Facilitating Intercultural Learning
Model 1: Home Campus Faculty, Prior to and After Study Abroad

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University of the Pacific’s Cross Cultural Training Program

• Oldest
• Continuous
• Required
• Credit-bearing
• Theoretically linked

…set of cross-cultural training courses for study abroad preparation. Currently in its 38th year of operation.
History from 1977 - Present

Prior to 1975  No systematic study abroad training existed at Pacific

1976  Student-driven reentry issues led to informal seminars on readjustment and orientation

1977  Linked, for-credit pre-departure and post-sojourn courses approved and become required

1980-1986  Callison College closes, but Cross-Cultural Training continues

1986  School of International Studies founded

1986-1996  Gradual shift from culture-specific CCT focus to more culture-general models

1996-present  SIS continues to coordinate and deliver all CCT courses on campus for study abroad

2001-present  Strong emphasis on “interventionist” strategies across the curriculum
Basic Structure

3rd or 4th Semester

CCT I – Pre-Departure Orientation Course
8 weeks @ 3 hrs/week = 24 hrs total

5th & 6th (or more) Semesters

Overseas Study Abroad Experience
Range: from 10-15 weeks to 2-3 semesters
Some students study in 2 sites sequentially (e.g. Spain & Ecuador)

7th or 8th Semester

CCT II - Reentry Seminar
7 weeks @ 3hrs/week = 21 hrs total
Process can be characterized as:

- Evolutionary
- Incremental
- Cumulative
- Experimental
- Feedback and data driven
- Supported by faculty and administration
Experimentation

• Experimentation is allowed and encouraged
• All faculty are first trained to teach the course
• Individual faculty control their section’s content
• Innovation and experimentation continue to occur in:
  • choice and sequence of topics covered
  • amount of culture-specific content
  • specific readings, exercises, and assignments
  • number and length of class meetings
  • inclusion of international students and U.S. students at a different stage of the study abroad process
Feedback & data driven

• There is ongoing assessment of courses

• Multiple types of data are collected, including:
  • Reentry papers
  • Critical incidents
  • Student evaluations of courses
  • Intercultural Development Inventory (IDI) scores

• Student learning is assessed in a context of 4-year learning outcomes

• There is evidence that the sequence of courses support the intercultural development of our students
Results

Analysis by Dr. Susan Sample (2010) concluded:

• The mean IDI score of incoming SIS students is 92.13. They are largely in Low Minimization with trailing issues in Polarization and Reversal.

• In the semester after studying abroad, the average SIS score is **17.46 points higher**, on the cusp of Acceptance. This change is highly significant ($t = 8.954; p = .000$). This is one of the largest gains reported for an academic institution.
Supported by faculty and administration

- The study abroad experience is organized through the Office of International Programs and Services
- The Cross Cultural Training courses are taught by School of International Studies faculty
- All CCT training is recognized as an integral part of a faculty member’s normal academic load, and is considered in promotion/tenure decisions and merit raises
- Ongoing communication and collaboration is essential to provide program coherence and continuity
Further Information


La Brack, Bruce, “Integrating the IDI into an Already Existing Academic Curriculum” as part of the panel “New Frontiers in Study Abroad: Developing Intercultural Competence through IDI Guided Development” at the European Association for International Education conference, Dublin, Ireland Sept. 11-14, 2012.


Further Information


La Brack, Bruce, “How Do We Really Know What Happens to Our Students Overseas? The University of the Pacific SAFETI Survey and Its Relation to Cross-Cultural Training Courses.” SAFETI (Safety Abroad First—Educational Travel Information) Online Newsletter, 1(2), a project of the University of Southern California Center for Global Education, 2000. Retrieved from http://globaled.us/safeti/v1n22000ed_how_do_we_really_know_what_happens.asp

Next steps...

Clarification

We will be pleased to answer any questions you might have about our experiences with Cross Cultural Training at Pacific

Exploration

Group opportunity for you to:

• share your experiences with similar “pre”/“post” programs
• offer suggestions and examples of successful practices
• consider how aspects the Pacific model might be integrated into current or future study abroad training
Thank you!

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More resources available online at:
bathurst.virb.com/pacificcct