TIME IS OF THE ESSENCE: EMBEDDING INTERCULTURAL LEARNING IN SHORT-TERM AND FACULTY LED PROGRAMS

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KEY QUESTIONS

1) IS IT POSSIBLE TO FACILITATE SIGNIFICANT INTERCULTURAL GROWTH ON SHORT TERM PROGRAMS?

2) HOW CAN WE TRANSFORM “TOURISTY” SITE VISITS INTO TRANSFORMATIVE LEARNING EXPERIENCES?
**Background Information**

- Idea/myth that short term programs are less effective than semester-long study abroad at engendering student learning and growth. View oftentimes held by resident staff accustomed to managing semester long programs.

- Legitimate concerns about short-term: students “pop” in and out of a location with little regard for impact on local community and reciprocity. Itinerary frequently centers around “must-see” tourist sites that reinforce surface level, stereotypical views of local culture.

- However, there is some research that suggests that intercultural growth can occur on short-term programs when leaders/faculty intentionally incorporate intercultural curriculum and experiential learning pedagogy into program design.
Anderson, Lorenz and White (2016)

- 2012-2014 study of 27 instructor-led short term study abroad programs. Students in control group “demonstrated little or no growth in their post IDI results. In fact, there was frequently a significant regression in their developmental orientation…” (p.3).

- 2016 Study of 8 instructor-led short term study abroad programs, total of 105 students. All students received pre-departure intercultural training and intro to intercultural competency development. Faculty also received intercultural training and support.

- 73% of students made positive gains on IDI; 12% made stage change

- Researchers conclude that “Frequent and spontaneous facilitation emerged as the most important variable to guide students intercultural learning. The three groups with the most pre-to post-IDI gains all incorporated this process holistically into their programs” (p.12)

### Top Performing Programs.

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<thead>
<tr>
<th>Program</th>
<th>Average IDI Gains</th>
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<tr>
<td>Prog. 2</td>
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<td>Prog. 5</td>
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<td>Prog. 1</td>
<td>10.8</td>
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<td>Prog. 6</td>
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PILOT PROGRAM

- CIEE J-TERM PROGRAM, RIO DE JANEIRO
- 3 WEEK INT’L BUSINESS AND CULTURE COURSE
- 6 STUDENTS FROM 3 US UNIVERSITIES
STRATEGY

• TO INVISIBLY EMBED INTERCULTURAL CURRICULUM INTO COURSE AND CULTURE ACTIVITIES

• TO EQUIP OUR PARTNERS WITH INTERCULTURAL FRAMEWORKS AND DEBRIEFING SKILLS
Intervention Plan: 3 Fronts

- Equip Guides To Debrief
- Provide Local Buddies with IC Training
- Embed IC into course design
IC and Experiential Learning Training for Guides

3 hour Intercultural Workshop with Guides

Transformative learning
Sharing Learning Goals for Short-Term Program

1. Understand the perspectives, values and practices of Brazilians
2. Appreciate cultural differences between Brazil and the US
3. Transform stereotypes about Brazilian into more complex cultural generalizations
4. Communicate and interact effectively with Brazilians
Cultural Analogies
Cultural Values Exercise
Teaching to Debrief around the Experiential Learning Cycle

1. How did it go? What was the experience like for you? How did you feel?
2. What happened? What did you observe? What stood out to you?
3. What did you learn? How does this relate to what you have read about Brazilian culture?
4. How will you apply what you have learned?
Provide Basic IC training to local student “buddies”
## Curriculum Design

### IC Training Activities
- Name Game
- Cultural Analogies
- D.I.E.
- I Am
- Goal Setting
- Kolb’s Learning Styles

### Culture Specific Content
- History of Rio
- Carioca Music
- Cultural Dimensions
- Cultural Values
- Capoeira workshop
- Obvious/Curious

### Site Visits
- Historic Center
- Cristo Redentor
- Suburbio: Madureira
- Santa Marta Favela

### Method
- Pre-briefs
- Question brainstorming
- Debriefs
- Individual reflection Time
IDI Results

Average IDI Gains: 12.97
83% of Students made positive movement along the continuum
Major Takeaways #1: Co-teaching

A brief History of Rio Centro (downtown)

[ciee logo]
Major Takeaway #2: Think in the Box!

The time limit of the short-term forced creativity and innovation.

We found ways to maximize each day in way that’s not possible on semester programs.
Take Away # 3: Impact of Training the Guides

- Increased alignment between course content and site visits
- Sense of commitment & reciprocity
- Debriefing on site
Challenges: site visits with guides we didn’t train
Challenge #2: The How To?

- When explaining concepts of suspending judgment, students then asked “how do we do this”
- Our usual response is that it comes with time and practice.
- But in the case of short-term, the gestation period is much shorter.
- We’re lacking an “exercise” toolkit of micro-practices so students can practice on a daily basis.
THANK YOU!

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