



IFCCTL

Institute for Cross-Cultural Teaching and Learning

Intercultural Competence Development through Education Abroad: Key Concepts, Practical Applications

A series of webinars on intercultural learning through education abroad, Spring Semester 2017

The Institute for Cross-Cultural Teaching and Learning is pleased to announce a series of four webinar presentations held February-May 2017. Each webinar was presented by a specialist who has spent years teaching, researching, and writing about intercultural learning.

Webinar #1: Turning Cross-Cultural Research into Intercultural Learning in Programs Abroad

Dr. Steven Duke

Thursday February 9, 2017, 4-5 pm Eastern

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

Dr. Steven Duke will kick off this webinar series with a review of research on dimensions of cultural expression and how this research can be applied in education abroad programs. Since the 1970's, social scientists (e.g. Geert Hofstede, Fons Trompenaars, Charles Hampden-Turner) have investigated cultural values and patterns in dozens of countries. In the process, they have developed a variety of theories and models of cultural patterns and expression. This webinar will translate some of these research findings into practical actions that can help education abroad students understand common cultural values and patterns in their home country and in the countries or regions where they study abroad.



Learning Outcomes: Participants will have opportunities to:

- Learn about key research findings of Geert Hofstede, Fons Trompenaars, Charles Hampden-Turner, and other researchers
- Learn about strategies for introducing these findings to students
- Identify at least three ways this research can be used before departure to enhance students' intercultural learning
- Identify at least three ways this research can be used while abroad to enhance students' intercultural learning

About the Presenter

Dr. Steven T. Duke is Assistant 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 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 #2: “Through the Lens of Emotional Resilience in Study Abroad: Strategies for Creating Emotionally Healthy Learning Environments Integrated into Programming.”

Dr. Janice Abarbanel

Thursday March 9, 2017, 3-4 pm Eastern

Registration page: <https://bit.ly/2EnFvJ1>

For more than 25 years, Dr. Janice Abarbanel has worked as a clinical psychologist, serving children, families, and college students. Since serving as a US Peace Corps Volunteer, she has focused on the life stage of Emerging Adulthood and its interface with studying abroad. She coined the idea of an Emotional Passport, using the language of resilience to support Emerging Adults in their winding path into adulthood with strategies for shifting cultures with resilience. Faculty and staff engaged with study abroad students can find themselves



perplexed or even discouraged by the varied emotional responses that students present during the complex transitions involved with living and learning in places different from home. This webinar will contribute to filling this gap, sharing both broadly and specifically how an intentionally focused healthy learning environment can contribute to students feeling more comfortable asking for help and to faculty and staff gaining confidence with strategies for moving with resilience between and within varied cultures and communities.

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

- Identify some of the research behind the theory of Emerging Adulthood that guides us toward best practices for supporting the emotional health of student, staff, and faculty communities at home and abroad.
- Identify key details regarding the neuroscience of the Emerging Adult brain and the opportunities for programs to help balance students’ optimism and anxiety.
- Recognize several strategies for using a language of resilience to inform programming, with a focus on all students, not just those who might have ongoing or pre-existing mental health diagnoses.
- Describe the concept of an “Emotional Passport” as an overarching and collaborative mind set and skill set in which the framework of non-clinical language encourages students to ask for help.

- Recognize strategies for inquiring about resilience during the admissions process for study abroad and during pre-departure.

About the Presenter

Janice Abarbanel, Ph.D. served for 3-½ years as NYU Berlin’s on-site psychologist and health educator. Her interest lies in the interface between studying abroad, the life stage of Emerging Adulthood, and emotional health — an outcome of her work as a U.S. Peace Corps Volunteer and through her clinical practice in Washington DC. A graduate of Harvard and trained as a clinical psychologist, she now writes and speaks about the “Emotional Passport” and conducts trainings on how emotional skill-building and resilience support academic success and personal development. Dr. Abarbanel recently served as a shipboard psychologist with the Spring 2016 academic voyage around the world with Semester at Sea.

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Webinar #3: From Theorizing to Connecting: A Four-Step Process for Developing Interculturally

Dr. Mick Vande Berg

Wednesday April 5, 2017, 4-5 pm Eastern

Registration page: <https://bit.ly/2txtn1X>

Research from a wide array of disciplines and traditions—neuroscience, development studies, intercultural communication, physics, social and clinical psychology, and mindfulness practice, among others—richly inform our understanding of intercultural development. The challenge we face: How to apply these research-based insights to the intercultural training that we offer our students. This webinar introduces a four-step intercultural learning process that allows us to help our students—and ourselves—respond more effectively and appropriately to culturally different others.



Learning Outcomes: Participants will have opportunities to:

- Explore the importance of “meaning-making” in intercultural education
- Learn a four-step developmental framework that integrates developmental studies and mindfulness theory and practice
- Learn about strategies for introducing these four steps to students
- Identify experiential activities designed to help learners practice each of the four steps
- Identify training sources and venues designed to help educators foster their own and their students’ intercultural learning

About the Presenter:

Dr. Michael Vande Berg, now Principal at MVB Associates, has held international education leadership positions at CIEE, Georgetown University, the School for International Training, Michigan State University, Kalamazoo College, and *el Instituto Internacional*. 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 universities and organizations in Canada, Europe, Latin America and the U.S. A senior faculty member of the Summer Institute for Intercultural Communication (SIIC) and the Winter Institute for Intercultural Communication (WIIC), 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 #4: Reentry: Creating Opportunities for Reflection, Growth, and Applications after Study Abroad

Dr. Bruce La Brack

Thursday May 11, 2017, 4-5 pm Eastern

Registration page: <https://bit.ly/2BL3613>

In the past decade discussions on the topic of Reentry after study abroad have grown exponentially among study abroad professionals. However, even though there is widespread consensus that (1) the return home can have major impacts on students and that (2) reentry can be a time of additional intellectual and intercultural growth, reentry courses and activities have not expanded as significantly as one might expect. Bruce La Brack, a recognized expert and author on the reentry process, will review why reentry can be an extraordinary opportunity for additional student learning and insights, and offer suggestions about how faculty can involve them in reentry activities.



Learning Outcomes: Participants will have opportunities to:

- Understand the process of reentry and be able to identify why this stage can be of critical importance within the cycle of international educational exchange
- Identify the positive and negative aspects of reentry as they commonly impact returning students
- Learn what reentry research has concluded about how to maximize benefits of study abroad upon return while minimizing undesirable outcomes
- Identify experiential and cognitive activities designed to assist students at various stages of the reentry process, including training tips and exercises appropriate to their needs

- Identify additional training resources and internet resources that can support student's reentry efforts, including bibliographic references and venues designed to help educators design and offer their own reentry courses or programs.

About the Presenter

Dr. Bruce La Brack, Professor Emeritus, School of International Studies, University of the Pacific, Stockton, California, an anthropologist by training, created their innovative and integrated study abroad training program for orientation and reentry to support international educational exchange. These courses are the oldest, continuous, cross-cultural orientation courses in America, and include the first required, credit-bearing reentry courses in the US. Bruce is the primary author and editor of "What's Up With Culture?" (<http://www2.pacific.edu/sis/culture/>), a free, self-guided, self-paced, and self-assessed Internet resource for preparing U.S. American study abroad students. For over two decades, Bruce served as a senior faculty member at the Summer Institute for Intercultural Communication, Portland, Oregon. In 2012, he was presented the Teaching, Learning and Scholarship Award for Innovative Research and Scholarship in Internationalization by NAFSA. His numerous publications include two recent chapters in *Student Learning Abroad* (2012) and another in *International Higher Education's 'Scholar-Practitioners': Bridging 'Research' and 'Practice'* (2016).

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Registration

To register for the webinar series (four webinars in total), go to <https://bit.ly/2E2GwVB>. The cost of the webinar series is \$380 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.