Integrating Intercultural Competencies into Agricultural-Based Study Abroad Immersion Experiences

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Creating Globally Competent Students

• By 2050, the world population is expected to be 9.8 billion (UN Dept. of Economic and Social Affairs)

• Agriculture students must be culturally literate and have the capacity to communicate

• Global citizenship often identified as an institutional specific learning outcome
Study Abroad as a High-Impact Practice

• Engage students in active learning that increases their performance on desired outcomes (NSSE, 2007)

• Transformative experience for participants

• Intentional study abroad activities result in a positive impact on students’ development of global and intercultural outcomes. (Braskamp, 2009)
Challenges of Study Abroad Programming

• Carefully planned activities are needed to maximize student benefit

• Avoiding the “tourist vacation” factor while abroad

• How to facilitate intercultural growth with limited instructional time

• Faculty can help foster intercultural skills by implementing reflection and additional structured guidance into the study abroad activity (Stebleton et al., 2013)
Intercultural Competence

• The ability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities

• A lifelong process

• Must be intentionally addressed
Components of Intercultural Competence

• Cultural self-awareness
• Knowledge of cultural worldview framework
• Empathy
• Verbal and nonverbal communication
• Curiosity
• Openness (Attitudes)
Embedded Short-Term Program

https://ag.purdue.edu/ansc/Vietnam
Vietnam Program Description

- Food Security and Environmental Challenges
- 11 undergraduate participants and 5 Extension Educators
- Course met 1x/wk for 50 minutes throughout semester
- Travel to Vietnam for 9-days over Spring Break
Backward Design Process

Course Outcome → Assessment → Activities

(Wiggins and McTighe, 2005)
Identify Course Outcomes

Course Outcomes ➔ Assessment ➔ Activities

Students will:
• Become aware of multiple cultural worldviews
• Demonstrate awareness, knowledge, and understanding of cultural worldviews
Selection of Assessment Tools

Course Outcomes
Students will:
- Become aware of multiple cultural worldviews
- Demonstrate awareness, knowledge, and understanding of cultural worldviews

Assessment
- VALUE Rubric
- Intercultural Development Inventory
- BEVI

Activities
# Intercultural Knowledge and Competence VALUE Rubric

**Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian. 95-110. Thousand Oaks, CA: Sage.)

Instructors are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural self-awareness</strong></td>
<td>Articulates insights into own cultural rules and biases (e.g., seeing complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
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<tr>
<td>Knowledge of cultural worldview frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Articulates deeper questions about other cultures and seeks out answers to those questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to those questions.</td>
<td>Asks simple or surface questions about other cultures.</td>
</tr>
<tr>
<td>Verbal and nonverbal communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
<td>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</td>
</tr>
<tr>
<td>Curiosity</td>
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<tr>
<td><strong>Attitudes</strong></td>
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<td></td>
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<tr>
<td>Openness</td>
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</tbody>
</table>
Intercultural Development Continuum: Primary Orientations

- Monocultural Mindset
- Denial
- Misses Difference
- Judges Difference
- De-emphasizes Difference
- Deeply Comprehends Difference
- Minimization
- Polarization
- Acceptance
- Bridges across Difference
- Intercultural Mindset
- Adaptation

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Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986
Selecting Activities

Course Outcomes

Students will:
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Assessment

• VALUE Rubric
• Intercultural Development Inventory
• BEVI

Activities

• Critical Reflections
• Video Blogging
• Name game
• “I am Poem”
• Team Project
Vietnam Selected Activities

- Name Game
- “I am” Poem
- Visit to Vietnam Market
- Individual and Team Reflections
- Video Blogging
- Team Project
I am a livestock advocate for the Industry.
I am a cool chick who loves music festivals during the summer.
I am a great friend with whom anyone can trust.
I am a binge watcher of current Netflix shows and Romantic Netflix movies.
I am a Latina Woman who loves her culture and listening to Spanish Music.

I am driving down a country road on a summer day
I am raising pigs, and chickens, and sheep
I am a proud Purdue Boilermaker, going to as many games as I can
I am an agronomy student, and an aspiring plant breeder and geneticist
I am hiking and fishing in the great outdoors
I am growing up where the suburbs end and the country begins

I am from China but was raised by Italian parents.
I am a pasta lover, and could probably eat a bigger serving size than a 300 lb football player.
I am weirdly really interested by organic chemistry.
I am terrible at spelling and grammar, but make up for it with my creativity.
I am a cheerleader who is terrible at tumbling but amazing at stunting.
Market Activity

Individual Task
1. Find a recipe for a Vietnamese dish and select one item.
2. Find this item at the store, take a picture, and record the cost and location at the store.
3. Purchase any item and bring to class on February 9th. Be prepared to present your item.

Team Task
- How did you feel going to the market of your choosing?
- What do you believe made you feel this way?
- What was difficult or easy about this assignment?
- How does this relate to the real world?
Results
Student IDI Group Results

PRE

Denial  |  Polarization  |  Minimization  |  Acceptance  |  Adaptation

POST

Denial  |  Polarization  |  Minimization  |  Acceptance  |  Adaptation

80.53
94.21
## Thiagi Debrief

- Provides a model to structure debriefing of assignments or experiences

<table>
<thead>
<tr>
<th>Phase</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How do you feel?</td>
</tr>
<tr>
<td>2</td>
<td>What happened?</td>
</tr>
<tr>
<td>3</td>
<td>What did you learn?</td>
</tr>
<tr>
<td>4</td>
<td>How does this relate to the real world?</td>
</tr>
<tr>
<td>5</td>
<td>What if?</td>
</tr>
<tr>
<td>6</td>
<td>What next?</td>
</tr>
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www.thiagi.com
Backward Design Process

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Conclusion

• The development of globally competent agriculture students is critical

• Study abroad programming can be a high-impact practice to develop intercultural competencies

• Deliberate selection of the assessments and assignments are needed to meet defined student learning outcomes
Questions?