



IFCCTL

Institute for Cross-Cultural Teaching and Learning

Intercultural Competence Development through Education Abroad: Key Concepts, Practical Applications Spring Semester 2019 webinar series

The Institute for Cross-Cultural Teaching and Learning is pleased to announce a series of four webinar presentations to be held February – May 2019. These webinars will be presented by specialists who have spent years teaching, researching, and writing about intercultural learning.

Webinar #1: Introducing the HubICL: A Science Gateway for Connecting Intercultural Learning Practitioners Worldwide

Dr. Kris Acheson-Clair and Annette Benson, Purdue University
Friday February 8, 2019, 2-3 pm Eastern time

The Intercultural learning Hub (HubICL) began as a spreadsheet kept by Dr. Kris Acheson-Clair and Annette Benson at Purdue. As they came back from doing intercultural development with faculty, staff, and students, they notated how it went with various audiences. Soon they began adding other tools and notating which audiences we thought would resonate with the content, which facets of the AAC&U rubrics were being taught, how various activities meshed with stage-based pedagogy, etc. Last February they had the opportunity to join forces with HUBzero to create a science gateway that would not only turn our spreadsheet into a global user interface (GUI) but could also house a research repository and intercultural learning forums. This new resource is available at hubicl.org. They purposefully did not brand it as a Purdue entity. The HubICL will only continue to grow as interculturalists and practitioners worldwide contribute to it.



Learning Outcomes: Participants will be able to:

- Analyze the appropriateness of learning activities using stage-based pedagogy;
- Analyze the appropriateness of learning activities using the AAC&U Rubric for Intercultural Knowledge and Competence;
- Use the Intercultural Learning Hub to choose intercultural learning activities for use in their own context;
- Share with colleagues their own questions and their own expertise using the Intercultural Learning Hub.

About the Presenters

Dr. Kris Acheson-Clair is Director of Purdue University's Center for Intercultural Learning, Mentorship, Assessment and Research with a courtesy faculty appointment in the Brian Lamb School of Communication. With 17 years in front of classrooms and extensive publications on

intercultural communication, she has brought many innovations and the capacity to scale up impact to Purdue.

Annette Benson serves as the Communication Strategist for the Center for Intercultural Learning, Mentorship, Assessment and Research. She holds an MS degree in Strategic Communication, with concentrations in intercultural and global communication, from the Brian Lamb School of Communication at Purdue University. Over the course of the fifteen years at Purdue, her greatest joy has been to create programs which increase the intercultural development of faculty, staff, and students, including work in ESL, human resources, student orientation, and intercultural learning.

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Webinar #2: Intercultural Education From the Inside Out

Dr. Michael Vande Berg, MVB Associates

Friday, March 1, 2019 – 1-2 pm Eastern

This webinar introduces an approach to intercultural education that asks you to design and deliver your own interventions—intercultural courses, programs, modules, workshops, seminars, orientations—by focusing first on your own learning. This approach is constructivist, developmental and experiential. It invites you to explore how you characteristically make sense of yourself and your experience, how you respond when others make sense of themselves and their experience differently, how you can learn to relate more effectively and appropriately when you encounter those different others, and what you can do to help your students learn to do the same.



The webinar is designed for all of you who work in diverse educational contexts: offices of study abroad, women’s studies, African-American or Latin-American studies centers, international student offices, centers for Jewish or Muslim students, programs focusing on sexual orientation and gender-identity, second language departments, immigrant services centers, offices for veterans services, community-based-learning centers, domestic study away offices, internship programs, and in any and all other professional settings that aim to help students interact more effectively and appropriately when they encounter “differences that make a difference”—the differences that matter to you, your students, and others.

Learning outcomes: Participants will have opportunities to:

- Increase your awareness about some of the assumptions that are now guiding your own intercultural learning and teaching
- Explore the importance of focusing on “meaning-making” in intercultural education
- Learn about a four-phase developmental framework that allows you to identify appropriate learning activities and exercises

- Learn about several activities that illustrate learning and teaching within each of the four developmental phases

About the presenter

Dr. Michael Vande Berg, Principal at MVB Associates, has held educational leadership positions at CIEE, Georgetown University, the School for International Training, Michigan State University, Kalamazoo College, and *el Instituto Internacional* (in Madrid). He has published extensively, including [*Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*](#) (Stylus, 2012). Director of several research studies, including the Georgetown Consortium project, which explores the intercultural and second language learning of students enrolled in 61 programs abroad, he frequently provides intercultural training and coaching at colleges, universities and organizations in Europe, Latin America and the U.S. A senior faculty member of the Summer Institute for Intercultural Communication (SIIC), he is a founding Board member of the Forum on Education Abroad and a recipient of both the Forum's 2012 Peter A. Wollitzer Award and the 2014 IDI Intercultural Competence Award.

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Webinar #3: Activities for Facilitating Intercultural Learning through Education Abroad

Dr. Steven Duke, University of Nebraska and IFCCTL
Wednesday April 3, 2019 – 1-2 pm Eastern time

Research on intercultural learning has found that the learning process needs to be carefully designed and facilitated. Learning goals should be combined with the activities, reading, assignments and reflective learning to achieve those goals.



Building on Experiential learning theory and the Developmental Model of Intercultural Sensitivity, Dr. Steven Duke discusses the process of selecting and adapting activities to achieve intercultural learning goals during pre-departure, while-abroad and re-entry phases. He will share a variety of activities he has used with students to help them develop greater intercultural awareness and reflect on their intercultural experiences and development.

Learning Outcomes: Participants will have opportunities to:

- Identify key findings from research on intercultural learning;
- Describe at least four learning outcomes that support the development of intercultural competence;
- Describe at least four activities designed to help students get outside the “study abroad bubble” and develop intercultural competence;

- Identify additional resources and activities relating to intercultural competence and intercultural learning.

About the Presenter

Dr. Steven T. Duke is Associate Vice President for Global Strategy and International Initiatives at the University of Nebraska and President of the Institute for Cross-Cultural Teaching and Learning. With a Ph.D. in history from Indiana University, Steve has taught Russian, European and world history courses at the University of Nebraska-Lincoln, Wake Forest University, the University of Wisconsin-Madison, and Brigham Young University, as well as cross-cultural engagement courses at Wake Forest University. He is a frequent presenter at regional, national and international conferences on international education and at workshops for faculty and international education professionals. He created and led the award-winning WISE conference on intercultural learning in education abroad from 2008 to 2015. His publications include [Preparing to Study Abroad: Learning to Cross Cultures](#) (Stylus, 2014) and “The Importance of Intercultural Learning in Study Abroad,” in Tammy Milby and Joan Rhodes, eds., *Advancing Teacher Education and Curriculum Development through Study Abroad Programs* (IGI Global, 2015), pp. 73-88.

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Webinar #4: Gaining Faculty Buy-in for Intercultural Learning on Instructor-led Study Abroad

Dr. Christine Anderson and Dr. June Nobbe, University of Minnesota
Friday May 10, 2019 2-3 pm Eastern time

The instructor-led study abroad program model continues to be a popular option at most institutions. Yet, faculty often resist including intercultural learning pedagogy into their courses abroad as facilitating this learning falls outside their area of expertise. Education abroad research shows that without intentional intercultural learning facilitation students may not gain any intercultural competence while abroad and may actually regress, especially on programs of shorter duration. During her many years working with faculty on developing and teaching programs abroad, this fact and the lack of interest on the part of faculty-leaders in implementing intercultural learning techniques into their programs, led her to research whether students could gain intercultural competence on short-term, instructor-led programs and how this learning best takes place.



The research demonstrated that intercultural learning gains are possible on instructor-led programs and that the role of faculty is essential for this learning to take place. Some of this research was recently published in [Frontiers](#). Armed with this knowledge, Christine began to

put trainings and systems in place to ensure that faculty were guiding students to increase their intercultural awareness and competency.

This webinar will introduce participants to the research that was conducted, how the Learning Abroad Center at the University of Minnesota implemented leader trainings on intercultural learning pedagogy, and provide tools that may be useful at other institution.

Learning outcomes: Participants in this webinar will be able to:

- Review research on intercultural learning on instructor-led program;
- Understand techniques for enhancing intercultural learning on instructor-led programs;
- Learn why faculty are key for intercultural learning gains to occur while students are abroad;
- Gain a practical approach for guiding faculty to include intercultural learning into their courses taught abroad.

About the Presenters:

Christine Anderson has worked in the field of education abroad for 20 plus years. She is the academic director at the University of Minnesota's Learning Abroad Center (LAC). Her research includes intercultural learning on short-term study abroad programs, the impact of an education abroad experience on career competency development, and how an education abroad experience can increase resilience. She administers, and teaches/mentors students on LAC's on-line, culture learning and career development course, "Global Identity: Connecting Your International Experience to Your Future". She has a Ph.D. in Comparative International Development Education.

Dr. June Nobbe serves as Assistant Vice Provost for Student Life at the University of Minnesota. She has worked at the University of Minnesota-Twin Cities for over 34 years in several capacities in the Division of Student Affairs and is a key player in efforts to internationalize Student Affairs on the Twin Cities campus. She was one of the founding collaborators that created the academic minor in leadership and has taught all the core courses in the minor. June has extensive experience in global program and course development integrating student development theory, leadership, intercultural engagement, authentic community engagement, and reflective practice. She has led short-term global seminars in Northern Ireland, Istanbul, Buenos Aires, and Bastimentos Island in Panama. June also collaborated on the development of semester courses in Rome, Istanbul, and Montpillier, faculty training on experiential learning, reflection, and student development theory for global seminar leaders and on-site providers and faculty abroad, and taught the global capstone leadership minor capstone course. She also developed a "glocal" leadership minor practicum course in an East African immigrant community proximate to the university. June is a qualified administrator of the Intercultural Development Inventory and integrates the IDI framework in the capstone leadership minor course and short-term global seminars. In addition to her administrative roles, June completed her Ph.D. in Educational Policy & Administration. Her research topic is the civic mission of U.S. public higher education.

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About the Institute for Cross-Cultural Teaching and Learning

The Institute for Cross-Cultural Teaching and Learning is committed to promoting effective intercultural teaching and learning in international education through workshops, webinars, and individual consulting and training sessions.

Questions?

Contact Steven Duke at steve@ifcctl.com