

From Theory to Practice

*Building a Shared Commitment to
Intercultural Agility*

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How do *you* define
Intercultural Agility?



Sharing our ideas

Intercultural Agility is the ability to navigate effectively and productively in diverse settings.

It is cultivated through a combination of:

- Greater knowledge of self, others and cultural frameworks
- Skills of interaction and interpretation
- Attitudes of flexibility, curiosity and empathy

An interculturally agile person continually strives to develop curiosity, interpersonal skills, and critical cultural awareness.

What does intercultural agility look like?

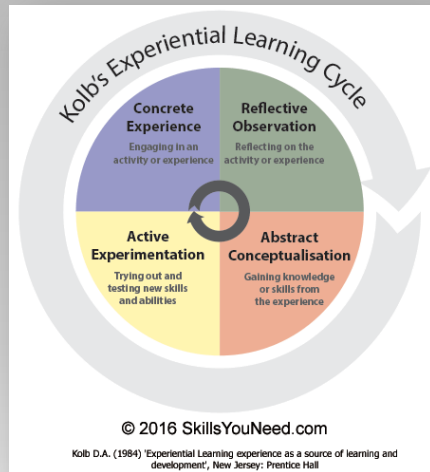
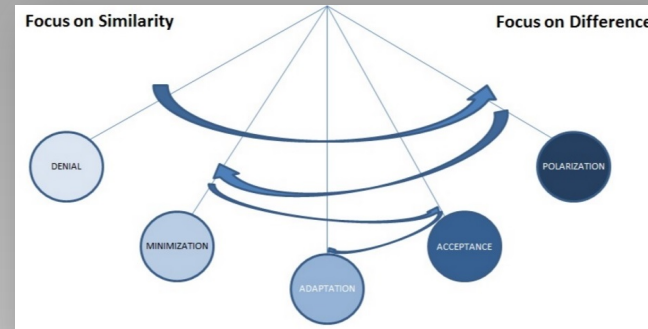
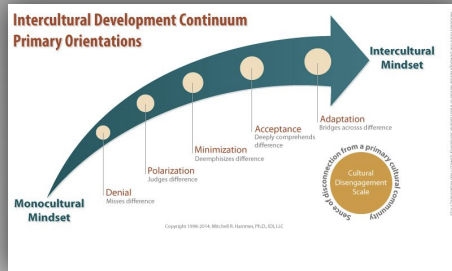
How do we know?

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CEO, CoreCollaborative International

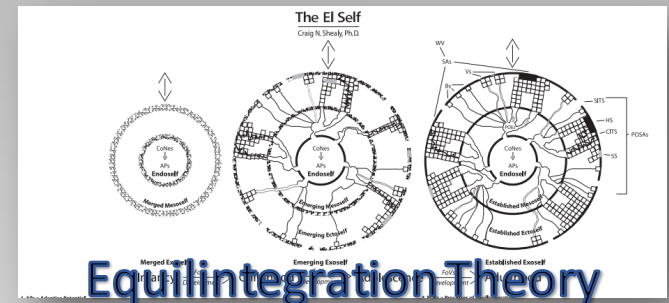


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- How do we think intercultural learning occurs?
 - How do we know it when we see it?
 - What are some ways to capture it?

How does a student gain intercultural capacities? What are our theories of learning?



Transformative Learning Theory



Contact Theory

2-Minute Challenge

Write, draw, outline your understanding of how (the process) participants learn/change during the experiences through your institution/organization.

Theory of Learning Logic Model

What goes into the experience?

What is the experience?

What could be the products of the experience?

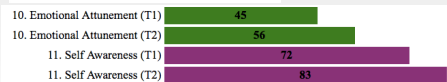
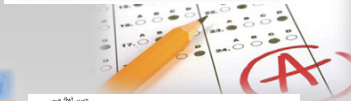
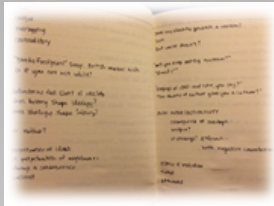
Learning Targets

Why we wanted them to learn in the first place



Faculty experience

Community context



Greater knowledge of self, others and cultural frameworks

Skills of interaction and interpretation

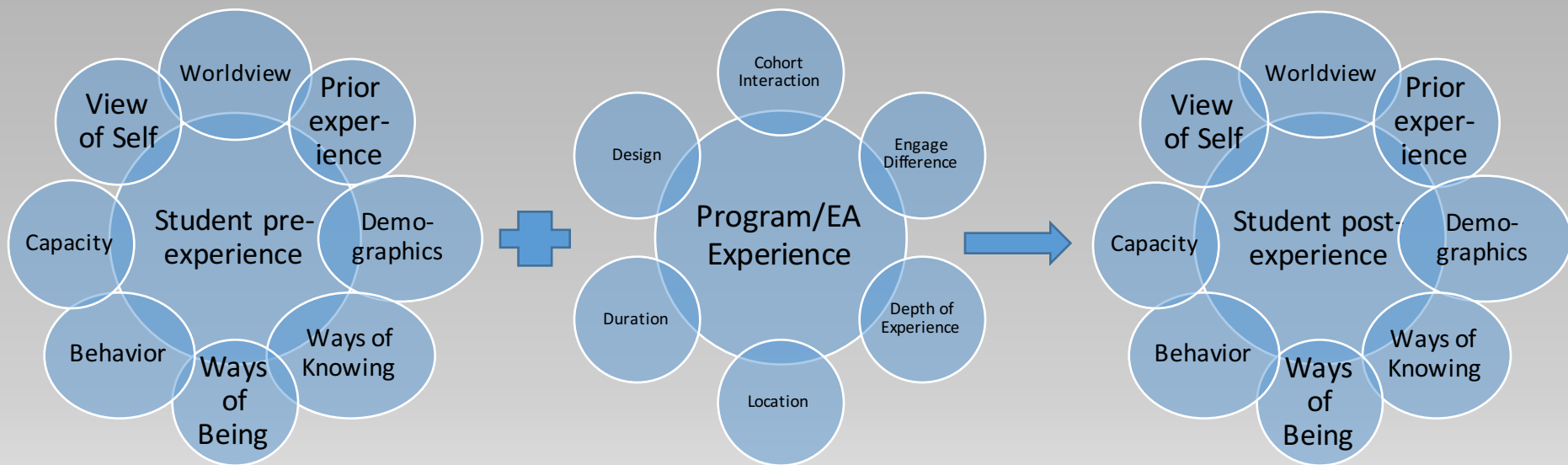
Attitudes of flexibility, curiosity and empathy



I have recognized that I am not the center of the universe. Sometimes I forget."



Interactions between Students and Components of Learning Experiences

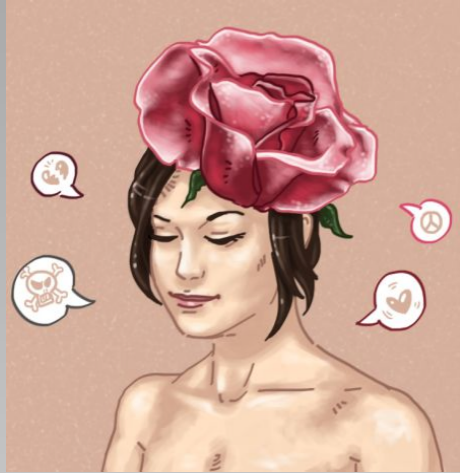


Numbers and Narratives as Evidence of Learning or Development



This one time, this guy called me an imperialist because I told him I study history. I was just thinking like, you know, every day you make the choice to emulate United States culture, so if you really care about imperialism, you too would play your part, but I can't help the country I was born into, but thank you for recognizing that I have these opportunities (laughter) to share. No, but I did get where he was coming from, it just it made me stop and think about not just that imperialism is a one way, obviously, in terms of politics and economics. The average Chilean might feel, or a huge portion of Chileans feel a lot of resentment for the economic and political imperialism, but at the same time, they emulate the cultural aspects of the United States. They listen to our music, they dress how way we dress, or they dress how we dressed in the 90s. It is a choice to an extent. (Student FG N°2)

Types of Evidence of Learning and Development



10. Emotional Attunement (T1)	45
10. Emotional Attunement (T2)	56
11. Self Awareness (T1)	72
11. Self Awareness (T2)	83

How does your institution define success?

1. Take a look at the scenario summaries on your table.
2. Identify the one that most closely demonstrates how your institution might define success.
3. Discuss the following at your table:
 - Is there information missing? What type?
 - To whom would you report this information?
 - How would it need to be formatted?
 - How could you use the information to improve student learning?

Summary

As we seek to identify intercultural learning/development in students we should:

- Be mindful of the reasons we are looking for learning/development
- Understand the nature of the information available to us
- Identify to whom the information should go and understand which types of information will tell them what you need them to know
- Do what we can to learn about theories of learning and spend time thinking about how they align with the experiences we design

References

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Developing intercultural skills through study abroad: from on-site to real life

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Developing intercultural skills through study abroad: from on-site to real life

- Analysis of two real-life recent examples for discussion of the intercultural student
- Fostering the development of intercultural competencies on-site
- New initiatives in our global learning environments



Two Recent Scenarios

Showcase skills / attitudes students can develop through a study abroad experience

Refer to handouts: Instructions



How intercultural are we?

- *Are these interculturally agile students?*
- *Why or why not?*
- *What is missing?*
- *What would you say to these students?*

- Why did the first group react negatively to their situation?
- What made the second group accept and adapt to the difficult circumstances, ultimately dealing better with a negative experience?
- Did we do anything different with the second group? Did we prepare them differently?

TP = Macho society

BFFs with demonstrators

Yes, we emphasized attitudes, expectations and did more work with Emotions vs. Feelings from earlier in the program

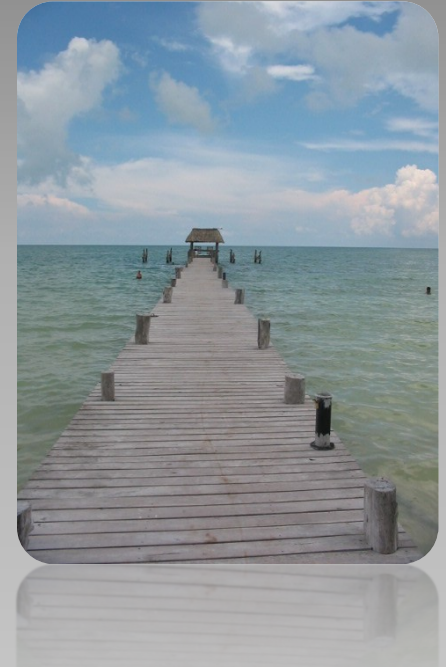
What are we doing on site to make this happen?

The intercultural orientation: skill building, preparing students for the future

- Emotionally focused semester: debriefings, exercises, mindfulness.
- Make connections: academics with experience
- Connecting expectations to goals (meet students where they are)



- Consider learning styles: how we learn helps define and distinguish how we interact with new information, new situations and how we interpret (awareness of self and other.)
- Make students aware of the resources they have and how and when to use them



- Pay attention to emotions that are being triggered by different events.
- Debrief everything: forces students to pay attention to their surroundings and understand experiences and events by formulating questions, instead of issuing judgement. Also fosters respect and empathy. Connect!



It is not survival of the fittest.

Aim to thrive by learning to adapt to new situations.

*Emotions (Physical & Instinctive) **Limbic***

Feelings (mental associations and reactions to an emotion that are personal and acquired through experience)

Neocortex

Emotions:

Anger

Fear

Disgust

Surprise

Happiness



(Paul Ekman)

Building begins at orientation:

- Associative cards
- Identity issues
- Emotionally / non-emotionally charged responses
- Minorities and emotions
- Physical illness and connection with emotional well-being
- Card games
- Repeat...



**Thank you for allowing
us to learn along
with you**