



# IFCCTL

Institute for Cross-Cultural Teaching and Learning

## **Intercultural Competence Development through Education Abroad: Key Concepts, Practical Applications Spring Semester 2018 webinar series**

The Institute for Cross-Cultural Teaching and Learning is pleased to announce a series of five webinar presentations held January – May 2018. These webinars were presented by specialists who have spent years teaching, researching, and writing about intercultural learning.

### **Webinar #1: What's Empathy Got to Do with It? Lessons Learned in Helping Faculty and Staff Facilitate Intercultural Development**

Katherine Yngve and Florence Adibu

Friday January 26, 2018, 1-2 pm Eastern time

Registration page: <https://bit.ly/2NiRE4L>

Beginning in 2014, Purdue University began to operationalize a new university-wide core curriculum which required that the learning outcome of “intercultural effectiveness” be embedded in all of its undergraduate degree programs. This requirement was based on a shared understanding of intercultural competence as a metaphorical tool-kit encompassing six interpersonal bridging aptitudes, which can arguably be strengthened, like muscles, through intentional practice. Specifically, these six aptitudes are: Curiosity; Openness; Communication; Self-Awareness; Other-Awareness; and Empathy.

In this webinar, two Purdue employees will discuss lessons learned on the road to helping faculty and staff (most of them from STEM disciplines) use the concepts above to become more effective intercultural mentors for Purdue undergraduates, in both study abroad milieus and on-campus contexts. They will cite open-source teaching and assessment resources, discuss aptitude-specific interventions and the quantified results of faculty training, and demonstrate ways of creating a shared culture of evidence-based intercultural learning, which bridges across an institution’s internal silos.



#### **Learning Outcomes: Participants will have opportunities to:**

- Identify how the six building blocks “stack up” to lead to behavioral intercultural competence;
- Consider a developmental model of “Empathy”;
- Encounter ways to frame Empathy as a key component of career success (even for STEM majors); and
- Discover “open source” resources for teaching faculty and students to “level up” these building block competencies.

### **About the Presenters**

**Katherine Yngve**, a “recovering” Senior International Officer, now co-directs Purdue’s new Center for Intercultural Learning, Mentoring, Assessment and Research (CILMAR). As a fulltime assessment professional for Purdue, she specializes in scaling up evidence-based intercultural learning both on-campus and abroad, and supports the use of over 20 validated instruments, many of them free. In 2017 alone she provided intercultural pedagogy training to over 120 Purdue faculty and staff. Prior to Purdue, Katherine founded the first Office of International Programs at the American University of Beirut, often considered the #1 research university in the Arab world. As a doctoral student under Dr. R. Michael Paige, immediately prior to Beirut, she was one of the first cohort of instructors to operationalize on-line intercultural mentoring for semester-abroad students; this experience led to the creation of intercultural pedagogy workshops for Purdue faculty in 2016. Her MA is from the University of Chicago and her BA from Indiana University.

**Florence Adibu**, who hails from Larteh, Ghana and was raised in Chicago, Illinois, is an Intercultural Learning Specialist at Purdue University’s Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR). She convenes the Purdue Intercultural Learning Community of Practice, serves as a Qualified Administrator of the Intercultural Development Inventory (IDI), and brings an intersectionality approach to creating innovative and intentional intercultural learning opportunities for faculty, staff, and students. Prior to joining Purdue, Florence worked at School of the Art Institute of Chicago, where she taught Art Activism, Black Feminist Aesthetics and Comparative Race Politics (US and Brazil). Florence earned her BA in International Studies and Sociology from Spelman College, her Masters in Teaching English as a Foreign Language from Beijing University and her MA, in African American Studies with a specialization in Latin America and Gender and Sexuality studies, from Northwestern University.

### **Contact information:**

kyngve@purdue.edu

## **Webinar #2: Putting Theory Into Practice: Intercultural Competence in Action Both Pre-departure and On-site**

Rich Kurtzman

Friday February 23, 2018, 1-2 pm Eastern time

Registration page: <https://bit.ly/2E4r3UO>

Based on over two decades of experience, both as a participant and as a facilitator, Rich Kurtzman explains the structure of the intercultural learning process at *Barcelona SAE* through real activities on-site for students and interns abroad as well as through faculty-led programming. Take-aways include simple and practical activities that international educators at home and abroad can employ immediately to increase cultural awareness and intercultural competence in their students. Participants will also hear the debrief of each activity and



receive written instructions for easy training of other staff and faculty who may not have a strong background in International Education.

**Learning Outcomes: Participants in this webinar will be able to:**

- Briefly review the theory of Intercultural Competence that drives the practical activities covered;
- Learn how to lead pre-departure activities to help increase cultural awareness and competency
- Learn how to run activities while students are on-site that increase cultural awareness and competency;
- Learn how to lead re-entry activities post-program that increase cultural awareness and competency.

**About the Presenter**

Rich Kurtzman has been working in the field of International Education since 1998. Prior to founding Barcelona Study Abroad Experience (SAE) in 2009, he led groups of high school students abroad through World Learning, worked for IESAbroad in Chicago and Barcelona, taught courses on Spanish Culture and Intercultural Communication in Barcelona through CEA abroad and worked as an Intercultural Consultant for Business Executives with Berlitz Cultural Consulting. Rich has presented dozens of sessions at NAFSA and Forum including: Increasing Cultural Awareness in Short-term programs: A toolkit of Activities, Helping Students Make the "Right" Decisions: Using Choice Architecture and Nudge Theories, and Using Reentry Workshops for Continued Professional and Personal Development. In 2017, Rich had a prime time spot on the NAFSA Soundstage to present on Interactive Activities to Gain Cultural Awareness. He also sends out "Culture Stock: Tips and Strategies for Increasing Cultural Awareness"; a bi-monthly newsletter.

**Contact information:**

rich@barcelonasae.com

**Webinar #3: Embedding intercultural learning into short-term and faculty led programs**

Elsa Maxwell

March 29, 2018 1-2 pm Eastern time

Registration page: <https://bit.ly/2txoqGd>

In the past decade, faculty led and short-term study abroad programs have become increasingly common in U.S. higher education. These programs allow faculty to internationalize their curriculum, while also increasing access to students who otherwise are not able to study abroad for a semester. At the same time, there is a commonly held belief that short-term programs are less effective at promoting meaningful intercultural competency gains when compared to semester study away programs. Due to the intense nature of the itineraries and a tendency to prioritize "must-see" tourist sites, we run the risk of providing students with a surface level understanding of the host culture.



Recent case studies and research, however, show that when appropriately designed and facilitated, short-term programs can be just as effective --if not more so-- than long duration programs. In this webinar, we explore best practices and methodologies for embedding intercultural learning into faculty led and short-term programs in order to effectively facilitate intercultural development. We will discuss how to holistically integrate intercultural learning without overloading an already tight itinerary; how to leverage and transform site visits into meaningful learning opportunities; and how to maximize student learning and reflection by employing pre-briefing and debriefing practices based on experiential learning theory.

**Learning Outcomes: Participants will:**

- Review recent research related to intercultural growth on short-term and faculty led programs;
- Acquire practical frameworks for embedding intercultural and experiential learning into program design
- Learn to maximize site visits and cultural activities through systematic pre- and debriefing sessions

**About the Presenter:**

Dr. Elsa Maxwell teaches literature at the Universidad Adolfo Ibáñez in Viña del Mar, Chile. Prior to her appointment at the university, she served as Academic Director of Intercultural Learning for CIEE study abroad programs worldwide. In this role, she developed intercultural curricula for semester and short-term programs, assessed student learning, trained and coached instructors, and facilitated faculty development seminars. She is a seasoned IDI coach and has presented at conferences such as WISE, the Forum, NAFSA, and CIEE. She also has more than a decade of experience as a resident staff for CIEE study abroad programs in Chile. She resides in Valparaíso.

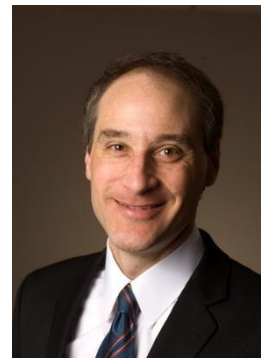
**Contact Information:**  
[elsamaxwell@gmail.com](mailto:elsamaxwell@gmail.com)

**Webinar #4: Help Wanted: Connecting Study Abroad with Career**

Jason D. Patent and Lauren Moloney-Egnatios  
Friday April 27, 2018 – 1-2 pm Eastern time  
Registration page: <https://bit.ly/2EkBuF4>

Have you heard this one before? Or anything like it? “Border-crossing skills / intercultural skills / the ability to work effectively across cultures is the key to employability in this globalized 21<sup>st</sup> Century.” In sending our students abroad and assuring them that the choice to go abroad is good for their career, we are making an implicit promise. How prepared are we to deliver?

In reality the connections aren’t always easy to make, and small staffs and budgets and crunched student schedules too often mean that students aren’t offered the chance to distill lessons from abroad that might look valuable to future potential employers.



In this session, participants will learn how to apply the LITE process — developed by the Robertson Center for Intercultural Leadership at International House Berkeley. LITE provides a powerful strengths-based framework for advisors and students to work together to unearth career-relevant learning from abroad, and to help students translate this learning into terms that will be valued by future employers — ultimately leading to enhanced employability outcomes.

**Learning Outcomes: Participants will have opportunities to:**

- Understand a framework for helping students unearth and articulate their intercultural skills for career development.
- Appreciate students' cultural strengths by reflecting on intercultural success stories and how those strengths can translate to career success.
- Develop strategies for applying a model for intercultural career coaching that supports students' ability to articulate intercultural skills as transferable to the workplace

**About the Presenters**

**Jason Patent, Ph.D.**, is Director of the Robertson Center for Intercultural Leadership (CIL) at International House Berkeley. With over two decades of experience in training and facilitation, Jason delivers high-quality intercultural training and coaching to individuals and teams across a variety of sectors. At CIL, Jason is responsible for building I-House's existing training programs and expanding them to meet the needs of increasing numbers of I-House residents, UC Berkeley campus units, and external businesses and non-profit organizations. Fluent in Mandarin, Jason has a BA in East Asian Studies from Harvard, a Master's degree in the same field from Stanford University, and an MA and a PhD in Linguistics from UC Berkeley. His previous roles include: American Co-Director of the Hopkins–Nanjing Center in Nanjing, China and Inaugural Director, Beijing Center, Stanford Bing Overseas Studies Program.

**Lauren Moloney-Egnatios, M.A.**, is Assistant Director & Intercultural Training Specialist for the Robertson Center for Intercultural Leadership (CIL). With over a decade of experience facilitating, coaching, and consulting in various professional organizations across the U.S. and abroad, Lauren designs and delivers custom intercultural and leadership development workshops and coaching engagements for corporate, non-profit, government clients, as well as, for U.C. Berkeley staff and students. Fluent in Spanish, Lauren worked in Spain as a cross cultural trainer and international program manager. She has also studied Arabic in Lebanon and led organizational shorter term projects in Costa Rica and the Netherlands. Lauren received a M.A. in International Communications from the School of International Service at American University and a B.A. in Organizational Development and Spanish from the University of Michigan.

**Contact Information:**

jason.patent@berkeley.edu

## **Webinar #5: Developing Trusting & Effective Inter-Cultural partnerships across the Diversity-International Programs Grand Canyon**

Kris Acheson-Clair, Zenephia Evans, Renee Thomas, Annette Watters, Katherine Yngve

Wednesday May 23, 2018 2:00 – 3:00 pm Eastern time

Registration page: <https://bit.ly/2TYFoZJ>

Despite many common objectives and strong interest in improving access to global competency opportunities for students of every creed, nationality, ability and color, many campuses harbor an organizational –and in some cases, philosophical – divide between those educational professionals who are charged with intercultural (often read international) responsibilities and those charged with leading diversity (equated to domestic minorities) initiatives. How then can we breach walls, build trust, share resources, and collaborate together effectively?

Led by a team of facilitators who have been actively working to bridge the diversity/intercultural divide at Purdue University, this webinar will guide participants towards a productive understanding of their own organizational contexts. In this webinar the presenters understand “inter” &/or “multi” –cultural education as a developmental process which stretches across the four-year continuum of an undergraduate degree. In other words, diversifying study abroad, although critically important, is also too little, too late for best student & institutional outcomes.

Learning outcomes include:

- building comfort with healing the divide,
- acknowledging the multi-year nature of student development,
- identifying gaps and opportunities for collaboration, and
- discovering resources for action-planning for organizational change.

### **About the Presenters**

**Dr. Kris Acheson-Clair** is Associate Director of Intercultural Pedagogy & Scholarship at Purdue. 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 CILMAR, Purdue’s new Center for Intercultural Learning, Mentorship, Assessment, and Research.

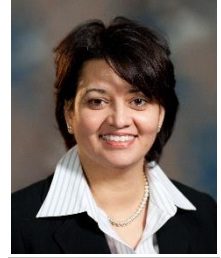


**Dr. Zenephia Evans** is Purdue’s Director of the Science Diversity Office and former Associate Director and Director of Multi-cultural Programs. An experienced diversity professional, Dr. Evans has used her experience as a Purdue alum and former Biological Sciences faculty lecturer to guide the professional development of students, faculty, and staff.





**Renee Thomas** serves as Director of Purdue University's nationally acclaimed Black Cultural Center. Renee has more than 20 years of experience in higher education administration and is committed to promoting a campus climate that ensures the inclusion of diverse students, faculty, and staff in all aspects of the institution.



**Annette Watters**, a seasoned Diversity and Inclusion and Student Affairs practitioner, has spent 25 years in higher education and 12 years at Purdue. Focusing on embracing difference, fostering inclusion and strengthening community, she endeavors to change culture and climate and to make Purdue a welcoming and inclusive campus for all.



**Katherine Yngve**, a veteran international educator, joined Purdue in 2014 to create a culture of best-practice in intercultural learning. She has institutionalized intercultural mentoring courses for semester-abroad participants, co-founded a new Center, mentored over 100 faculty in intercultural pedagogy techniques, and persuaded STEM professors that reflective essays constitute publishable data.



**Contact information:**

kyngve@purdue.edu

**Registration**

To register for the webinar series (five webinars in total), go to <https://bit.ly/2SThulV>. The cost of the webinar series is \$450 USD. The cost of individual webinars is \$105 USD each. Payment may be made by credit card on ifcctl.com. Follow the registration page links above for individual webinars. Webinars were recorded and will be made available for those who were unable to attend the “live” webinar presentations.

**About the Institute for Cross-Cultural Teaching and Learning**

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

**Questions?**

Contact us at [events@ifcctl.com](mailto:events@ifcctl.com).