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An Expanded Field Guide on Cross-Cultural Learning for Faculty Leaders of University of Missouri Study Abroad Programs

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An Expanded Field Guide on Cross-Cultural Learning for Faculty Leaders of

University of Missouri Study Abroad Programs

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CARLA: Center for Advanced Research on Language Acquisition at the University of

        Minnesota

DMIS: Kolb's Developmental Model of Intercultural Sensitivity

DSC: Digital Storytelling

FLP: Faculty Led Program

Guide: MU's Field Guide for Program Directors

Expanded Field Guide: An Expanded Field Guide on Cross-Cultural Learning for Faculty

Leaders of University of Missouri Study Abroad Programs

MU: University of Missouri at Columbia

UT: University of Texas at Austin

SECUSSA Sourcebook: A U.S. Government produced guide for advisors of American

        students going on Study Abroad programs

Abstract

As the term global citizen becomes ubiquitous in our world, it is imperative that faculty-led programs abroad challenge students' understanding, as such. Therefore, by accompanying students abroad, educators must adopt methods that guide and challenge students to have a command of the impact of the experience. This paper will present the rationale for maximizing the impact abroad for faculty-led programs and ways students can gain an informed global perspective in their respective fields. Participant partners were University of Missouri and The School for International Training in creating an Internet –based resource manual, *An Expanded Field Guide on Cross-Cultural Learning for Faculty Leaders of University of Missouri Study Abroad Programs* that provides tools for faculty-led study abroad programs designed to assist students in reaching cultural competency through self-reflection, discussion and journaling.

Keywords: intercultural communication, cross-cultural learning, reentry, reverse culture shock, cross-cultural transition, cultural adaption, guided reflection, intervening in student learning abroad, and faculty-led

Introduction

This capstone paper is the result of many months of inquiry into the value of multicultural and study abroad, and the features of implementing a study abroad program in a university setting.

Personal Narrative Statement

My cross-cultural experiences began as an Undergraduate when I spent nine months in Ghana. During that study abroad program there were times the other students and I felt quite at sea in the culture. Although we learned a lot, I was aware, even at the time, that if I had been able to access a trained faculty person who acted as a leader, I could have gone so much further down the road of multicultural understanding. When I returned home I floated the idea of having a trained faculty person who acted as a guide for students in the field. My SIT practicum site was the University of Missouri in Columbia, Missouri (MU). When the topic was broached, they immediately felt that the idea was a powerful one, and was a programmatic shift that they wanted to pursue. Before I arrived at MU I anticipated that a Midwestern location would lend itself to a student body of local residents in a largely rural state. I was amazed by the diversity I found at MU some 7.1% of the student body is from overseas, with representation from China, Japan, India, and Australia, several African nations, the Middle East and international students from most locations in Europe. Additionally, I was surprised to find high interest among the student body in travel abroad and a desire to undertake that travel within the confines and securities offered by traveling with fellow students and faculty. This led me to an interest in reviewing the study abroad program as implemented at MU. I found that while there was a manual, this highly decentralized system prepared neither students nor faculty to use the techniques and tools that would be more likely to result in a beneficial outcome. The goals of a study abroad program are

surely to enhance cross-cultural understanding, and yet, people did not report that they were fully meeting this goal in regard to faculty-led programs. Based upon these experiences, my project became the creation of a cross-cultural training program for faculty who take students on study abroad. This capstone paper was prepared to describe my experiences in working with my colleagues at the university to study the problems and work towards solutions that will improve the study abroad program, going forward, for the benefit of both faculty and students.

This section of the paper will introduce the topic of the paper and provide an overview of the current state of the study abroad program in the large Midwestern University at which a study abroad program is in operation. The central tenant of the capstone project was to identify a gap in services provided to undergraduate students who are seeking a cross-cultural experience through a university-based faculty-led academic study abroad program. After spending a semester at the university and taking part in the study abroad program, I was able to identify some specific areas of the program that could be enhanced: namely: preparation for study abroad faculty prior to travel, and provision of tools for the faculty to utilize with their students during the study abroad program.

As will be fully described in the body of this capstone paper, *An Expanded Field Guide on Cross-Cultural Learning for Faculty Leaders of University of Missouri Study Abroad Programs* is a guide I designed to enhance cross-cultural learning for a faculty-led study abroad program. It will prepare faculty to plan and implement a vibrant and meaningful international study abroad program. Specifically, it will aid faculty in providing tools to their participants that will allow students to comparatively explore a foreign community in a manner that will increase their multicultural understanding. The *Expanded Field Guide* consists of two components as resources for faculty, one in the form of a manual and another as a pre-departure workshop.

Faculty-led programs have the capacity to provide three crucial outcomes for participants, due to the ability of the faculty director(s) to offer such tools to the students as: pre-departure preparation, in-country guided support, and post-return debriefing. The three specific outcomes sought are: 1) cross-cultural learning, 2) academic excellence and, 3) experience in working effectively in teams with a multicultural focus.

The *Expanded Field Guide* will assist in merging the academic content of a program with cross-cultural experiences to help participants see the way in which their international experience is a bridge between their academic topic and future professional pursuits. The overall goal is to make cultural competencies a transferable skill. Participants will exercise their ability to comprehend and communicate the ways in which they experience another culture. Broadly stated, this is the root of cultural competency. One key competency of cultural competency is an enhanced ability to appreciate "the other" and to set learning goals that are flexible enough to adjust to the cross-cultural learning that will seep into all that the students do while on their field assignments. The real value of the *Expanded Field Guide* is that it will communicate best practices in goal setting and establishing student-deliverable outcomes that will provide students with something more tangible that they can use when they return home.

Finally, the guide will prepare students for the return home and the ability to continue learning from, and applying, their cross cultural experience within their lives. Returning home can bring about a well-known mindset sometimes described as "reverse culture shock". This phenomenon can be effectively utilized to increase a person's self-knowledge and cultural competency when it is understood as the most an opportunity for transformative thinking and living. The *Expanded Field Guide* seeks to inspire students to use their international experiences

as a resource of inspiration and to understand what being culturally competent is, and to mindfully prepare to continue personal growth along this new pathway.

Such a component also offers administrators in the field of international education a new, comprehensive tool that will allow them to provide additional faculty support to students, and assist them by circulating the responsibility of intercultural learning among all parties.

What is student intervention in learning abroad?

The Georgetown Consortium study on interventions in student learning abroad has concluded that "students perform better when educators proactively intervene in their learning" (Vande Berg, 2008a; Vande Berg, 2009b), and that "most students benefit" when their program abroad is "intentionally designed to promote their intercultural learning" (Vande Berg, 2008a; Vande Berg, 2009b). Educators involved in a study abroad program must intentionally implement cross-cultural learning into the curriculum and be committed to facilitating prior to departure and throughout the program. The Vande Berg studies provide evidence that people may study abroad without gaining knowledge that will allow them to contextualize the new culture that they are experiencing; making the lessons they learned while participating on the program useless in terms of intellectual maturity. Clearly it is not the experience alone that constitutes sufficient and useful learning, but the intentional design of intervention seeking to guide learning. The Expanded Field Guide seeks not only to use the faculty as a vehicle for providing direction and leadership, but also to assist faculty in placing the responsibilities of leadership and "intervention" in one another's learning as a shared responsibility among the entire group.

Irwin Abrams asserted (Bennett, 1953a; Bennett, 2004b), that "many institutions seem to be failing to integrate meaningful multicultural experiences across their educational programs."

To address this gap, the *Expanded Field Guide* provides faculty who lead a study abroad program with the assistance for students to help them integrate the foreign experience into the academic curriculum. The University of Texas (UT) protocol uses tools such as these in its study abroad program each year. The *Faculty Handbook for Developing and Directing Study Abroad Programs* at The University of Texas at Austin states the following as to why students choose faculty-led programs at UT (Austin, 2013):

- <u>The desire to go abroad with a faculty member</u>. The faculty member may have a reputation or teaching style that attracts students. The student may feel more comfortable going abroad with someone they know and have a relationship with prior to departure and whom they view as a representative of the University abroad.

- <u>Interest in a particular course</u>. The assurance that credit for an exact course will be received abroad is a particularly attractive feature of faculty-led programs.

- <u>The appeal of a university sponsored program</u>. In uncertain times, some students prefer things that feel safe and familiar. Going on a university program can be comforting for parents and student alike because they are assured of the same quality teaching experience the student would have received at the home institution and the support of the study abroad office throughout the program cycle.

- <u>The appeal of a program that is pre-planned</u>. Many students want the independence of being abroad but may find an independent immersion experience daunting. The current US student culture increasingly leads to student selection of highly structured programs.

These responses from students and faculty illustrate the work of Bennett (2004), who claims that at the root of intercultural learning is a need on the part of students to be guided in their exploration of another culture, and supported by faculty, as they struggle to learn how to

integrate a new multicultural perspective into their existing ethnocentric worldview. The idea that the study abroad experience, in and of itself, will bring about better international understanding and develop appropriate intercultural knowledge, skills and attitude in students is being challenged by studies that prove otherwise and call for effective preparation and training of students. While multicultural experiences may be obtained within a student's school, intercultural learning clearly does not occur automatically. It is quite possible (even probable) that many live amidst representatives of other cultures and yet barely notice them. Even during travel in which students are immersed in another culture there is little likelihood of a student gaining specific knowledge about that culture or finding a way on their own to develop transferable principles about the value of an intercultural perspective (Bennett, 2004)

University of Missouri Faculty-Led Programs

The University of Missouri at Columbia (MU) is a major land-grant institution and with over 36,000 students it is the largest public research university in the state. During the 2012-2013 academic year over 1200 students at University of Missouri, Columbia participated in a study abroad program. Of these, 57.8 percent of students who studied abroad at the University of Missouri participated in a faculty-led program.

MU's Field Guide *for Program Directors* states "as a faculty program director, you have an opportunity to impact students and expose them to opportunities that will benefit them academically, personally and professionally" (Missouri University, 2013). The Field Guide is referring to the opportunities available to a faculty leader to create a learning environment outside of the classroom and a chance to support the MU mission to "produce and disseminate knowledge that will improve the quality of life in the state, the nation, and the world (Missouri University, 2013).

Additionally, the faculty leader has an opportunity to build relationships with students by getting to know them better in an environment that allows individual and team work.

Faculty programs offer the ability for more hands on control of the content by the University and the *Expanded Field Guide* offers the International Center study abroad office an opportunity to help support the program content by way of the faculty.

Although each department structures their programs differently and provides varying support for their faculty, the International Center does provide a pre-departure orientation for all faculties. The pre-departure orientation is based on the content provided in the *MU's Field Guide for Program Directors*. A Needs Assessment (Appendix F) has demonstrated a need for an additional component to supply faculty leaders with resources and tools to help enhance the cross-cultural learning component of their program abroad and awareness of the benefits of intercultural learning. To fill this gap, *An Expanded Field Guide on Cross-Cultural Learning for Faculty Leaders of University of Missouri Study Abroad Programs* (Appendix B), was designed as a "pull-out", and "add-on" component to *MU's Field Guide for Program Directors*. It consists of materials to be used in pre-departure, during the field work, and post-return.

Below is an overview of the Table of Contents for the newly written and vetted Missouri University manual for the faculty responsible for taking students abroad. The full Field Guide is accessible online and information about the sections is available in Appendix A.

Further description of each section of the project is provided later in the Capstone paper, in Appendix A, and in *An Expanded Field Guide on Cross-Cultural Learning for Faculty Leaders of University of Missouri Study Abroad Programs.* This guide will be added to the online *Field Guide for Program Directors* as my Capstone project with faculty and staff from MU. It can be found online at: http://international.missouri.edu/documents/flp-field-guide.pdf

Vocabulary

Because terms such as international, multicultural, cross-cultural, and intercultural are ubiquitous in the field of international education and are used frequently to describe the experiences and skills that we often expect our participants and faculty to not only understand, but to also make transferable from their experience abroad into their work back home, I will use Bennett's definitions as a reference for this paper. It is imperative that our faculty leaders, themselves, share an understanding of the terms implemented in our programs. We must jointly understand that what we are intentionally putting into our programs allows us a reference point for measuring the outcomes (Bennett, 1953a, 2013b). As Bennett's work plays such a large role in this capstone project, it is important that the reader is given clarity about the unique meaning he assigns to these terms. These are defined, below.

- **International** refers to multiple nations and their institutions, as it is used in "international relations." When "international" is used to modify "education," it refers to curriculum that incorporates attention to the institutions of other societies, and it refers to the movement of students, faculty, researchers, and other academics across national borders. For instance, "Our international education program incorporates foreign students and returned study-abroad students into an effort to internationalize the curriculum of the university.

- **Multicultural** refers to a particular kind of situation, one in which there are two or more cultures represented. For example, "The international university has a multicultural campus, with more than 15 different national and ethnic cultures represented."

- **Cross-cultural** refers to a particular kind of contact among people, in which the people are from two or more different cultures. For example, "On a multicultural campus, cross-cultural contact is inevitable."

- **Intercultural** refers to a particular kind of interaction or communication among people, one in which differences in cultures play a role in the creation of meaning. For example, "the cross-cultural contact that occurs on a multicultural campuses may generate intercultural misunderstanding." The term "intercultural" may also refer to the kind of skills or competence necessary to deal with cross-cultural contact. For example, "Administrators of cross-cultural programs need intercultural skills to be effective."

- **Intercultural learning** refers to the acquisition of general (transferable) intercultural competence; that is, competence that can be applied to deal with cross-cultural contact in general, not just skills useful only for dealing with a particular other culture. For example, "In her study abroad in Germany, not only did Susan learn how to argue in a more German than American style, she also learned how to recognize the potential of adapting to a wide range of cultural variation in dealing with differences of opinion.

It is important to create consistency in meaning throughout our campus by providing our faculty leaders with the definitions for these terms it will allow participants the ability to "refer to these aspects of their experience" and communicate the ways in which their international experience allowed for cross-cultural learning (Bennett, 2004). Additionally, while Bennett, a giant in the field, provides the foundation for much of this work, there is a wide body of literature that supports cross-cultural experiences and cultural competency. The work of these researchers will be explored in the next section: the Literature Review.

Literature Review

Theoretical Foundations

If it is education in the 21st century that must prepare students to live in a diverse world, we would assume that education abroad would have an advantage over the on-campus didactic

approach which consists of lectures, exams, question answer, and so forth. Recent studies show that students can actually become less culturally aware and competent after studying abroad if they are not challenged and guided in ways that allow them to see the complexities underlying the visual differences between their own way of being human against someone else's (Bennett, 2004). For education abroad to have an advantage over other forms of learning, it demands support for careful reflection and guidance for intentional processing of the multitude of critical moments encountered. As faculty-led programs (FLP) abroad increase in popularity, it is important that we consider a reframing of the approach to teaching and learning. We must provide support to the faculty leaders and resources to the students as participants. FLP's offer a unique learning environment that has the potential to encompass students (and faculty) learning needs – in an array of methodologies from experiential and group-based learning to individual reflection. With the presence of faculty to provide support, challenges, and to be aware of student's emotions in an unpredictable environment, faculty have the unique ability to model learning.

Program Rationale

This portion of the Capstone paper will provide a review of the literature on the various types of university programs for study abroad or faculty-led field experience abroad. Study abroad programs need systematic ways to support students by consciously teaching cross-cultural skills. Students who have been led to consider the idea of developing cultural competencies can begin to creatively apply their learning, and may develop the ability to integrate a multicultural perspective into their academic work and career life beyond graduation. Faculty who lead study abroad programs have the unique opportunity to help guide their

participants toward intercultural competence by intervening at critical points during the students experience within the host country.

The Guide was created by several giants in the field. Several earlier models will be noted. First, the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota felt that due to there being a greater need for educators facilitating cross-cultural learning they created a tool called, *"Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use."* The materials were designed with the following goal in mind: that the study abroad experience, in and of itself, will bring about better international understanding and develop appropriate intercultural knowledge, skills, and attitudes in students is being challenged by studies that prove otherwise and call for effective preparation and training of students. This Capstone project asserts that in order to consider the study abroad program a success, students need to know how to speak about their experiences; they need to learn to give presentations and share their knowledge with others, and, simply, be able to convey by their actions the ways in which they have assimilated new world views and now have multicultural competency. It is this consciousness of intercultural competencies that will allow our participants to be more prepared to succeed in our ever more globalized world.

An Expanded Field Guide on Cross-Cultural Learning for Faculty Leaders of University of Missouri Study Abroad Programs, is a pull-out component of the University of Missouri's *Field Guide for Faculty Director's*, and is designed to provide a balance of challenge and support, offered consistently or intermittently throughout a program abroad. Support in the field for students will come from both their peers and faculty leaders aiming to increase intercultural competencies of the participants and nudge them away from an ethnocentric viewpoint and towards a more ethnorelative perspective.

This intervention tool aims to allow students to become more conscious of ways in which cross-cultural interactions in a multicultural situation generate learning that provides skills and competencies that increase their ability to work within and be a leader of a multicultural team. Intercultural interaction often increases one's ability to perceive and process events encountered in a foreign culture. It is this elasticity that allows students to develop the ability to contextualize and expand their basis for understanding the meaning of the events before them (Bennett, 2004). If studying abroad has the ability to, as Bennett said, "Increase flexibility, and tolerance for ambiguity," (Bennett, 2004) then what better chance is there than to ensure it is happening though our faculty leaders on faculty-led programs?

Of concern, at the heart of the issue, is the way in which students construct their experience. At some point they must be given the tools to achieve what Bennett states are experiential education goals as "… the attainment of cultural self-awareness, increased knowledge of the cultural perspective of the hosts, and general intercultural competence." (Bennett Forum, Chapter 9, page 1) Bennett bases his "Developmental Model of Intercultural Sensitivity" (DMIS) on the well-studied model of cognitive complexity, and his work addresses the question of what tools and resources students have, to not only become aware that they themselves are cultured beings, but to learn exactly in what ways they are acculturated beings – allowing for the ability to compare one culture to another for enhanced learning. To enhance the development of differentiated categories that participants are able to organize their perceptions of events into (Bennett, 2004). It is important to provide context about the way in which participants on a faculty-led program abroad can weave didactic and practical knowledge into their experiences. This allows them to move away from a wholly ethnocentric perspective in which the participants' own culture is the only basis for processing events. As I have demonstrated

throughout this paper, the context that students can gain from supported study abroad consists of new language, new vocabulary, self-exploration and discovery arising from group exercises and discussions; all of which serve as a foundation for participants to process their experience abroad. It is easy for people to forget how much of what they "know" has a cultural context. Since we are so fully enculturated we must be awakened to realize how much of our thinking is due to cultural training, before we can respect culture in general. Culture is such a deep part of us that it is often said, "to be human is to be cultured" (Ferraro, 2011). Reflection and integrating new understanding gained into one's experience in order to enable better choices or actions in the future as well as enhance one's overall effectiveness" (Ash and Clayton, p. 137)

Another resource, the SECUSSA Sourcebook (1975) section on U.S. students abroad is a guide created for advisors of US students planning to participate on an overseas experience. It was designed to introduce intercultural learning into orientation and re-entry programs for study abroad. It offers six variables that should be considered by faculty when they are designing an orientation program. These variables are: 1) opportunity for students to address their self-awareness; 2) opportunity for students to enhance their communication skills; 3) opportunity for students to utilize and improve their problem-solving skills; 4) opportunity for students to learn or enhance their skills; 5) opportunity for students to build social awareness; and 6) opportunity for students to learn relevant factual background. Clearly most experts are in agreement that the study abroad event should involve faculty figuring out how to bridge the gap between the theoretical and the practical.

This Capstone project was created to provide a mechanism by which the conceptual and theoretical gap between the academic and real life experiences can be bridged. The Forum on Education's most recent Standards of Good Practice for Short-Term Education Abroad Program

(Dickinson College, 2009) states that short-term study abroad programs represent the most common international experience for most U.S. College and University students. Therefore, it is critically important for all educationally based study abroad programs to find a way to identify and implement structures and protocols that will allow for student learning opportunities to be enhanced so that meaningful gains can be made.

Theory to Practice

Assumed Teaching Role Revisited

When we try to teach students to appreciate, "someone else's" viewpoint, we refer not only to those who seem most foreign to us in the community we have traveled so far to visit, but often times students struggle to learn from those sitting next to them, from the same country and campus– that is, their peers. The benefit of a Faculty Led Program (FLP) is the unique setting in which everyone can learn; including the "teacher." Redefining the "teacher" from "the one who "knows" to "a leader by modeling learning" is key to successful study abroad. For students to learn from their peers and faculty, they must first learn three main rules: suspend judgment, listen to understand and lean into your discomfort. People need to become aware that each individual within the group, (most likely from the same country) has their own lens formed by the history of their life experiences through which they process their experience. Therefore, each will see the host environment differently.

One of the most powerful things about a faculty-led program abroad are the resources available to a group, once they learn to use them. These consist, first, of support for one another after they master the challenge of communicating their experience (or concrete experiences) and views. Secondly, learning from the unexpected is important because what one might experience abroad cannot be predicted as people cannot predict their reactions to and emotions. Faculty

may need training so that they can find ways individually and though group dynamics to validate students' voices, and to own their emotions. Validating participant voices so that they can move away from feeling as though they themselves are being marginalized as they are being faced with new ideas that challenge their understanding, will allow them to grow into a new understanding of a new world view. It is the aim of this capstone to enhance students learning abroad by supporting the faculty leader. The structure of a faculty-led program provides a rich environment for facilitation, discussion, listening, supporting one another and leadership within the student group and to provide resources on multicultural pedagogy.

The first step of this capstone-based model is for faculty to separate themselves from the "teacher-centered" learning, where the teacher is responsible for content and "knowing," the typical didactic style that is most useful in the classroom, in a controlled environment. Because the environment when abroad is not predictable and must be seen in its entirety as an environment for learning, all experiences should be brought into the circle of learning. Faculty should model learning, rather than solely teach what is to be learned. They should be seen as learners themselves, due to the unpredictability of learning moments (Liu and Dall'Alba, 2012). This should take the pressure off of teachers, however if a teacher is not comfortable with guiding learning through facilitating and challenging thinking during discussion then it could, instead, pose a challenge. Providing ways to "teach" in a cross-cultural setting, to listen to students and to teach them how to listen, suspend judgment and lean into their discomforts in group work and beyond is covered in the *Expanded Field Guide* and in the pre-departure training of this Capstone project. One element in this model is encouraging faculty to model learning and be aware of learning moments by recognizing emotions of resistance to unexpected experiences

within themselves (Lyle, 2008). As Aristotle said: "you know the good by watching what the good person does".

A basic reasoning behind The Guide

The following statements demonstrate what I want the outcomes of the model to be:

- Helps students to find their voice

- Helps students gain multi-cultural ability as students learn to flow between cultures, understanding their own as well as another

- Assists students in writing, group work, and developing a personal narrative

How we will accomplish these outcomes:

- Utilize the structure of the faculty-led program already in place and thriving

- Increase group support, faculty guidance and support, intimate setting for discussions, provide time to build trust among group, and faculty to facilitate challenging activities

- Use games, resources, assignments, discussion topics as facilitation aides

Getting Started! We will begin by revisiting the teachers' role:

- Use the well-known Train the Teacher model, in which the Capstone project will include identification of a volunteer teacher who will be trained to lead the others

- To restructure so that the entire study abroad environment can be the classroom.

- To distance the program from a sole focus on didactic learning

- To train faculty to support emotions, biases, new ideas and processing, etc.

- To provide flexible tools and concepts that instructors can adapt.

The theoretical frameworks used for this capstone and within the *Expanded Field Guide* were chosen for their ability to provide a model of intercultural competence that participants can reference and seek to achieve. The goal is to start with a more general overview of culture along

with understanding the important role cultural competencies play in our lives post the study abroad experience. The paper will begin with participants' understanding "cultural generalizations" and then move towards understanding specific ways in which the host culture is specialized. This is what Bennett suggests as the most productive way of helping students began to understand more specifically the ways in which cultures differ because they have context with which to connect these specific differences (Bennett, 2004). Understanding the specifics will allow participants to become more knowledgeable about, not only their own culture, but also learn to recognize the components of a culture; and how the same common human needs are expressed differently through different culturally-based perspectives. When students become more aware of their own culture and that of 'the other', they will make the study abroad opportunity a more personally rewarding one, perhaps leading to a longer impact on the person. The effort to build a successful study abroad program should be based solidly upon scholarly frameworks.

The two major frameworks used in this capstone study are Kolb's Experiential Learning Cycle and Bennett's Development Model of Intercultural Sensitivity (DMIS). I have also incorporated my own use of the Venn diagram. Although there are numerous frameworks that aid in visualizing ones' personal journey of the study abroad experience and tracking the progression to deepen ones cross-cultural learning, I have chosen these because they provide a clear outline of the overall purpose of the *Expanded Field Guide*. Together, these frameworks help both the participant and faculty director to visualize their international experience in three parts. First, as being a continuous cycle of experiencing, learning, and applying the experience abroad. Second, is as a linear progression of intercultural competence with the goal integrating culture-specific learning into their lives. And third, by understanding the way in which an

international experience expands the layers of context in which one understands the world; all of which aids in comprehending the over-arching theme of global citizenship.

Kolb's cycle helps us understand the importance of reflecting upon and processing experiences so that the takeaways are visible and applicable to ones' personal profile as an individual and is seen as an addition to the variety of context for which abstract connections are made. Bennett's Developmental Model of Intercultural Sensitivity (DMIS) allows us to see our cross-cultural learning experiences as simultaneously linear and on a continuum. It is important to understand that the goal is not to achieve Bennett's final ethnorelative stage of integration but to have a visual for constructing a "multicultural identity" (Bennett, 2014).

Finally, the Venn diagram is used to tie these two frameworks together and make clear the concept of contextualizing one's study abroad experience. This also makes for a fun and interactive way of learning.

<div align="center">**Experiential Learning Model**</div>

Kolb's Experiential Learning Cycle provides visualization for how our experiences can be transformative when the proper care and process is given to them. Kolb states that "learning is the process whereby knowledge is created though the transformation of experience" (Kolb, 1984). The cycle helps participants understand how a single event can be turned into a learning moment. My own adaption of Kolb's cycle shows that each lesson learned from their experiences enhances their "personal profile" and sets a foundation of self-knowledge so they better understand cultural differences and the importance of their experiences. One of the key reasons I like Kolb's model is because it helps participants simplify a seemingly overwhelming experience by starting with just one critical moment, or as Kolb calls it "one concrete experience" (Kolb, 1976). Taking one experience at a time though Kolb's Experiential Learning

Cycle to flush out the insights that help us better understand the lessons that can be learned from the experience, allows students to feel less overwhelmed by the daunting accumulation of conflict between what they thought they knew and new experiences that don't fit. By re-discovering each item that is being added to their "baggage" offers opportunities for personal growth. My hopes are that students will learn how to dissect their experience while abroad and have a better understanding of what "culture-specific learning" is. It is having a more intimate understanding and working relationship of what new baggage they are "packing" during their experience that will allow them to know what "baggage" they have when they return home and will be more readily prepared to live in a multiculturally competent way.

Below are shown two versions of Kolb's Cycle. The simplified Kolb version is provided first. It is based directly upon the diagram used by Kolb to illustrate his model.
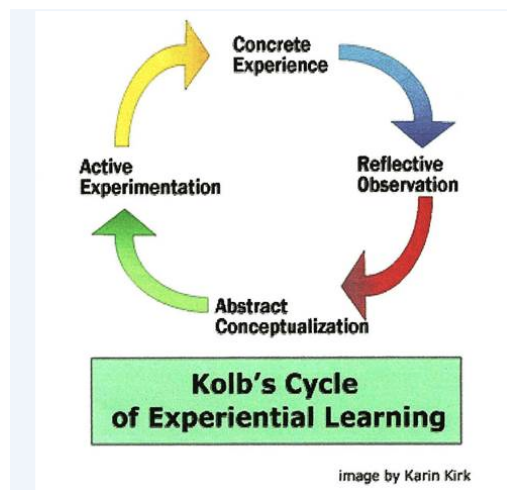

Figure1: Simplified Kolb Schematic

Another great reason to use Kolb's Experiential Learning Cycle is because it complements both team work and storytelling. While storytelling is the end product, Kolb provides a basic roadmap for getting there. As mentioned above, Kolb's Experiential Learning

Cycle allows students to isolate a critical moment and solidify meaning though the process, therefore allowing it to be easily shared and understood by others. As for aiding in group work, the theory addresses how learners can play to their own strength as well as developing areas in which they are weakest. I have created my own version of this cycle that is shown in Figure 2, below.
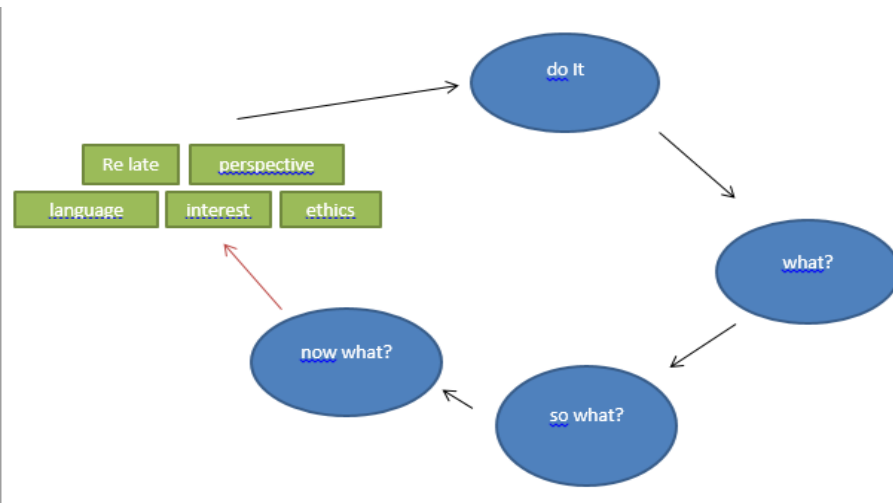
Figure 2: William Palmieri's Version of Kolb's Experiential Learning

My adaption to Kolb's Experiential Learning Cycle points out to participants that when a critical moment is turned into a learning moment it offers substance to their personal profile and a deeper understanding of different cultures and ultimately a greater understanding of who they are and how they relate to their experiences. In my work as an advisor I use the phrase "building your profile." The term "building your profile" is in reference to the person that one is currently making out of their experiences and knowledge. Building a profile is what every college student is doing at all times by what they learn and how they involve themselves in their community (i.e. working, socializing, volunteering, etc.). Taking a step back to see their profile-in-the-making, students should seek to better understand their experiences and how they apply to what their future ambitions and goals are. It is having a deeper awareness and mastery of their experiences

that enables students to use their profile as a structure that is built for the job or career they are seeking or the next experience in life for which they want to be qualified.

In the diagram, each block represents a critical moment that has resulted in a culture-specific or culture-general lesson learned. This addition to Kolb's cycle allows a student to see and understand that what they do and have done is all part of a structure and that their experience is applicable to real life situations in a career, academics, community involvement, and even their personal life. This structure will be used not only to represent them from the outside, but the contents and materials used to build it will act as an internal resource for the rest of their life. This version of Kolb's cycle helps bridge the conceptual and theoretical gap, which Bennett says is essential (Bennett, p5 of chapter 9).

The second part to Kolb's Experiential Learning Cycle is knowledge of the learning styles that are based on the four stages of the cycle. These four learning styles point out the ways in which individuals fit one of four broad learning style types with similar approaches to tasks, preferences and emotional responses. Using Kolb's cycle to understanding personality types allows individuals to better understand their way of processing experiences and facing tasks, and is also a tool for understanding team dynamics and how individuals approach their work and work together in teams. A more in-depth overview of the learning styles is provided in Appendix C.

Developmental Model of Intercultural Sensitivity

While Kolb's Experiential Learning Cycle and my use of the Venn diagram offer circular visuals for the importance of learning from a concrete moment and continually applying it back into what one does; it is just as important for students to perceive their cultural profile as both linear and as a progression. Bennett's Developmental Model of Intercultural Sensitivity (DMIS)

offers us a linear tracking of the participant's movement from ethnocentric to ethnorelative. Bennett's scale consists of six "stages" that represent "increasing sensitivity to difference" (Bennett, 1993). By recognizing that each participants experience with cultural differences will be unique, "…education can be tailored to facilitate development along the continuum" (Bennett, 1993). The first three stages are categorized as ethnocentric, by which he means that one sees his own culture as central to reality (Bennett, 2004). The last three stages represent a more ethnorelative view point at which a person begins to experience one's own culture in the context of a multicultural reality (Bennett, 2004). Bennett's scale allows students to see "achieving cultural competence" as a result of studying abroad and as a goal. Achieving the final stage of integration is not the end in and of itself, but it is the way in which one utilized their "concrete experience" to move towards a more ethnorelative understanding that is the aim.

The Venn diagram as a model of global citizenship

Studying abroad is understood as a binary process that consists of the sojourn and the return. It is important to understand that these two points are the anchors for learning from the three transitions that take place for the participant. When starting with circles A and B independent of each another, the circles visually represent both home and abroad as the two points. When brought together, the Venn diagram represents the return home and the participant as a product of the binary process, both A and B. To describe this using the Venn diagram each circle should be shown independently and explained in a cultural context and then brought together. Circle A represents home and the cultures and locale in which one dwells prior to studying abroad. This circle is limited in cultural contexts due to one never having experienced living in a foreign culture, and seeing culture through only one lens. Circle B represents the experience abroad, in a foreign culture and encountering diverse perspectives and navigating the

human experience on foreign terms that could not be encountered otherwise. The third step of returning home is seen as the most important because it not only brings the two worlds together, but allows the participant to be a part of a new world, one that consists of both. Returning home can often be described as a place that leaves one feeling "in-between" and uncomfortably pulled in opposing directions. Returnees feel that people back home don't understand them or want to hear about their experience and the ways in which they have changed (SIT returnee handbook). This leaves them feeling that they just want to get back abroad to the place where they were experiencing the unknown and before they knew what it was like to return home, changed and with a new outlook on the world that's hard to explain and express to everyone. When one imagines themselves between two rings that are both pulling in opposing directions the Venn diagram helps them to see the reason for feeling uncomfortable upon returning home. If one embraces both A and B and works to expand the center place by incorporating both points of context into one, they can then begin to see how they now contain twice the understanding of the world they did before their international experience. It is experiencing this dual source of context for the first time that is the root of struggle for so many students. Helping them to realize that because they now can contextualize a human existence very separate from their own they are experiencing the root of true empathy and the ability to be sensitized to other cultures and value differences, and to understand that this is global citizenship.

The final step to the Venn diagram is seeing the combined circles as one that is elastic and expanding with each tangible outcome that is added. It is these tangible outcomes that act as insights that provide an ever-expanding cultural profile. First, is the importance of developing and processing the experience while abroad. Second, is returning home to experience the changes that have taken place within oneself. Finally, to understand how the study abroad

experience after a return home allows a much deeper understanding of how the world works. The goal is the creation of a global citizen who is able to move beyond tolerance, to empathize with diverse cultures, having experienced new definitions of what it means to be human and ways in which it is possible to hold different values and see life though a different lens. This diagram is to be used for students while abroad and when they return.

Use of interactive discussion and training while abroad emphasizes the importance of reflecting and processing some of the leader's personal experience as an example for the students. Students begin to learn independently how important it is to find ways to deepen their understanding of the host culture and process experiences, as they observe the process used by faculty directors. By using the Venn diagram at home, the emphasis is firmly placed on the fact that a person must take the two parts, home and abroad, and not simply see oneself as in-between and feeling torn between the two, but as a larger person, a complete circle consisting of both cultures. Often participants who have returned home feel like they are caught in the space between home and abroad. The report that they are left feeling confused and pulled in two directions, the pressure from perceiving both cultures as in opposition. The pull from home often comes from expectations of others to be the same person that they were before the cross-cultural experience. The opposing pull comes from the experience abroad, which is one's desire to just be back in the place where you were experiencing everything new. Yet it is actually the very experience of returning home that is necessary to allow one to complete the experience.

One's cultural competence can also be seen as elastic, and having the ability to expand their understanding of diverse cultures and perspectives with the more context that is processed and understood. This illustrative way of viewing cross cultural competency is based on the type of "cognitive complexity" which Bennett describes in his Developmental Model of Intercultural

Sensitivity (DMIS, p. 73), becoming inter-culturally competent". The six stage model is helpful

for a view of cultural competence as parallel to "cognitive complexity," both elastic and with the

capacity for incorporation of diverse perspectives derived from concrete experiences. Whether

students choose to incorporate newly discovered ways of thinking into their own lives is beyond

pedagogical control, but largely should aim at the students' perception of relevance and their

ability to see and understand the world through another lens. It is this perceptual mobility that

will benefit students as they make decisions in their life as global citizens. The use of

Storytelling, which will be discussed later in this paper, helps participants to create something

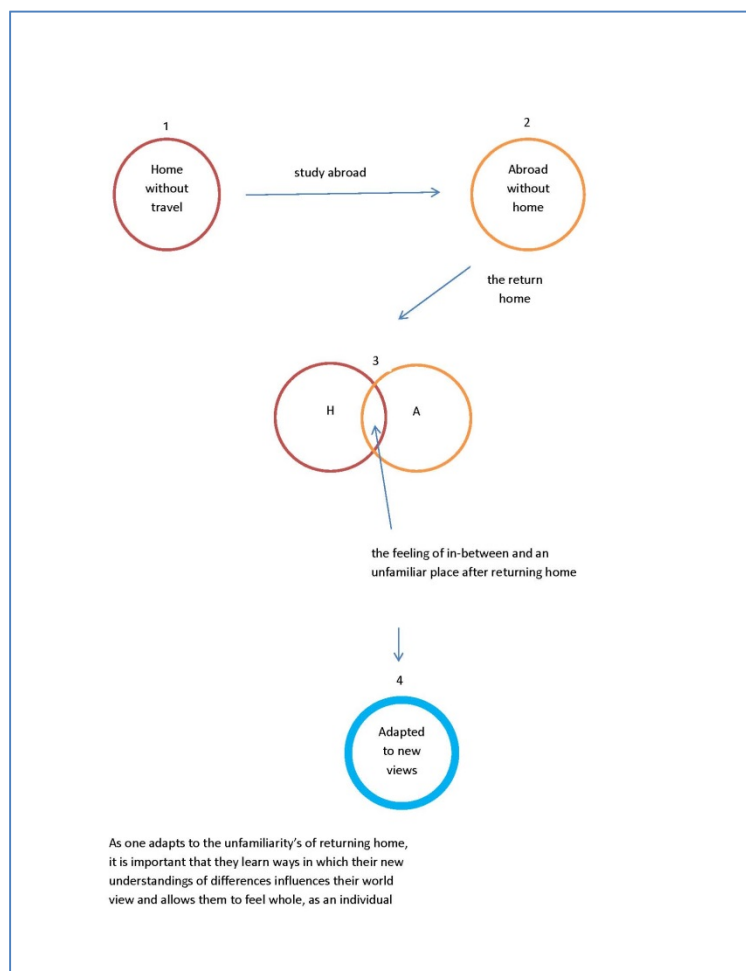tangible that can be used as a foundation for future referral.

Figure 3: Venn Diagram of Study Abroad Enculturation

Goals and Objectives (for both program and student levels)

This section of the Capstone project reports upon the creation of a step-by-step process that faculty can use to build a more intense and outcomes-driven study abroad program. To begin with, the *Expanded Field Guide* offers a distinction between goals and objectives for both the faculty directors and the participants. Each goal seeks to provide participants with a tangible outcome that demonstrates a deeper understanding of diversity between cultures, while maintaining the value of the host culture and respecting differences. As faculty directors provide opportunities for students to participate in cross-cultural learning activities, the objectives serve to generate cultural competencies and a raised awareness of areas in need of increased learning.

<div align="center">

Program Goals

</div>

The goals of the program are defined as follows:

- To provide a better understanding of how cross-cultural issues can play a role in faculty-led programs at the University of Missouri

- To provide a general understanding to participants of how to be an effective member of a multicultural team

- To provide the tools and resources to faculty directors for implementing cross-cultural learning into faculty-led programs abroad at the University of Missouri

- To ensure that the tools and resources comprising this guide are reflective of a diversity of learning styles, interests, accessibility and seek to help students discover their strengths as a leader and target weaknesses where they can improve.

<center>**Program Objective**</center>

- To provide faculty leaders and students participating in a University of Missouri faculty-led program with the opportunity to increase intercultural activities and deepen cross-cultural learning during the program

- To utilize the student group of a faculty-led program to increase the competence of participant in understanding team dynamics

<center>**Participant Goals**</center>

- To allow participants to reflect on specific experiences and turn them into a publishable outcome, one that can be made public

- To offer a bridge between the academic and practical experience by allowing participants to apply current and relevant experience in the classroom

- To reflect on cultural differences and increase intercultural competencies

- Develop a continued practice in better understanding diverse cultures and building a collection of informed insights on contemporary culture

<center>**Participant Objectives**</center>

- To understand that during their time abroad, all the potential challenges that come from working within a group or that come from an intercultural experience, are the very reason one should study abroad because learning in such an environment offers experience and knowledge that is priceless to you and your future career

Needs Assessment

Prior to beginning the Capstone project, it was important to identify what preparation, orientation and support was already in place for study abroad program leaders, and to solicit the beliefs and opinions of the faculty concerning them.

According to the Needs Assessment outcomes, the findings below demonstrate that some faculty consider that there is a need for a component that supplies faculty leaders with resources and tools to help enhance the cross-cultural learning component and awareness of the benefits of intercultural learning

Faculty leaders state that currently there is not enough support for program leaders on the topic of cross-cultural learning. The best use of the Needs Assessment is as an illustration of how a major university currently runs its study abroad program, and to illustrate how difficult it is for faculty to implement a cultural learning component. Initially faculty leaders felt that they were doing all they could do, although they had an uneasy sense that something was lacking. However, the way that using a tool to teach multicultural skills and could easily be integrated into their existing program became clear to faculty as this study progressed. One faculty member stated that it has taken four years of working in the same community abroad each summer to truly understand the importance of considering cultural differences in their work within the nursing field. They agreed amongst themselves during the discussions that even though they knew it was important all along, it has taken four years to truly understand the cost of not preparing students prior to departure and offering them support in cross-cultural skills during the session. The faculty also lamented that most of their time is necessarily spent navigating day to day activities, overcoming obstacles, and facilitating learning content for students. The responses to study questions make the interest among faculty quite clear, and provide a mandate for this Capstone project.

The author emailed the survey link from a web-based survey tool, "SurveyMonkey" to 17 faculty members who had led MU study abroad programs and received 7 responses (41%). The

survey questions and faculty responses are provided below. The complete original survey results

and findings are located in Appendix F.

Table 1: The Needs Assessment Survey

   Q1: How important is it for students participating on a program abroad to learn about the culture of their host country? Response choices were on a four point scale from "1=of little importance" to "4=very important." All seven respondents chose 4, "very important."

   Q2: How adequate do you feel the support that you provide students with to learn about the host culture is? Response choices were on a three point scale: 1= not adequate, 2= somewhat adequate and 3= adequate. 43% chose somewhat adequate while 57% chose adequate.

   Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why? 100% chose yes

   Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends…" please explain. 14% answered somewhat prepared and 86% prepared

   The respondents ranked them as follows from most important to least: 5) Group dynamics 4) Pre-departure 3) program logistics 2) interactions with host culture 1) academics.

The author used the Needs Assessment to figure out not only what type of program the

faculty might want to use, but also to help formulate and crystalize my personal understanding of

these topics can be characterized by the following statements:

- Faculty ranked interactions with host culture relatively close to last, but above academics

- Group dynamics was considered object number one: this shows the need for fostering

   group dynamics and working together as a process. Working in teams, together, building

   relationships that challenge students to be productive.

- Academics came in with a strong last place. Most agreed that when abroad there are

   many things that should come first and are of more importance than academics

- Preparation and pre-departure was second to most important.

Potential Participants: Faculty additionally stated that they believe that managing students expectations before and during the program is a make or break component; that there must be realistic expectations for what students are expected to accomplish during their study abroad program, and that the orientation/preparation of host agency staff members regarding the goals of the group that will be working at their site. Finally, 86% of faculty reported that they would attend both a workshop and would use a handbook that addressed cross-cultural learning and strategies for implementing the study abroad program.

PART II: PROGRAM

Program Description

Scope of the Program

The recently developed *Expanded Field Guide* provides support and resources to faculty leaders at the University of Missouri for use before and during the faculty program abroad. The components of the guide are meant to support the existing curriculum by providing tools that show how to utilize the learning environment abroad for increasing cross-cultural learning. Along with implementing cross-cultural and intercultural components, the guide also focuses on utilizing the group of participants to build skills and knowledge of working within an effective team. The emphasis remains multicultural and allows participants to discover their individual strengths as a team leader. This scope serves to create a meaningful and appropriate curriculum that meets the needs of all stakeholders.

The project will be introduced in Spring Semester, 2014 in the following way. The coordinator(s) for faculty-led programs and the director of the Study Abroad Office will formally introduce the *Expanded Field Guide* during the Faculty Training Orientation in Spring Semester,

2014. The Faculty Training Orientation was designed specifically to introduce faculty directors to the *Expanded Field Guide*. Faculty Directors are encouraged by the Study Abroad department to attend a three-hour workshop that will be held during Spring Semester 2014.

Curricular Dimensions of support

As expressed earlier, faculty-led programs often leave out much of the cross-cultural learning and do not take advantage of the group dynamics for learning how to work within a team while in a multicultural environment. The *Expanded Field Guide* seeks to turn administrative responsibilities of the study abroad program into cross-cultural learning opportunities, by putting the tools in the hands of the faculty to do so. As participants circumnavigate Kolb's cycle and journey along the transitional stages of Bennett's scale faculty are there to provide intervention when needed to ensure learning is productive and outcomes develop. The goal is that the dimensions of cross-cultural learning and team dynamics will overlap, and each will improve the other by providing a context in which to process and learn while abroad.

Timeline

The *Expanded Field Guide* is best applied when used in all four stages:

Pre-departure**.** Attend the Workshop for Faculty Program Directors. During program planning before departure to incorporate it into the curriculum. First session: Spring 2014.

Start of program**.** Introduction to generalizing cultural understanding and vocabulary.

Mid-program in host country**.** Get into groups to discuss experiences and cultural differences. Faculty visits various topics covered with larger group at various times to centralize reoccurring themes that participants may be experiencing and learning on their own.

Near end of program in host country. Preparing to go home and summarize story. Capstone or final project, something concrete and tangible for participants to display their learning. Developing a digital story is one example. Summarizing learning and finding a story that they can tell that speaks on some of the major lessons learned.

Return home. Follow up with students, provide them with an opportunity to revisit where they started by returning their letter to self, etc.

The section of the Capstone paper below will introduce the reader to the curriculum components. These are more fully described both later in the paper and in Appendix A.

Curriculum Components

Tools and Resources

The *Expanded Field Guide* and optional workshop are fundamental to enhancing cross-cultural learning on a faculty-led program. There are three main sections of the Guide. The contents: focus on the following features: 1) Learning theory, 2) storytelling, and 2) team effectiveness. These will be fully described below.

Learning Theory

Students and Learning

Students will be graded in a variety of outcomes of learning though journaling, group projects and creating their own narrative. The outcomes expected are to be new understandings of how each student is situated in their world. Comparatively, everyone has his/her own culture, set of norms and rules to live by. There must be support for such preparation, not only for students, but also for faculty (Keith, 2010). Students must learn to be competent in the ways in which the human existence changes from place to place and to have the ability to see, understand and contextualize difference as a global citizen. As the process of internal growth occurs for

students while studying abroad it is critical for positive individual outcomes to be fostered (Keith, 2010). It is important for students to see the ways in which their thinking, social systems and understanding of their world are not conducive within another culture (Lee, Poch, Shawn, Marta, William, 2012). Cross-cultural competency is reached by practice. Therefore, reflection exercises are used to allow students to remember and reflect on cross-cultural moments and began to isolate one at a time. Then bring their critical moments into the group and began to discuss comparatively with others who are processing their own to find meaning. The goal for the faculty is to help students understand more comprehensively the host culture though the meaning of those native to the host culture (Smith, 2013). The next step is to flush out personal biases and fears to increase understanding of a common humanity. It is this sharing of the process with others that we learn through feedback and listening, then articulating a new understanding of ourselves and our world (Smith, 2012).

Storytelling

The Center for Digital Storytelling says that the purpose for crafting a story varies as much as do the stories, themselves (DSC, 2012). The majority of the storytelling process is not crafting how the story is told, but the journey of finding and clarifying the story and its meaning (DSC, 2012). This process allows students to make the necessary connections with their experience abroad that will make it more meaningful and applicable upon returning home. A story written as a script and in a complete form allows a student to produce an outcome that is poignant and comprehendible for both the student and listener. It helps students to fully discover what they learned and take ownership of that learning moment. This moment of ownership is also referred to as "finding your voice" (DSC, 2012).

Storytelling can also add substance to ones' experience abroad by bridging experience with vocabulary and allowing more mastery and ownership of the ways in which their experience has influenced who they are. By using Kolb's cycle and Bennett's linear stages together students can see that their experience does hold potential for a greater meaning. Students can aim to capture that greater meaning by digging deeper into their reflections within group discussion and alone.

The outcomes for creating a story for students are two-fold. First, to move beyond the simple vagueness of, "it was great" when telling others about their experience. By developing a story that is unique to ones experience it raises new awareness in everyone who hears it. The second purpose is to help students anchor their study abroad experience with a meaning that can act as a reference. This is done by creating something complete, tangible and specifically of their personal growth and lessons learned. The experience of developing and clarifying a story should be considered as both a "process" and "an exercise".

Questions that a facilitator must listen closely to in order to help clarify the story are taken from the Digital Storytelling Cookbook (DSC) (p11): What makes it your version of the story? How does this story show who you are? And how does this story show why you are who you are? It is by giving our students an opportunity to reflect upon their lives "with the awareness of being in the midst of change, change can be better understood…" (DSC p. 10).

The *Expanded Field Guide* will incorporate four aspects of storytelling adapted from the DSC. These are: 1) Owning your insights; 2) Owning your emotions; 3) Finding the moment, and 4) Sharing your story. These aspects are to help program participants find the story they want and need to tell, and then assist them in clearly defining their story and making it verbally comprehendible. As intended to be, having developed my own stories and been taken through the process of clarifying my story has proven to be a transformative experience.

In developing a story, it is important that storytellers fully visualize their story as a finished piece, whether they want it to be told verbally or digitally. This visualizing process is done though journaling and in group discussions, which is explained further in the manual (Appendix A). The group work serves a very important purpose, which is to help each storyteller discover and see their story though the eyes of others as they engage in question-answer. Group work also allows for program directors to check in with students and identify their understanding of their story and identify how this change within them is meaningful. It is important that each storyteller has time to reflect and process their story alone and invest time and thoughtful considerations that can inform them as they write their script. Participants should also consider their means of publishing their story. A very rewarding form of telling a story is making it public information though digitalizing, recording or in written form. Ways to make a story digital are discussed more in depth in Appendix E.

Table 2: Building Cross Cultural Understanding

> *"One has to recognize that countries and people differ in their approach and their ways of living and thinking. In order to understand them we have to understanding their way of life and approach. If we wish to convince them, we have to use their language as far as we can, not language in the narrow sense of the word, but the language of the mind.*
>
> -Jawaharlal Nehru

Team Dynamics

We live in a world that is globalizing at the speed of light and possibly faster. At the push of a button anyone can log onto the World Wide Web and take the helm to lead the way into the future. As a result, businesses are demanding a more diverse workplace. In order to meet their need to stay globally competitive and competent, there is a greater awareness and demand for building effective multicultural and multinational teams that can meet this global

demand (Halverson & Tirmizi, 2008). Academic institutions are seeing their campuses become more internationalized, opening up new needs to foster diverse concepts and learning approaches in the classroom that has enhanced the benefits for domestic students to experience learning outside of the classroom, and in a foreign cultural context so that they can return to their own campus and play a role in the diverse ideas and concepts that are developing. Faculty-led programs offer an opportunity to experience learning outside of the classroom and provides an ideal environment to learn how to work effectively not only in a team, but also to gain knowledge of the dynamics of a multicultural and multinational team.

Teamwork allows participants during a faculty-led program to learn how to find ways to successfully complete tasks, projects, and achieve the faculty's learning objectives. One team-building expert has described the usefulness of designing tasks that can only be completed when a whole team works together. The result of this is twofold: both the task is accomplished, and along the way, new interpersonal partnerships are formed (Halverson & Tirmizi, 2008). This method designed to accomplish the desired outcomes is dependent on the dynamics of the group. It is these group dynamics that provide an ideal opportunity for our participants to develop the skills and tools to work within and facilitate an effective team that we must utilize and build into the program design to make them easily accessible for faculty. Developing the tools to work within and be a leader of an effective team are key skills that will build confidence and make our participants better leaders. Another useful aspect of teamwork is to allow participants to work though the technical jargon that they may need in order to explain their experiences and the meaning of those experiences to others (Bennett, 2004). Of course not all students are able to swim in what Bennett refers to as "culturally rich waters". Some students seem to prefer a type of comfort and support from peers and program leaders that extends beyond simple guidance.

They are reluctant to face change or perhaps feel they might not be able to manage a situation. The role for the faculty leader then, is to assist these students in learning to face the challenge of digging in deeper, and not being afraid of what they might learn in the short term, and what role the new knowledge might play in the student's future.

Although being abroad does provide an opportunity to make team dynamics more multicultural, not all programs interact with others from the host culture. If team dynamics are not specifically multicultural within themselves then being in a foreign environment does offer opportunities for interacting cross-culturally. The program structure should allow participants to utilize interactions with the community members to enhance awareness of cultural differences.

Program design for teamwork

Program design varies from group to group and setting up a program that allows for teamwork depends on the structure of the program. Program structure can vary from participants working directly with others from the host culture, or traveling as a group and visiting monuments or sites, hearing lectures and/or doing research. Either way a faculty leader can utilize the culture of the host country, in immersion, limited interaction or primarily through observation. Observing might require that the faculty leader build in some lectures or talks with community members to allow for interaction and some cross-cultural material to pull from. A program that requires more immersion and work with community members will need intervention and consistent processing by participants and group facilitation. Depending on the size of the group faculty leaders can divide the group into smaller teams or for smaller groups they could use the entire group as a team.

For example, The University of Missouri at Columbia (MU) offers two programs entitled "Public and Community Health" for their nursing students. One program goes to Ghana and

another to Costa Rica. Both programs fulfill the same requirements of credit and clinical hours. The program in Ghana is designed so that all the participants live together in a house and work in smaller groups with NGO's doing either outreach or working in a clinic. Participants on the Costa Rica program live in homestays and come together each day for lectures, group tours and site visits to clinics to learn more about public health within Costa Rica. Due to each program being structured differently, team building and group work would need to complement the structure. In Ghana, teams are already a major part of the program and experience. The participant's work together to help accomplish the goals of the organization they are working with. Cross-cultural interaction is experienced daily by working with Ghanaian colleagues to accomplish what they see as the best way to meet the needs of their community. The dynamics within the team of MU students and members of the organization can be easily added as a component of grading and analyzed by team members to improve their ability to find their strengths and weaknesses within a team and to learn how to facilitate and be a leader within a team achieving public health related goals.

As for the Costa Rica program, since teams are not formed as part of the program, the workshop and in-country meetings would need to be an added component. Participants would need to be divided up into teams and given objectives to accomplish together while examining their ability to work together and finding ways to not only accomplish their goals, but being conscious about effectiveness and performance. A faculty-led program consists of a team of people with multiple desired outcomes. The overall success of each program depends largely on the factors of those who are involved in the program, which allows each program to be as unique as a snowflake, never to be replicated again. These factors include, but are not limited to the faculty leader, participants, and administrative influence in pre-departure and program

development. There are, of course, unlimited factors between pre-departure and the return home that could never be predicted. Although we could easily drown in examining these limitless factors that could and do influence a faculty-led program abroad, we should focus on the fact that it is these unknown factors that are the greatest part of studying abroad. So much of the pleasure of participating in a faculty-led program abroad comes from how the group responds to the uncalculated factors and elements of being in an unfamiliar environment together. When looking at a program and its outcomes in this way, there actually are very few factors that influence the outcomes because it is mostly how these unknown factors are responded to and utilized for learning that hopefully only add positive outcomes that boost learning and the value of the experience for all. It is just as much of an experience for our students as it is for our faculty.

Table 3: Faculty Cross-Cultural Workshop Participant Statement

"Cross-Cultural context of health and other social issues are key concepts to incorporate into the curriculum". --M.U. Faculty Participant

As Bennett opines, the simple fact of having a cross-cultural experience will not automatically result in an understanding of an intercultural perspective. How we respond to and take advantage of learning moments during a program can be part of the program design and this component to the faculty leaders guide is available to provide the tools for faculty to not only create these moments, but to capitalize on the environment in which the classroom is taking place and the given team dynamics and how using the idea of team building and teamwork can help us gain this advantage and overcome any challenges. If students are graded upon their success as a team and building their own content that comes from their experiences, they can more easily look at challenges they face as a useful opportunity instead of annoyance.

Major factors that affect the outcomes of a program are the administrative team, host country support, the faculty and the students. In what ways do these factors use each other and the elements available to the program to learn and create a learning environment? It is up to the group after all and their responsibility to see that the experience successfully fostered personal growth. With this said, the tools must also be provided to help translate experience into learning moments and expectations should be set early that inform students as to why team work will be so crucial to the program. Setting expectations falls on the shoulders of both the faculty and supportive administration alike. As we have already addressed, Bennett says it is the responsibility of the administrators in international education to bring the intercultural learning to the programs (Bennett, 2004).

Along with a good group of participants, faculty and administrators alike appreciate a safe and academically successful program. The participants like to have fun, enjoy new friendships and have an adventure discovering something new. Because the overall success of a faculty-led program depends largely on the dynamics of the group, it does require effective team leadership.

A successful program is important both for the faculty and the academic program, but also personally, for the students and faculty as they variously learn how to work, develop and lead an effective multicultural team. A successful intercultural experience can be a great asset to their professional skills for both students and faculty. A faculty-led program offers the perfect setting to practice such skills because you are with a small team that is dependent on each other and in a foreign environment with new stresses and the potential for unexpected successes.

Faculty led programs also provide the potential to deepen cross-cultural learning by providing these opportunities and guidance to finding approaches to ways of working and

communicating cross-culturally. The objectives of working in formal and informal teams is to

"achieve the organizational objectives" and when these objectives are required from a

multicultural setting it can be more difficult to overcome. When students make a conscious effort

to successfully work in a diverse work environment and experience team success it can pay big

benefits to their professional development and their leadership skills. When participants

consciously examine the dynamics of their team and incorporate a multicultural lens both cross-

cultural learning and team building can be enhanced. "Management and leadership of

multicultural teams involve effectively and creatively dealing with a variety of challenges that

emerge as people from different cultural backgrounds interact with each other to accomplish the

team task" (Halverson & Tirmizi, 2008, p.2). As Halverson and Tirmizi state, it is important

when examining team dynamics to identify factors "embedded in the individual, team,

organizational, and societal levels" that impact the effectiveness of a team.

 "Some of the key challenges of managing multicultural teams are related to how people

relate to each other, how they communicate with each other, and differences in their cultural

orientations (Young, 1998). Iles (1995) states that some of the more common problems of a uni-

cultural perspective is the penchant for a failure to understand the meaning of the actions of

others. Misunderstanding, stereotyping, prejudice, and mistrust abound between cultures if

neither side is lead to close the gap of misunderstanding. (Iles, 1995).

University of Missouri's Field Guide for Program Directors

 The following section contains a brief summary of the existing sections of the MU Field

Guide for Program Directors, and demonstrates the way that cross-cultural training will become

an integral part of the program with The *Expanded Field Guide.* The manual Table of Contents

and evaluations appear in Appendix A, as page constraints prohibit the full description of such a

large project within this space. I wanted to use the space to explain the theory behind the creation of the project and the tools, and to describe the way that the Manual will be used to refocus and deepen the study abroad program at this Midwestern University. I believe it can stand as a model for replication throughout other institutions.

Staffing Plan

In brief, the staffing plan for running a workshop for integrating cross-cultural and intercultural learning into a faculty-led program at the University of Missouri will require the staffing of five people. However, these positions are already in place, and fully funded, within the University. The Director has agreed to incorporate the workshop into the routine operations of the Study Abroad program. The Director of Study Abroad who will oversee the workshop, the Associate Director of Study Abroad who will assist with the training, myself and one faculty member of the College of Education. The purpose of the Associate Director and faculty member are to ensure that others are trained in running the workshop and available to follow through in the event that I am not present the following semester. The fifth person is the Study Abroad Marketing Coordinator. All of which persons participated in rewriting the Field Guide for Program Directors, to include the components I developed in my Capstone project.

Program Marketing

Marketing for the spring workshop each year beginning in 2014 will follow the guidelines already in place for all faculty workshops. Notices will be disseminated though the International Center's monthly newsletter, directly emailed to faculty who are leading a summer program and emailed to department Chairs to inform departments who might be running faculty-led programs that are not associated with the International Center.

Student Recruitment, Admissions, Logistics, Travel, & Housing

Due to the nature of the program I have designed, it does not require the recruitment of students, beyond the regular programmatic recruitment of students to study abroad. The workshop and manual are designed for the use of faculty leaders, rather than students, in their pre-departure meetings, during, or after returning home. In my attempts to make the guide user-friendly and accommodate for the diverse structures of faculty-led courses, the *Expanded Field Guide* simply offers curricula-enhancing tools that can be used when and how the faculty sees fit. The safety plan is fully prepared. It is explained in a section that spreads over a dozen pages in the manual and covers all possible health, safety, and crisis management protocols.

Budget and Budget Notes

The workshop expenses will be covered by the International Center as they will offer the cross-cultural component within the already established delivery of the faculty workshops that covered the logistics and health, safety and security components of study abroad. A table showing program costs is provided below. The main costs are related to printing 15 spiral-bound manual for handing out to faculty, and for providing coffee and snacks for attendees.

Table x4: Budget for Faculty Workshop

items	cost
15 spiral-bound printed manuals	32.24
room reservation	0
laptop, projector	0
2 coffee carafes from Starbucks	24
Fruit tray	10
assorted cookies	12.99
Bottled water	3.99
Total	**83.22**

Evaluation Plan

  The faculty will complete the University of Missouri's standard evaluation that is routinely administered after faculty workshops. The complete evaluations will be collected and the results will be discussed among the four staff and one faculty members involved with the workshop with the intention for improving the workshop for the following semester. Examples of the evaluations are provided in Appendix A and in the Field Guide available online.

Summary and Conclusions

What the program will accomplish

  The program that I have designed will provide faculty at the University of Missouri (MU) who lead a program abroad with new tools and resources to more easily integrate cross-cultural learning into the experience. The program consists of a pre-departure workshop for faculty and a manual. The workshop will be offered twice each year; once in the spring for faculty who are leading a summer program and again during the fall semester for faculty who are leading a program during Winter Break. The first pre-departure workshop will be held in spring semester 2014. During the workshop faculty will learn how to use the *Expanded Field Guide*. When learning to use the manual, faculty will participate in cross-cultural activities, goal setting and learn ways to facilitate group discussions to help students learn from intercultural encounters. As reported earlier, some 86% of faculty surveyed reported that they would attend the workshop and use the manual within their program; and the remaining 14% reported that they would use the handbook. I believe, based upon the Needs Assessment outcomes, that such a resource is viewed as valuable to faculty leaders. After working with faculty who have or are preparing to

lead a study abroad program for the past eighteen months, it has become clear to me that not only is there a need for support in this area of faculty-led programs at MU, but also that faculty report that learning about the culture of the country(s) they are traveling to with students should become a required component of the learning content. The materials in the program do contain potential for a much more rewarding experience with the students, not only due to the interactions, but because of the visible outcomes.

What problems the program will face and potential ways to address them

The overall program does face challenges. The first challenge is actually making sure the faculties use the materials and make it their own. Facilitating cross-cultural learning can be challenging and produce uncomfortable responses from students and even conflict among the group. It can feel most safe to faculty when leading a group of students abroad to want to focus on learning content, staying safe and having fun while avoiding conflict. Most faculty-led programs abroad utilize journal writing as the main form of reflecting and assessing cultural learning. These methods keep the faculty at arms-length from both the students and from the individual work that students need to have modeled for them.

Questions that could be hard for faculty to answer, if they have never sequenced the curriculum for learning about culture are: 1) how do I know my students are ready for certain learning? 2) How do I create an overall sequence that best fits my group to learn skills to enhance awareness about another culture? These topics are addressed by the pre-departure workshop and in the handbook.

Another issue I foresee comes from the limitations of the resources. Because the purpose of the Expanded Field Guide is to be used by faculty who are currently with the students and have the ability to facilitate the learning though assignments and activities, it will require additional

effort on the part of faculty. The method of addressing this issue was to make the guide easy to use, to provide enjoyable tools and to model the use of the tools in the pre-departure workshop.

Recommendations

My first recommendation is to make sure the topic of cross-cultural learning is a conversation that has been started on the campus and that it holds value. There is plenty of research available showing that students can easily spend a summer or semester abroad and actually become less tolerant of their host culture. However, if the value of enhancing cultural learning on programs abroad is not clear then nobody is going to show up for the workshop. Making the workshop enjoyable and the handbook readable, were" job one".

My second recommendation is in the area of building relationships. Having command over the learning content and materials does not overshadow a lack of relationships with the potential participants of the workshop. Such a workshop and materials demand a large investment of time to learn and use, and a leader who is both competent in presentation style and who can model the tools for the faculty at the workshop. These issues rely upon a solid 'train the trainer' model in which all workshops are led by well-prepared instructors.

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Appendix A

Summary of University of Missouri's Field Guide for Program Directors

There are six main sections of the Field Guide that are shown on the previous page. The goal of the guide is to ensure that along with academic quality, faculties have the information and resources they need to take reasonable precautions that ensure the security and safety of MU students.

The first section, emergency procedures, informs faculty of the best way to handle an immediate response to an emergency, general security precautions and the emergency action/contingency plan. Information on crisis procedures covers both health, political, psychiatric and other which include crime and sexual assaults are thoroughly covered. Also, recommendations on how to handle emergencies caused by students such as a missing student, crime and substance abuse and steps the faculty can take to discipline a student.

The guide requires that faculty leaders run their own pre-departure orientation and another when they first arrive in the host country even if already provided it a provider is involved. The guide provides a suggested guide of subjects to cover for both orientations.

On-site program management provides MU's standards of student conduct and the ways in which MU students participating on an MU program abroad are subject to the same rules as they would be on campus in Missouri not only during class time, but on excursions, during group transportation, and most likely in their living arrangements after hours.

Because the students complete a wealth of forms pre-application and post acceptance for the program it is important that faculty are made aware of these forms. The participant forms sections help the faculty to understand what the students have signed and agreed to in terms of grievance on terms of participating on a faculty-led program abroad. The forms are listed on the

previous page in the table of contents and also include program expenses that were outlined for the student that they agreed to pay and their health forms that might list any health issues the faculty might want to be aware incase a student needs medical attention or to prevent such a situation (i.e. allergies, phobias etc.,)

Due to the responsibilities of a faculty going beyond the role of instructor, a health guide has been provided that contains more detailed information for supporting students who might be suffering from stress, depression, eating disorders and other issues. The information in this section was provided by the MU Wellness Center, MU Rape Education Office, Kansas State University Counseling Services and the American College health Association.

The Health insurance section informs the faculty leader of the specifics of the health plan that their students, as well as themselves, will be covered under and provides emergency contact information for both US based offices as well as providers within the host country.

Because a paper trail vital for following incidents and documenting details at the time of an incident the guide has provided incidents reports for the following.

- Sample emergency log

- Study abroad program incident report form

- Study abroad student conduct violation written warning form

- Notification of termination form study abroad program form

Finally, the appendices four main topics cover NAFSAS Good practices for health and safety, program administration checklist, site specific pre-departure orientation checklist and on-site orientation checklist.

Below is the Table of Contents for the new Missouri University manual I co-wrote for the faculty responsible for taking students abroad. I have noted the placement of my Expanded Field

Guide training in each relevant section. The entire Field Guide is available online:

http://international.missouri.edu/documents/flp-field-guide.pdf

Table of contents for the Field Guide for Program Directors

- AIG Assist – 54
- MEDEX Secure insurance policy – 57
- HTH Worldwide international health insurance policy for study abroad – 63
- MU International Center travel health information – 67

Incident report forms   page 70
- Sample emergency log form – 70
- Study abroad program incident report form – 71
- Study abroad student conduct violation written warning form – 72
- Notification of termination from study abroad form – 73

Appendices   page 74
- Responsible study abroad: Good practices for health and safety – 74
- Program administration checklist – 77
- Site-specific pre-departure orientation checklist – 78
- On-site orientation checklist – 79

Below are some of the tools that are used in the Expanded Field Guide

- Use "Getting Your Groove Back" for games and things.

- List of prompts for journal entries

- How to guide for digital storytelling.

- DEAL

- Kolb's learning styles questionnaire

Two evaluation forms created uniquely for the cross-cultural training workshop and to evaluate

the cross-cultural training students received are shown below. Others are available in the Field

Guide.

1. Faculty Evaluation, for faculty to fill out regarding their opinion of the Intercultural Curricular

Integration workshop in the spring

<div align="center">

Faculty Program Director
Intercultural Curricular Integration
Workshop Survey Questions

</div>

1. Session Attended (Date and Time)

2. Workshop Duration
   a. Adequate amount of time
   b. Not enough time
   c. Too much time

3. Workshop content
   a. It was relevant and helpful
   b. It was somewhat helpful
   c. It was not that helpful

4. What section did you find most helpful?

5. What section did you find least helpful?

6. What would you like to have more information about?

7. What suggestions for improvement do you have for the Expanded Field Guide?

8. What days and times are best for you to attend a workshop like this one?

9. What information do you feel was missing from the workshop?

10. What suggestions do you have to improve the workshop for future Faculty Program Directors?

2. Student Evaluation; for students to fill out regarding their opinion of the short-term faculty-led

programs

Short-term Faculty-led Program Assessment:
Questions for Faculty member
The purpose of this form is to provide the International Center with information to assess whether to continue to support a faculty-led study abroad program which has been offered in the past. The faculty member's responses to these questions and a review of the program's history will be utilized in determining the status of the program.

Submit all materials to:
Barbara Lindeman
MU International Center
N52 Memorial Union

Lindemanb@missouri.edu

ACADEMICS
1. How does this program fit current departmental priorities and college/school goals?

2. Which student population(s) does the program target? Is there sufficient student interest to sustain the program with 10+ MU students enrolled for credit each time the program is offered?

3. List the unique MU curricular needs met by this study abroad program (including courses toward the major/minor).

4. Who teaches the course(s)?
   a. MU faculty member will teach all courses
   b. Courses to be taught by local instructors*
   c. Combination of MU faculty member and local instructors*
   d. Other*

 *If instructors from outside of MU are utilized, how are they selected and hired?

EXCURSIONS or FIELDTRIPS
1. What excursions, field trips or museum visits are included in the program? How is each related to the programs' academic goals?

2. What steps have been taken to help ensure the safety of MU students participating in these excursions?

3. Who conducts these excursions? How has this person/entity been vetted? *(please answer this question for each excursion provider and location)*

4. Are students accompanied by a local guide while traveling in the host country?
☐ Yes ☐ No

   • If yes, how are the guides vetted?

TRANSPORTATION:
How are students transported in country?

   1. How is the safety of the transportation vetted? Is the transportation provider considered safe and reliable by local people?

   2. What type of licensure do drivers possess?

3. What insurance coverage do the transportation provider and/or the drivers have?

ON-SITE ORIENTATION
All MU faculty members leading study abroad programs are required to provide an orientation to students upon their arrival in the host country.

1. Who is involved in the on-site orientation? (On-site staff, MU faculty member, a combination)?

2. What topics does the orientation cover?

3. How are health and safety issues, addressed with students?

4. In case of an emergency, how will students contact you 24/7?

HEALTH AND SAFETY ISSUES
You may wish to review information from the U.S. Department of State (travel.state.gov) and the Centers for Disease Control and Prevention (cdc.org)

1. Are there any health or safety concerns in the host country that could affect students on your proposed program?

2. What health care and medical services are available for the students?

3. Are there reputable clinics and/or hospitals in the host city/cities? ☐ Yes ☐ No

4. If not, how far away are the nearest vetted facilities?

5. How does the program provide information about these services to students?

6. Are reliable English-speaking counselors/psychologists available? ☐ Yes ☐ No

7. How are students instructed about wise and unwise behavior in the host culture?

8. How are students informed about potentially dangerous places/situations to avoid?

9. What types of communication methods are available to you and the students on-site (cell phones, email, landlines, etc.)?

10. Where is the closest U.S. Embassy or Consulate? In case of emergency, how will students reach the U.S. Embassy or Consulate?

Appendix B

The workshop for integrating cross-cultural and intercultural learning into a faculty-led program at the University of Missouri will be held during the Spring Semester of 2014. The workshop is under the oversight of the Director of Study Abroad and will include two trainers from the international center and two trainers in training. The training is open to all faculty who might be interested, but targeted to faculty who are leading a program for the 2014 Summer Session.

The Workshop evaluation forms are located in the appendix, along with evaluation forms for the course and for the study abroad section of the course.

Workshop Tools

- Description goes first,

- Information given to Faculty to introduce the Expanded Field Guide component.

- Insert power point for the Power of Processing and Reflection. It will need adaptions made.

- Layout of workshop

- How to for digital storytelling: How to run a mini workshop for student

- Story circle – definitely part of the next one for activities

- Activities that tap into "how does it make you feel" and "what next" take the students around Kolb circle.

- Games for breaking the ice or to get discussion going

- DEAL

Appendix C

Kolb – Learning Styles: probably scan in a more detailed version of Kolb for readers to gain

a deeper understanding.

Brainbase
KEEPING THE BRAIN IN MIND

KOLB'S LEARNING STYLES

Reference: Peter Honey and Alan
Mumford, 2006

LEARNING STYLES

Kolb's learning styles have been adapted by two management development specialists, Peter Honey and Alan Mumford. They use a four-way classification that closely resembles that of Kolb but is simplified for use in a practical training situation.
You can find out your own learning style by completing and scoring the following questionnaire. A description of the Honey and Mumford classification follows for use after the questionnaire has been scored.

LEARNING STYLES QUESTIONNAIRE
This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

INSTRUCTIONS
There is no time limit for completing this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross.

Milton Bennett's Developmental model of intercultural sensitivity:

1. **Denial of Difference**

   o Individuals experience their own culture as the only "real" one. Other cultures are either not noticed at all or are understood in an undifferentiated, simplistic manner. People at this position are generally uninterested in cultural difference, but when confronted with difference their seemingly benign acceptance may change to aggressive attempts to avoid or eliminate it. Most of the time, this is a result of physical or social isolation, where the person's views are never challenged and are at the center of their reality.

2. **Defense against Difference**

   o One's own culture is experienced as the most "evolved" or best way to live. This position is characterized by dualistic us/them thinking and frequently accompanied by overt negative stereotyping. They will openly belittle the differences among their culture and another, denigrating race, gender or any other indicator of difference. People at this position are more openly threatened by cultural difference and more likely to be acting aggressively against it. A variation at this position is seen in reversal where one's own culture is devalued and another culture is romanticized as superior.[1]

3. **Minimization of Difference**

- o The experience of similarity outweighs the experience of difference. People recognize superficial cultural differences in food, customs, etc. But they emphasize human similarity in physical structure, psychological needs, and/or assumed adherence to universal values. People at this position are likely to assume that they are no longer ethnocentric, and they tend to overestimate their tolerance while underestimating the effect (e.g. "privilege") of their own culture. In other words, as explained by the Canadian Center for Intercultural Learning, "people who adopt this point of view generally approach intercultural situations with the assurance that a simple awareness of the fundamental patterns of human interaction will be sufficient to assure the success of the communication. Such a viewpoint is ethnocentric because it presupposes that the fundamental categories of behavior are absolute and that these categories are in fact our own."

4. **Acceptance of Difference**
   - o One's own culture is experienced as one of a number of equally complex worldviews. People at this position accept the existence of culturally different ways of organizing human existence, although they do not necessarily like or agree with every way. They can identify how culture affects a wide range of human experience and they have a framework for organizing observations of cultural difference. We recognize people from this stage through their eager questioning of others. This reflects a real desire to be informed, and not to confirm prejudices. The key words of this stage are "getting to know" or "learning."

5. **Adaptation to Difference**

- o Individuals are able to expand their own worldviews to accurately understand other cultures and behave in a variety of culturally appropriate ways. Effective use of empathy, or frame of reference shifting, to understand and be understood across cultural boundaries. It is the ability to act properly outside of one's own culture. At this stage, one is able to "walk the talk."

6. **Integration of Difference**

- o One's experience of self is expanded to include the movement in and out of different cultural worldviews. People at this position have a definition of self that is "marginal" (not central) to any particular culture, allowing this individual to shift rather smoothly from one cultural worldview to another.

Appendix E

The DEAL Model for Critical Reflection – Describe, Examine, and Articulate

Learning

The DEAL model was developed by Dr. Patti Clayton of North Carolina State University

http://www.ncsu.edu/cece/resources/deal_model.php. Dr. Clayton references **Kiser's**

Integrative Processing Model in the original document.

Appendix F

📊 **Question Summaries**	🕐 Data Trends	👤 Individual Responses

PAGE 1

Q1   Customize   Export Chart   Share

How important is it for students participating in a program abroad to learn about the culture of their host country?

Answered: 7   Skipped: 0

	of little importance	somewhat important	important	very important	Total ▾	Average Rating
(no label)	0% 0	0% 0	0% 0	100% 7	7	4.00

63
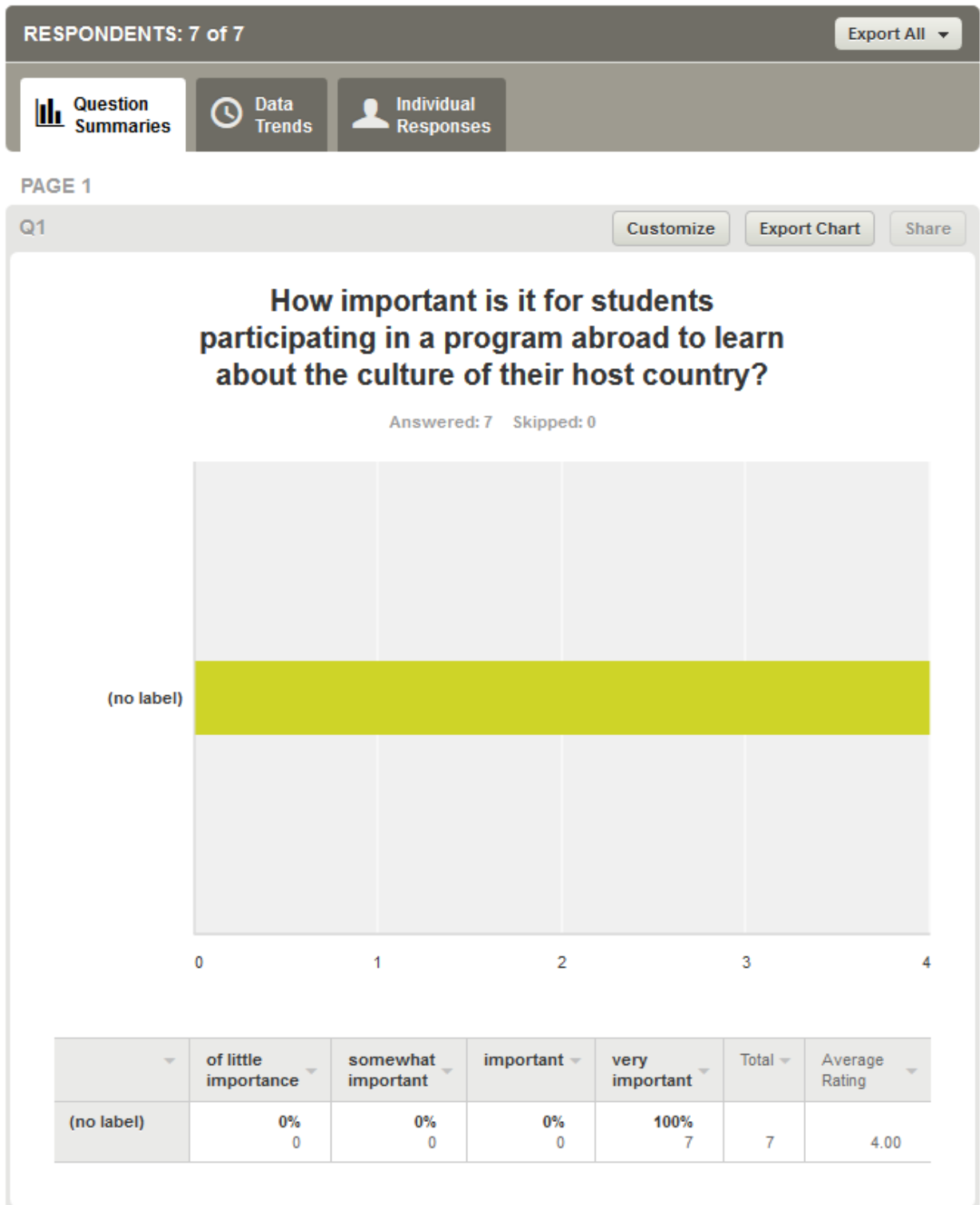
Customize   Export Chart   Share

How adequate do you feel the support that you provide students with to learn about the host culture is?

Answered: 7   Skipped: 0
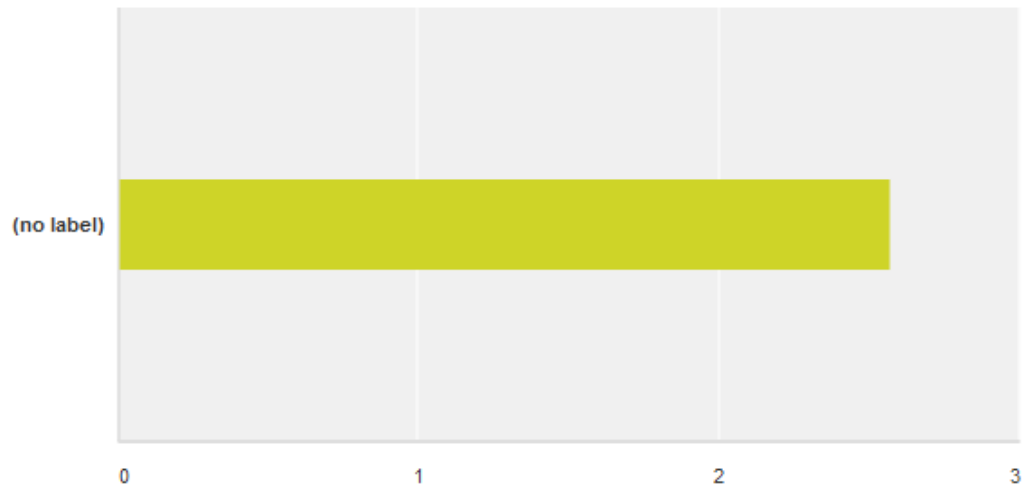
	not adequate	somewhat adequate	adequate	Total	Average Rating
(no label)	0% 0	42.86% 3	57.14% 4	7	2.57

Comments (1)

Customize   Export Chart   Share

Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Answered: 7   Skipped: 0
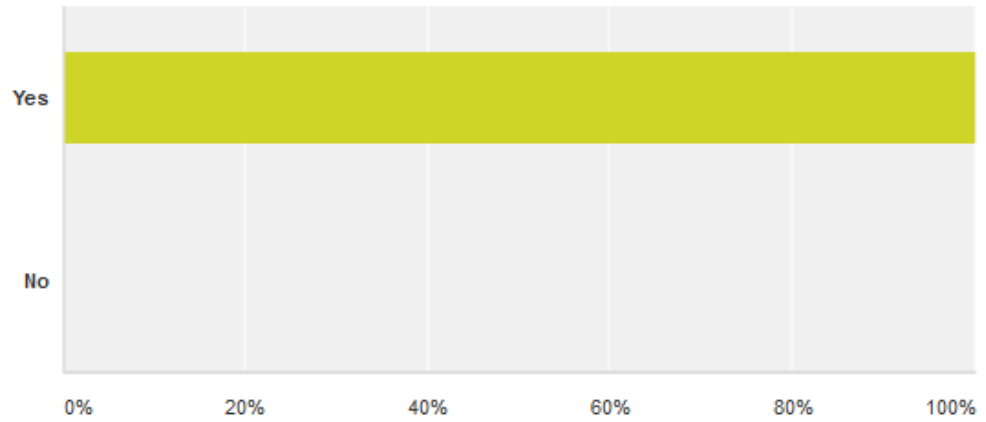
Answer Choices	Responses	
Yes	100%	7
No	0%	0
Total		7

Comments (6)

Customize   Export Chart   Share

How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

Answered: 7   Skipped: 0
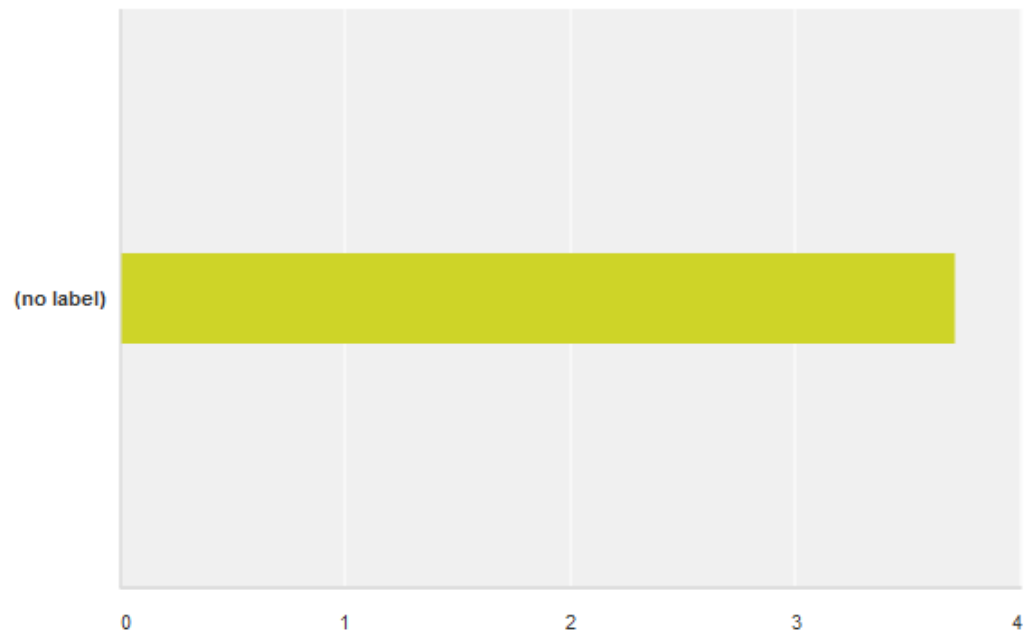
	not prepared	somewhat prepared	depends on the specific topic of culture	prepared	Total	Average Rating
(no label)	0% 0	14.29% 1	0% 0	85.71% 6	7	3.71

Comments (0)

Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Answered: 7   Skipped: 0

Program
logistics
(location ...

1 (14.29%)

Interactions
with host
culture

Preparation
(per-departur
e...

0%   20%   40%   60%   80%   100%
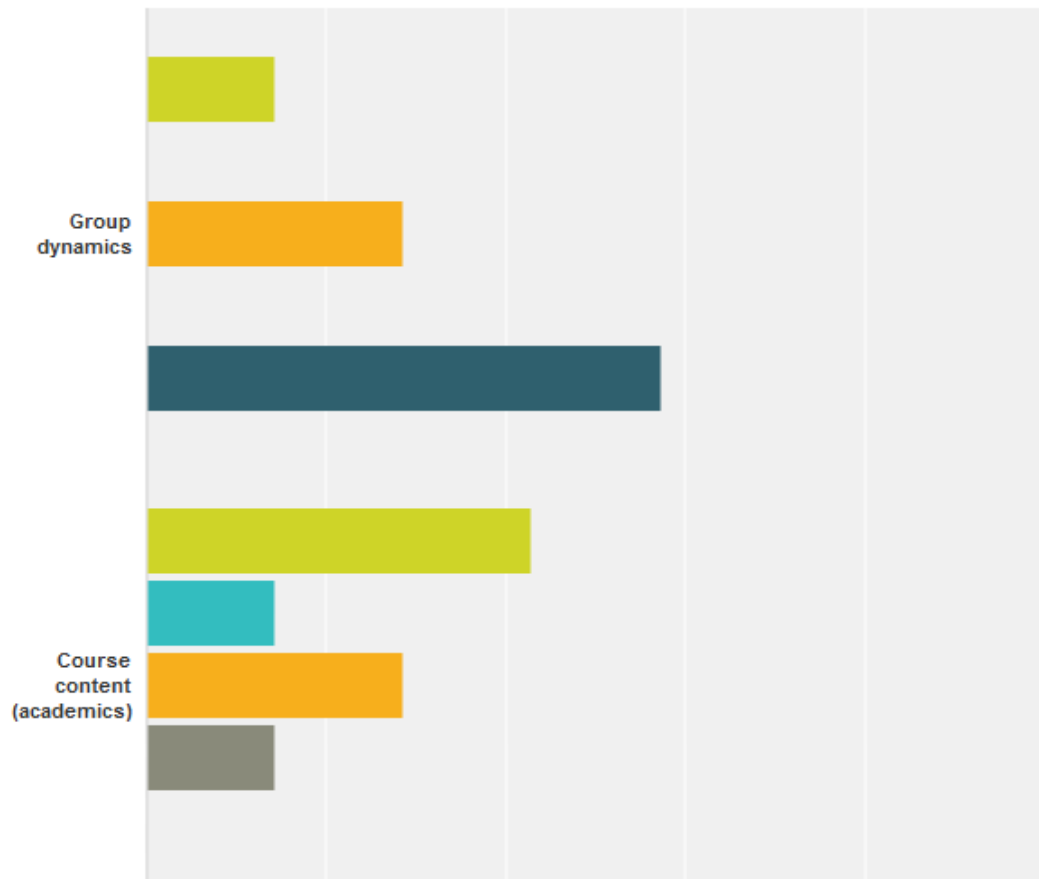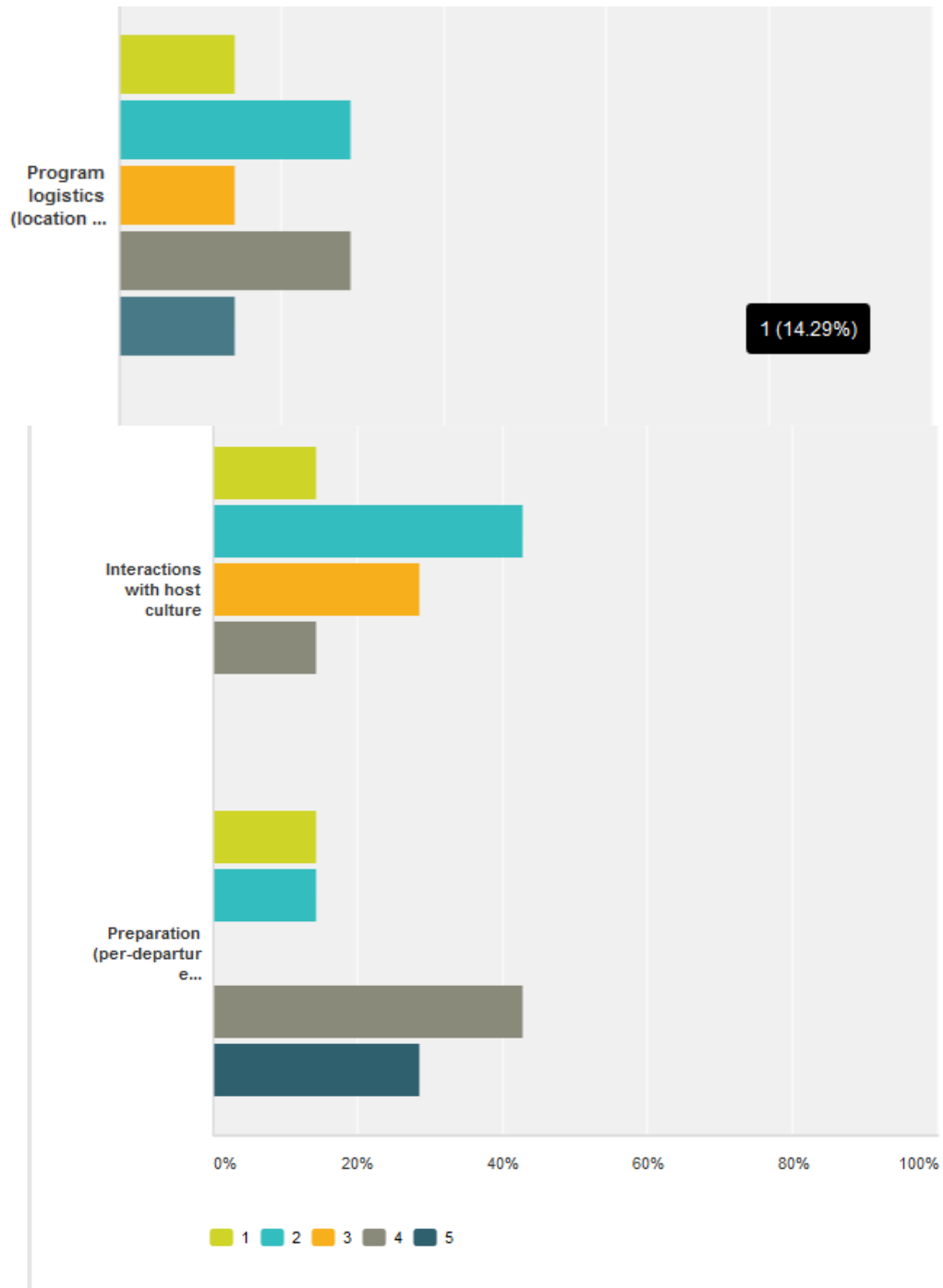
■ 1 ■ 2 ■ 3 ■ 4 ■ 5

	1	2	3	4	5	Total	Average Ranking
Group dynamics	14.29% 1	0% 0	28.57% 2	0% 0	57.14% 4	7	2.14
Course content (academics)	42.86% 3	14.29% 1	28.57% 2	14.29% 1	0% 0	7	3.86
Program logistics (location and sites visited, lodging, food)	14.29% 1	28.57% 2	14.29% 1	28.57% 2	14.29% 1	7	3.00
Interactions with host culture	14.29% 1	42.86% 3	28.57% 2	14.29% 1	0% 0	7	3.57
Preparation (per-departure programming)	14.29% 1	14.29% 1	0% 0	42.86% 3	28.57% 2	7	2.43

What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

Answered: 5   Skipped: 2

● **Responses (5)** ☁ Text Analysis 🏷 My Categories

Categorize as... ▼ | Filter by Category ▼ | Search responses 🔍 ❓

Showing **5** responses

Orientation/preparation of host agency staff members regarding the goals etc. of group that will be working at their site. Taking materials that are significant to host site rather than random supplies that weren't needed.
11/22/2013 10:32 AM   View respondent's answers

Student readiness and maturity level.
11/21/2013 3:58 PM   View respondent's answers

Realistic expectations for what students are expected to accomplish during their study abroad program.
11/21/2013 1:12 PM   View respondent's answers

I believe this would be included in preparation, but managing student expectations before and during the program is a make or break component, in my view.
11/21/2013 9:59 AM   View respondent's answers

Students being open-minded to experiencing the host culture (i.e., no picky eaters!), and also making sure students feel safe exploring on their own.
11/20/2013 7:27 PM   View respondent's answers

Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

Answered: 7   Skipped: 0
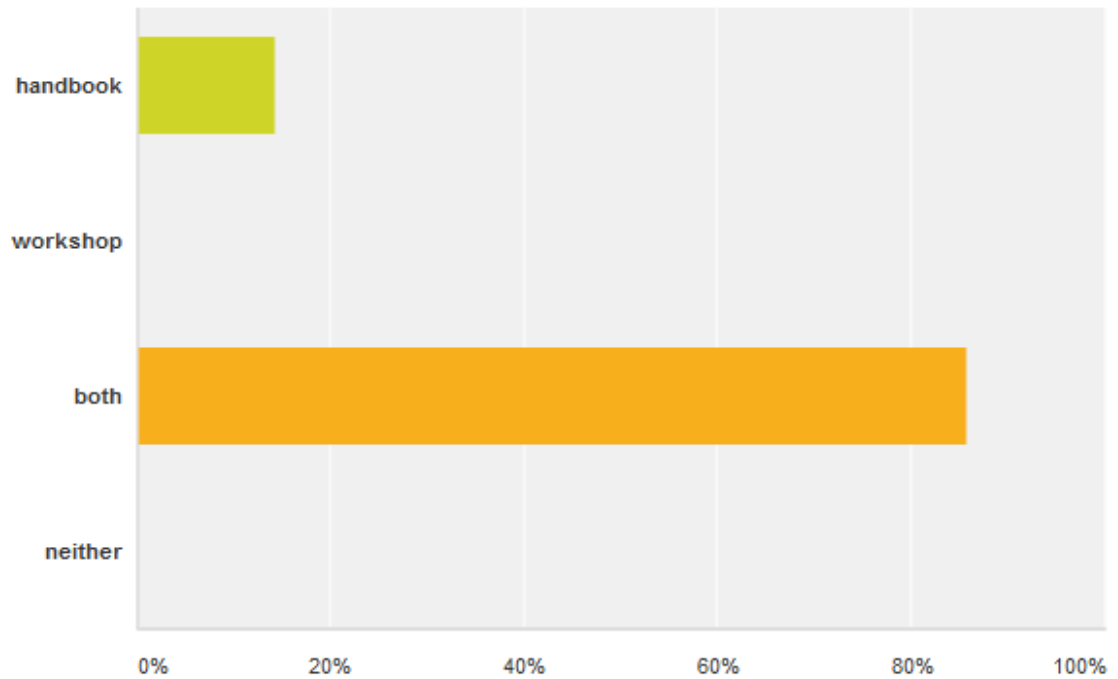
Answer Choices		Responses	
handbook		14.29%	1
workshop		0%	0
both		85.71%	6
neither		0%	0
Total			7

Comments (1)

Q1: How important is it for students participating in a program abroad to learn about the culture of their host country?

(no label)   very important

Q2: How adequate do you feel the support that you provide students with to learn about the host culture is?

(no label)   adequate

Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Yes

Other (please specify)   Cutural context of health and other social issues is a key concept to incorporate into the cuiiculum.

Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

(no label)   prepared

Q5: Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Program logistics (location and sites visited, lodging, food)	1
Interactions with host culture	2
Course content (academics)	3
Preparation (per-departure programming)	4
Group dynamics	5

Q6: What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

Student readiness and maturity level.

Q7: Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

both

Q1: How important is it for students participating in a program abroad to learn about the culture of their host country?

(no label)	very important

Q2: How adequate do you feel the support that you provide students with to learn about the host culture is?

(no label)	somewhat adequate

Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Yes

Other (please specify)	journaling assignments

Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

(no label)	somewhat prepared

Q5: Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Group dynamics	1
Course content (academics)	2
Program logistics (location and sites visited, lodging, food)	3
Interactions with host culture	4
Preparation (per-departure programming)	5

Q6: What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

Orientation/preparation of host agency staff members regarding the goals etc. of group that will be working at their site.
Taking materials that are significant to host site rather than random supplies that weren't needed.

Q7: Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

both

Q1: How important is it for students participating in a program abroad to learn about the culture of their host country?

(no label)   very important

Q2: How adequate do you feel the support that you provide students with to learn about the host culture is?

(no label)   adequate

Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Yes

Other (please specify)   Orientation session; suggested reading prior to departure; continued
                               exploration of policies that influence health upon return from study abroad.

Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

(no label)   prepared

Q5: Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Course content (academics)	1
Interactions with host culture	2
Group dynamics	3
Preparation (per-departure programming)	4
Program logistics (location and sites visited, lodging, food)	5

Q6: What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

Realistic expectations for what students are expected to accomplish during their study abroad program.

Q7: Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

both

Q1: How important is it for students participating in a program abroad to learn about the culture of their host country?

(no label)	very important

Q2: How adequate do you feel the support that you provide students with to learn about the host culture is?

(no label)	somewhat adequate

Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Yes

Other (please specify)	I absolutely made it a requirement during the online preparation phase.

Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

(no label)	prepared

Q5: Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Course content (academics)	1
Preparation (per-departure programming)	2
Interactions with host culture	3
Program logistics (location and sites visited, lodging, food)	4
Group dynamics	5

Q6: What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

I believe this would be included in preparation, but managing student expectations before and during the program is a make or break component, in my view.

Q7: Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

both

Other (please specify)	There are some terrific web-based resources, also.

Q1: How important is it for students participating in a program abroad to learn about the culture of their host country?

(no label)	very important

Q2: How adequate do you feel the support that you provide students with to learn about the host culture is?

(no label)	adequate

Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Yes

Other (please specify)	use various readings

Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

(no label)	prepared

Q5: Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Course content (academics)	1
Program logistics (location and sites visited, lodging, food)	2
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Group dynamics	5

Q6: What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

Respondent skipped this question

Q7: Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

handbook

Q1: How important is it for students participating in a program abroad to learn about the culture of their host country?

(no label)   very important

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(no label)   somewhat adequate

Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Yes

Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

(no label)   prepared

Q5: Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Interactions with host culture	1
Program logistics (location and sites visited, lodging, food)	2
Group dynamics	3
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Q6: What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

Respondent skipped this question

Q7: Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

both

Q1: How important is it for students participating in a program abroad to learn about the culture of their host country?

(no label)	very important

Q2: How adequate do you feel the support that you provide students with to learn about the host culture is?

(no label)	adequate
Other (please specify)	more than adequate!

Q3: Do you or did you consider integrating learning about the host culture into the curriculum. If so in what ways? If not, why?

Yes	
Other (please specify)	Food, site visits, and reading assignments

Q4: How prepared do you feel to facilitate discussions and/or activities with students that address cultural learning and awareness while abroad? If you answer "depends..", please explain.

(no label)	prepared

Q5: Rank in order from 1 to 5 the importance each item has on affecting the outcomes of a program abroad (providing that everyone returns home safely). 1 being least affect and 5 being most.

Preparation (per-departure programming)	1
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Q6: What other aspect(s) of a study abroad program do you consider as significantly affecting the outcome that was not mentioned in the previous question?

Students being open-minded to experiencing the host culture (i.e., no picky eaters!), and also making sure students feel safe exploring on their own.

Q7: Would you attend a workshop or use a handbook that addressed cross-cultural learning and strategies for implementing it into your program abroad?

both

Appendix G

There are a number of viable ways to make stories digital. These include:

- Scan in copy of Digital Storytelling Cookbook –

- Give information to faculty on how to use Final Cut Pro or Windows Video Maker.

Behavior

Words

Explicit Culture

Customs

Traditions

Beliefs

Values

Implicit Culture

Assumptions

Thought process

Myths
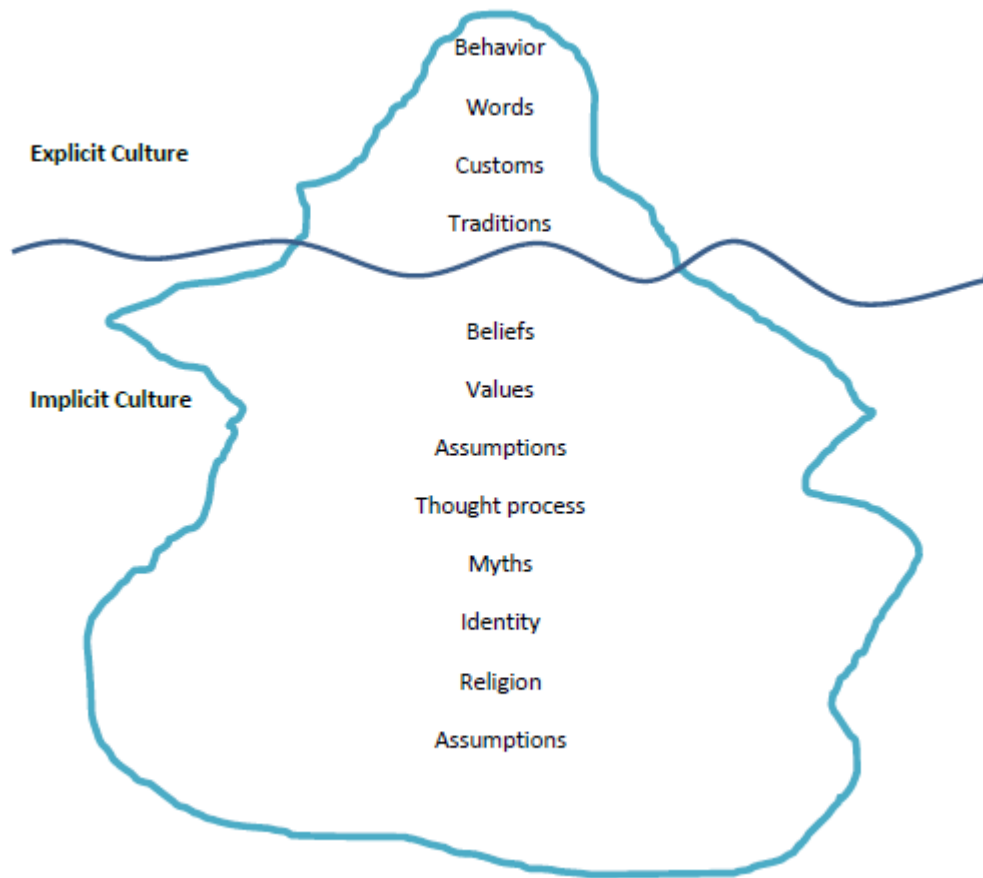
Identity

Religion

Assumptions

Figure x: Cultural Iceberg

Appendix I

Terms as defined by Milton Bennett in his essay *A SHORT CONCEPTUAL HISTORY OF INTERCULTURAL LEARNING IN STUDY ABROAD.*

- The term "international" refers to multiple nations and their institutions, as it is used in "international relations." When "international" is used to modify "education," it refers to curriculum that incorporate attention to the institutions of other societies, and it refers to the movement of students, faculty, researchers, and other academics across national borders. For instance, "Our international education program incorporates foreign students and returned study-abroad students into an effort to internationalize the curriculum of the university.

- The term "multicultural" refers to a particular kind of situation, one in which there are two or more cultures represented. For example, "The international university has a multicultural campus, with more than 15 different national and ethnic cultures represented."

- The term "cross-cultural" refers to a particular kind of contact among people, on in which the people are from two or more different cultures. For example, "On a multicultural campus, cross-cultural contact is inevitable."

- The term "intercultural" refers to a particular kind of interaction or communication among people, one in which differences in cultures play a role in the creation of meaning. For example, "the cross-cultural contact that occurs on a multicultural campuses may generate intercultural misunderstanding." The term "intercultural" may also refer to the kind of skills or competence necessary to deal with cross-cultural contact. For example, "Administrators of cross-cultural programs need intercultural skills to be effective."

- The term "intercultural learning" refers to the acquisition of general (transferable) intercultural competence; that is, competence that can be applied to deal with cross-cultural contact in general, not just skills useful only for dealing with a particular other culture. For example, "In her study abroad in Germany, not only did Susan learn how to argue in a more German than American style, she also learned how to recognize the potentially adapt to a wide range of cultural variation in dealing with differences of opinion.