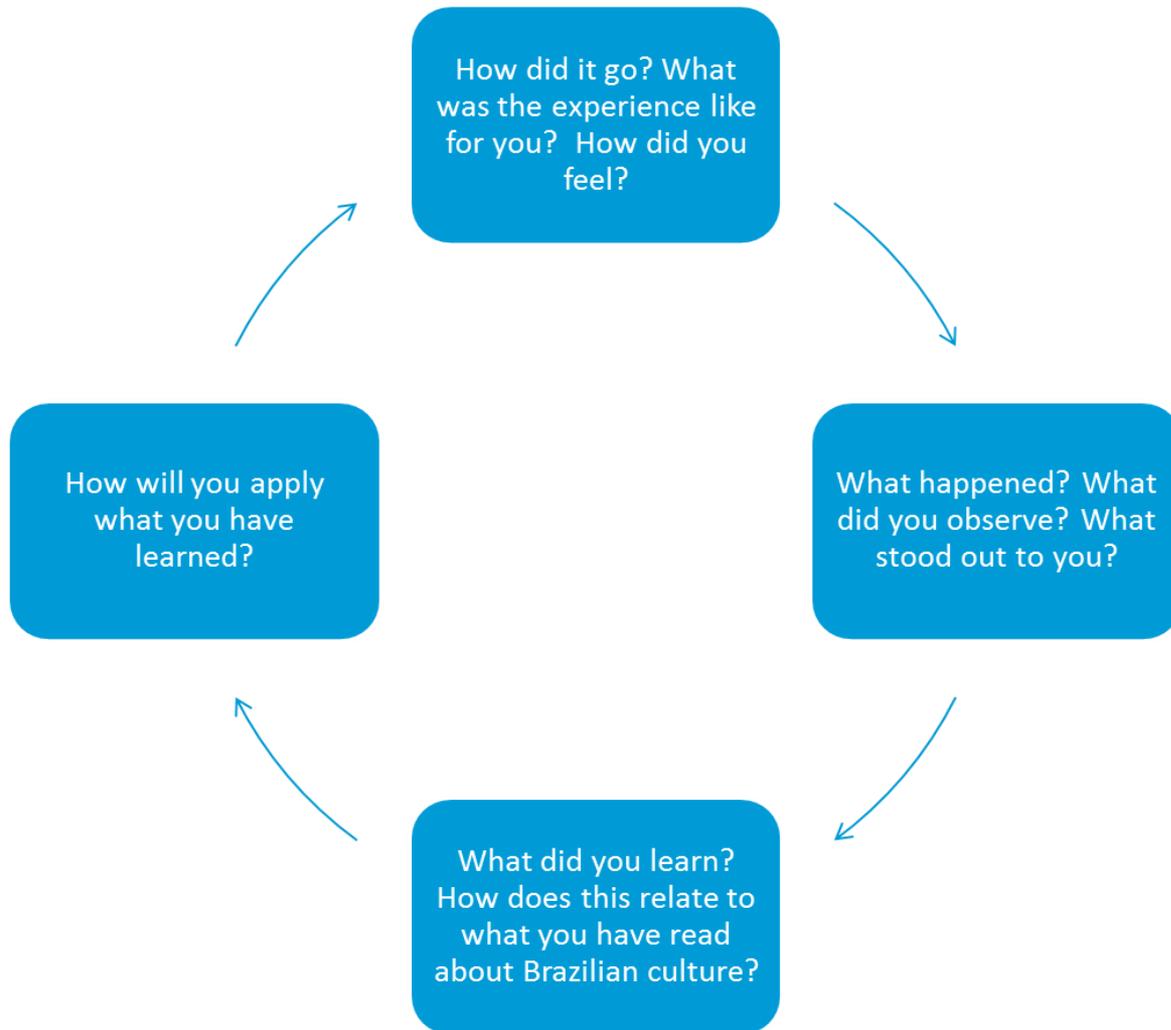


The ELT Mantra

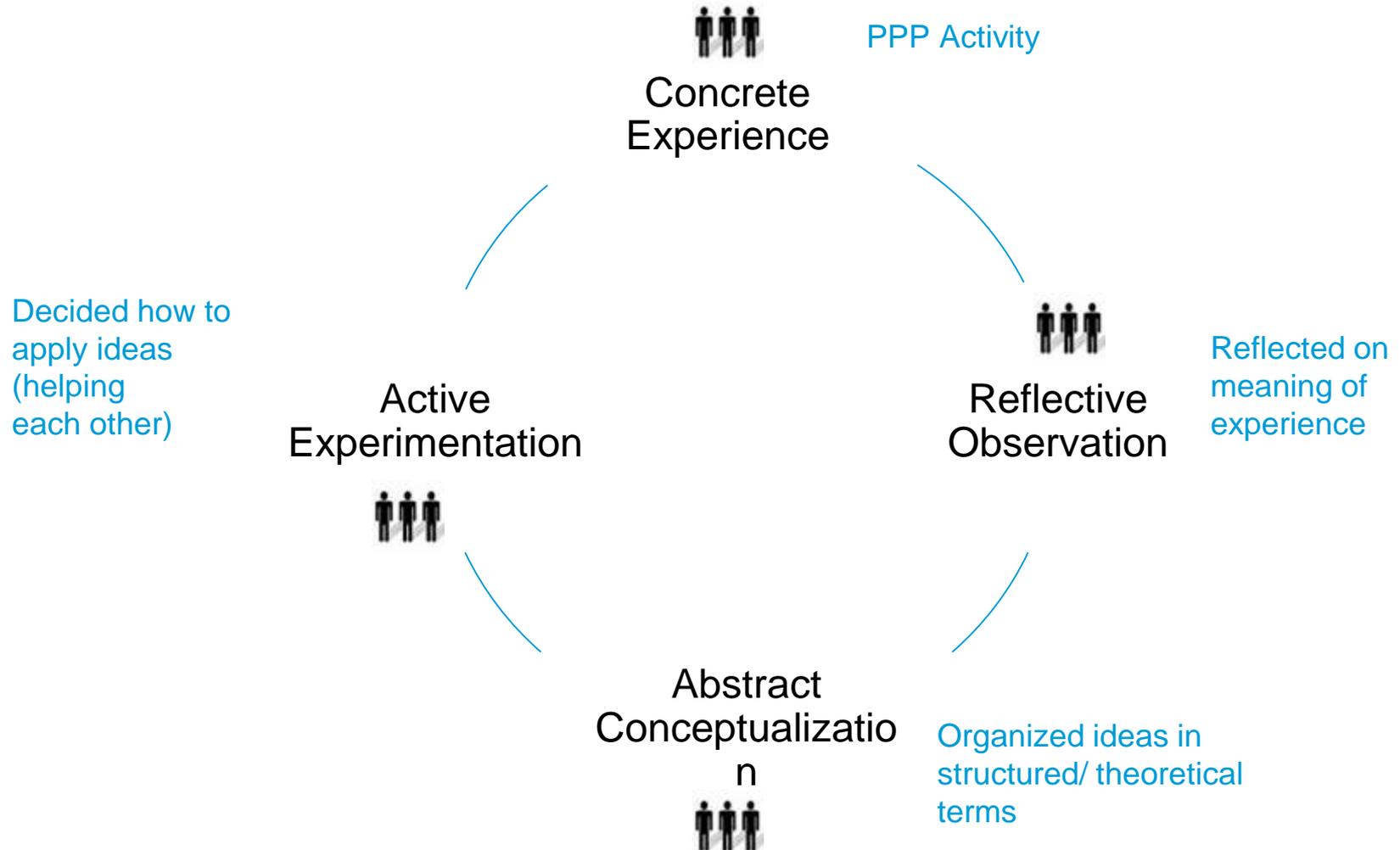
When carefully selected experiences are supported by **reflection, critical analysis and synthesis**, learning occurs.

(Dewey, 1983; Kolb, 1984; Savicki, 2008; Association for Experiential Education, 2018)

Debriefing around the Experiential Learning Cycle



What we did today...



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

Pre-Departure	During	Return
<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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!**

Additional Digital Storytelling Videos

<https://vimeopro.com/storyographers/fdgg-2018>

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