Student Learning Abroad: What our Students Are Learning, What They’re Not, and What We Can Do about It
NAFSA Webinar Series
May 3, 2012, 3:00-4:30 p.m. EDT

Today’s Presenters:

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University of Minnesota

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Education Abroad the On-going Debate about Student Learning...

Learning by chance

Learning by design
A Multi-disciplinary Approach

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- MICHAEL VANDE BERG
- JAMES ZULL

Today’s Agenda

PARADIGMS → EVIDENCE → RECOMMENDATIONS
“Within this traditional paradigm, learning means acquiring “facts or objects out there that we store in our head” Maturana, H. & Varela, F. (1992)
Learning is the process of creating knowledge: “We don’t see things as they are, we see them as we are.” (Anais Nin)

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Student Learning Abroad: What our Students Are Learning, What They’re Not, and What We Can Do about It
“Structure of the Knower”:
Kolb’s Experiential Learning Theory

Concrete Experience

Active Experimentation

Reflective Observation

Abstract Conceptualization
“Structure of the Knower”:
Measuring Intercultural Development

- 50-question psychometric instrument used to assess and measure intercultural gains in 5 categories
- Cross-culturally generalizable, valid, and reliable assessment
- Measures an individual’s and group’s core orientations toward cultural differences
- Compares perceived orientation vs. developmental orientation
### Findings from the Georgetown Consortium Study

Which of the following do you think had a large, positive impact on student learning abroad?

<table>
<thead>
<tr>
<th>Experience Type</th>
<th>Impact on Intercultural Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of experience abroad</td>
<td>Small impact on intercultural development</td>
</tr>
<tr>
<td>Homestays</td>
<td>No significant gains in intercultural development</td>
</tr>
<tr>
<td>Direct enrollment in host university courses</td>
<td>No significant gains in intercultural development</td>
</tr>
<tr>
<td>Unfacilitated “experiential” activities</td>
<td>No significant gains in intercultural development</td>
</tr>
<tr>
<td>Maximizing contact with host nationals</td>
<td>No significant gains in intercultural development</td>
</tr>
<tr>
<td>Improving foreign language proficiency</td>
<td>No significant gains in intercultural development</td>
</tr>
<tr>
<td>Pre departure cultural orientation</td>
<td>Small impact on language skills only</td>
</tr>
<tr>
<td>Homestays—when students engage w/ host</td>
<td>Significant gains in intercultural development</td>
</tr>
<tr>
<td>Cultural Mentoring on Site</td>
<td>Significant gains in intercultural development—highest overall impact</td>
</tr>
</tbody>
</table>

### Exemplars

- University of the Pacific
- American University Center of Provence
- The Scholar Ship
- CIEE
- University of Minnesota
- Bellarmine University and Willamette University

### Research on Intercultural Development: Pre-Post IDI Gains (95 Point Range)

<table>
<thead>
<tr>
<th>Program</th>
<th>Interventions</th>
<th>Post IDI Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>No study abroad</td>
<td>On campus</td>
<td>0 points</td>
</tr>
<tr>
<td>Georgetown Consortium Study</td>
<td>Unfacilitated</td>
<td>+ 1.30 points</td>
</tr>
<tr>
<td>Georgetown Consortium Study</td>
<td>Facilitated with cultural mentoring on site</td>
<td>+ 5.00 points</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities (Maximizing Study Abroad)</td>
<td>Online course with limited cultural mentoring</td>
<td>+ 4.50 points</td>
</tr>
<tr>
<td>Willamette-Bellarmine</td>
<td>Online course (with intercultural facilitation by instructor)</td>
<td>+ 8.20 points</td>
</tr>
<tr>
<td>CIEE: Seminar on Living and Learning Abroad</td>
<td>Comprehensive on site intercultural instruction</td>
<td>+ 9.00 points</td>
</tr>
<tr>
<td>UM Duluth (Psychology Dept)</td>
<td>Comprehensive on site intercultural facilitation (one year)</td>
<td>+ 12.00 points</td>
</tr>
<tr>
<td>American University Center of Provence: Comprehensive</td>
<td>On site Intercultural facilitation (Coursework, cultural mentoring, structured cultural immersion)</td>
<td>+ 12.50 points</td>
</tr>
<tr>
<td>University of the Pacific School for International Studies</td>
<td>Bookend with 3 credit pre-departure and reentry courses, <strong>What’s Up with Culture</strong> on line support, Semester long study abroad, Intercultural embedded in the Global Studies curriculum</td>
<td>+ 17.50 points</td>
</tr>
</tbody>
</table>
Key Models Illustrated by Exemplars

<table>
<thead>
<tr>
<th>Description</th>
<th>Exemplars</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOOKENDING</td>
<td>• Pre- and Post Programming and Assessment</td>
</tr>
<tr>
<td></td>
<td>• University of the Pacific</td>
</tr>
<tr>
<td>ONSITE INTERVENTION</td>
<td>• Face-to-face intercultural mentoring throughout semester</td>
</tr>
<tr>
<td></td>
<td>• American University Center of Provence</td>
</tr>
<tr>
<td></td>
<td>• The Scholar Ship</td>
</tr>
<tr>
<td></td>
<td>• CIEE</td>
</tr>
<tr>
<td>ONLINE FACILITATED INTERVENTION</td>
<td>• Intervening in pre-, during and post</td>
</tr>
<tr>
<td></td>
<td>• University of Minnesota</td>
</tr>
<tr>
<td></td>
<td>• Bellarmine University and Willamette University</td>
</tr>
<tr>
<td></td>
<td>• Online intercultural mentor during experience</td>
</tr>
</tbody>
</table>

6 Recommendations for Applying Theory and Research to Practice

1. Be clear about learning outcomes
2. Design programs to help students meet desired outcomes
3. Rely on recent research to inform program design
4. *Immersion* is necessary, but not sufficient: *Facilitation* is the key to learning and development
5. Those who are intervening need to be trained
6. Student learning needs to be rigorously assessed
Students will develop **Intercultural Competence**.

1. Be clear about learning outcomes
   - Define what you want to accomplish
   - Set operational definition
   - Ensure it is measurable
   - Determine instruments
   - Measure outcomes

   **Intercultural competence**

   "The ability to shift perspective and change behavior in different cultural context."

   **Intercultural Development Model**

   **IDI- Intercultural Development Inventory**

   **Qualitative and quantitative assessment**
Design programs to help students meet desired outcomes

- Actively involving students in the learning process
- Provide frequent, prompt feedback
- Balance challenge and support to the learner
- Interculturally competent facilitator

Rely on recent research to inform program design

- Rely on the past decade of research
- Engage campus experts in research
Facilitation is the key to learning and development

Consider all 3 phases of study abroad: Pre, During, and Post

Those who are intervening need to be trained

MODEL 1: BOOKENDING
MODEL 2: ONSITE INTERVENTION
MODEL 3: FACILITATED ONLINE INTERVENTION
References
Note: The content of this webinar is founded on the resources assembled in the book Student Learning Abroad: What Students Are Learning, What They’re Not, and What We Can Do about It.


Presenters

**Michael Vande Berg, PhD**, is vice president for academic affairs at CIEE. He earlier held international education leadership positions at Georgetown University, SIT, Michigan State University, Kalamazoo College, and Madrid’s Instituto International. A founding board member of the Forum on Education Abroad, he has authored numerous publications on international education topics and has directed several study abroad research projects. A senior member of the faculty of the Summer Institute for Intercultural Communication, he frequently speaks about education abroad topics and leads teaching/learning workshops in the United States and abroad.

**R. Michael Paige, PhD**, is a professor of international and intercultural education in the Department of Educational Policy and Administration at the University of Minnesota. An intercultural and international educator for more than 40 years, he has been honored with the Peter A. Wollitzer Advocacy Award by the Forum on Education Abroad (2007) and as senior interculturalist by SIETAR Japan (2003). He serves on the faculty of the Summer Institute for Intercultural Communication and has been a visiting scholar at Kenyatta University, Nagoya University, and the University of South Australia. Paige has authored numerous intercultural texts, including the *Maximizing Study Abroad* guides and *Education for the Intercultural Experience*. He has been a NAFSA member since 1977.

**Kris Hemming Lou, PhD**, is director of international education and associate professor of international studies at Willamette University. An intercultural and international educator for more than 20 years, he has taught in Austria, Japan, and the United States and held administrative positions in international education in Germany and the United States. He is an active member of AIEA, CIEE, EAIE, the Forum on Education Abroad, ISEP, and NAFSA, and presents frequently on issues of intercultural learning abroad. He is CEO of Hemming & Weber Consulting, LLC, which provides intercultural consulting services to educational institutions.

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