



February 6-7, 2014. Winston-Salem,, North Carolina

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

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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.

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Further Information

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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

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http://globaled.us/safeti/v1n12000ed_missing_linkage.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