




In partnership with Languages Canada








Background:

Frontiers: The Interdisciplinary Journal of Study Abroad

The Georgetown Consortium Project:
Interventions for Student Learning Abroad



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1. Introduction



Six years ago, Georgetown University's Office of International Programs, together with partner institutions, designed a large-scale, multi-year study of U.S. student learning abroad with three primary goals in mind.¹ At the most basic level, the study aimed to document target language, intercultural, and disciplinary learning of U.S. students who enrolled in many types of study abroad programs and to compare their learning to that of control group students at several U.S. campuses.

Key findings

Association between gains in oral proficiency and **pre-departure orientations that included a cultural component**, as well as cultural support while on program.

And those whose pre-departure orientations had a cultural component also reported significantly **higher satisfaction** with their study abroad experience.

Key findings ... also

Of all the variables (including staying with host families, length of the program, access to language learning, etc.), the variables that have the **biggest impact** on people's learning for intercultural competence are

- Language learning
- Having intentional, facilitated, intercultural education surrounding one's experience abroad.





Key findings - summary

Essentially, language learning and development of intercultural competence go hand in hand.







Figure 2. Student Oral Proficiency Learning: Needs and Interventions

Student Oral Proficiency Learning Needs	Suggested Interventions
	Interventions on Campus
Help students progress beyond oral proficiency plateau	Advise students to study abroad, especially on programs with cultural mentors on site
Poor oral proficiency learning abroad among some students	Advise longer-term study abroad
	Include intercultural learning in pre-departure orientation
	Advise enrollment in content courses abroad taught in target language
	Interventions at Program Abroad
Poor oral proficiency learning abroad among some students	Faculty at home or on-site cultural mentor encourages enrolling in target language content courses
Oral proficiency learning plateaus, second semester abroad	Cultural mentor intervenes: challenge/support
Poor oral proficiency learning abroad in home stays	Cultural mentor intervenes: increase time spent with host family members
Poor oral proficiency learning abroad, on average, of males	Cultural mentor intervenes: challenge/support









Figure 1. Student Intercultural Learning: Needs and Interventions

Student Intercultural Learning Needs	Suggested Interventions
	Interventions on Campus
Increase student intercultural learning at home	Advise students to study abroad, especially at programs with cultural mentors on site
Increase student intercultural learning abroad	Include intercultural learning in pre-departure orientation
	Advise students to enroll in target language and content courses taught in target language abroad
	Advise students to complete 5 or more home target language courses before departure
	Interventions on Site
Poor intercultural learning, on average, of males abroad	Cultural mentor intervenes: challenge/support
Poor intercultural learning when students directly enroll in host university courses	Cultural mentor intervenes: challenge/support
Poor intercultural learning in home stays	Cultural mentor intervenes: challenge/support
Students perceive too much/too little cultural difference between home and host cultures	Cultural mentor intervenes: challenge/support
Students spend too much time with U.S. nationals abroad	Cultural mentor intervenes: challenge/support



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...having intentional, facilitated, intercultural education...

- The importance of effective cultural mentoring by skilled individuals;
- Need to share culture-general frameworks and culture-specific content up-front;
- Including time for regular reflection in program design;
- Necessity of a developmental approach (like providing progressively more challenging intercultural growth opportunities)

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Framework and Learning Goals

- 1 bring your own way of behaving into awareness
- 2 bring the other's way of behaving into awareness
- 3 manage your emotional response
- 4 adapt to the other's way of framing or behaving

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Goals

<p>SELF-AWARENESS</p> <ol style="list-style-type: none"> 1. Increase cultural self-awareness through reflecting on their own personal and cultural experience as citizens in local to global contexts. 2. Identify and understand how cultural groups have shaped their characteristic ways of feeling, perceiving, thinking, and behaving. 3. Analyze and reflect on power relations, privilege, and inequality. 	<p>AWARENESS ABOUT OTHERS</p> <ol style="list-style-type: none"> 4. Recognize and understand patterns of behavior and values of people from different cultural contexts. 5. Empathize with culturally different others. 	<p>EMOTIONAL INTELLIGENCE</p> <ol style="list-style-type: none"> 6. Suspend judgment and be flexible in new and different cultural contexts. 7. Apply effective and appropriate strategies to deal with ambiguous situations. 8. Describe and manage responses to their own cultural biases and emotional triggers. 9. Be aware of personal limits and be open to seek support. 	<p>BRIDGES TO OTHERS</p> <ol style="list-style-type: none"> 10. Initiate and develop relationships with culturally different others. 11. Communicate and interact effectively and appropriately in different cultural contexts.
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Approach:

- Experiential learning
- Modular/ Developmental
- Peer learning
- Blended learning/ Flipped classroom

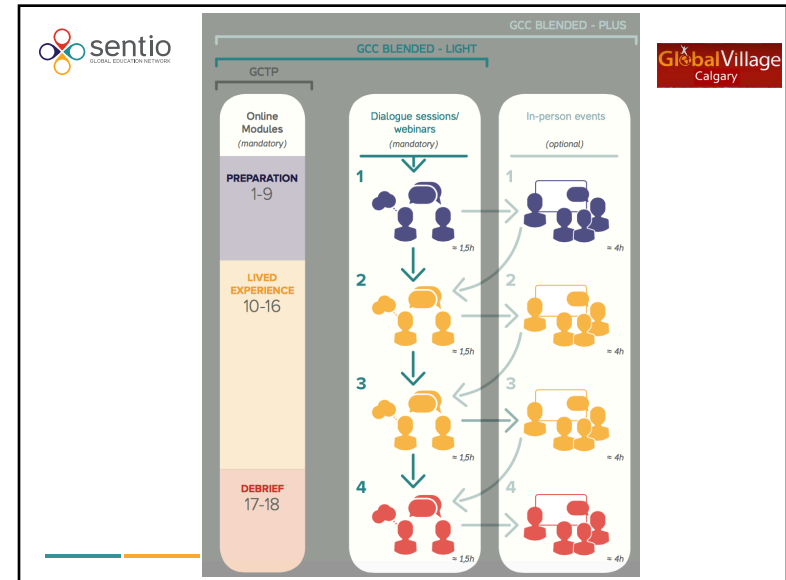
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    graph TD
      A["Active Experimentation  
(planning / trying out what you have learned)"] --> B["Concrete Experience  
(doing / having an experience)"]
      B --> C["Reflective Observation  
(reviewing / reflecting on the experience)"]
      C --> D["Abstract Conceptualisation  
(concluding / learning from the experience)"]
      D --> A
    
```


Benefits



- Global cohort
- Common Language
- Continuity and support throughout the learning journey
- Self-paced learning
- Addresses various learning styles

Demo: Schoolkeep.com



Module
Global Competence Certificate [Start](#)

0% Complete


Module Outline



Welcome!

- Welcome and Participant Handbook
- Participant Handbook (en Español)
- Participant Handbook (auf Deutsch)

About the Module

- Survey



1. Roadmap




- Roadmap (Part 1)
- Roadmap (Part 2)
- Self-assessment

2. Metaphors of Culture

- Metaphors of Culture (Part 1)
- Metaphors of Culture (Part 2)
- Quiz

3. "Me" as a Cultural Being

- "Me" as a Cultural Being
- Quiz

6. Communication Styles




- Communication Styles (Part 1)
- Communication Styles (Part 2)
- Quiz
- Assignment

7. When Cultures Collide

- When Cultures Collide
- Quiz

8. Balancing Challenge and Support

- Balancing Challenge and Support
- Quiz

What is your preferred communication style? Why?

154 Comments GlobalCompetence 1 Login




Recommend Share Sort by Best

Join the discussion...

Clara · 4 days ago
I prefer to express directly what I want to say, so I prevent any misunderstanding

Sélas Blyært · 8 days ago
I tend to be more of a low-profile communicator because I want to convey my messages as clearly as possible, without multiple possibilities of interpretation. I want to make clear what I want to say and for that purpose, I tell people exactly what I think. There are often multiple perspectives/truths in a situation, but when I communicate, I give my perspective/truth so that people know what I think of the situation. I don't always use a lot of detail in spoken language, but when that makes a situation hard to understand, my conversation partner can always ask questions.

Viktorie Flück · 11 days ago
I prefer to use the direct way of talking, because I was taught so, I can avoid misunderstandings that way, it's interesting to me how other think and it's easier.








Maria Mosquera Duque · 22 days ago
When I talk with someone, I'd rather be direct, unless that situation requires otherwise; but at the time of writing, I prefer to use something more round, before saying the main idea, by what was considered that I have something of those two styles. According to the occasion, contexts and public there is more than one perspective or way of see them things. It depends on the time and place, but I usually prefer to say things as they are, so people understand more easily and does not require making many efforts

Luis Alejandro Parades · 22 days ago
I always use the words I need to communicate what I'm thinking because is easy and fast, if the people don't understand what I want to say is a waste of time repeat again but in informal conversation with my friends I use irony or sarcasm to talk because is a better way to generate interesting conversations

Sélas Blyært · a month ago
I tend to be more of a low-profile communicator because I want to convey my messages as clearly as possible, without multiple possibilities of interpretation. I want to make clear what I want to say and for that purpose I tell people exactly what I think. There are often multiple perspectives/truths in a situation, but when I communicate, I give my truth/perspective so that people know what I think of the situation. I don't always use a lot of detail in spoken language, but when that makes a situation hard to understand, my conversation partner can always ask questions.

Anni Guzmán · a month ago
My style of communication is in the context, I always prefer to tell people what I think using appropriate words, since for me there are always several points of view and to avoid misunderstandings or simply do not understand me, I tend to detail things.









6. Communication Styles

Quiz

1 of 4
In high context cultures:

- People do not use much nonverbal communication
- People find nonverbal communication irritating
- People rely strongly on nonverbal communication cues
- All answers are correct








8. Balancing Challenge and Support

Quiz

1 of 3
A situation where you feel completely at ease is your:

- Comfort zone
- Learning zone
- Panic zone








11. Cultural Surprises and Irritations

Quiz


1 of 4
A Cultural Surprise is:



- An encounter with different cultural values
- An encounter with different cultural artifacts
- When culture sneaks up on you

Why we're collaborating with Sentio...


- Alignment of values
- Benefits to students:
 - Gain strategies and vocabulary to navigate significant differences in cultural expectations and value systems
- Benefits to instructors
 - Promotes even greater connection with students discussing values and cultural competence



Considerations

- Augmenting the curriculum with ESL content
- Blending online GCC materials with classroom activities
- Training instructor as a GCC facilitator





global competence certificate

This is to certify that



has successfully completed our Global Competence Certificate, an educational program that explores intercultural theories and models through active experimentation in a new cultural environment and deep reflection with a facilitator. They are now more equipped with the knowledge, skills, and understanding needed to interact effectively in a global and cross cultural environment.



Bert Vercamer
General Manager, Sentio
Global Education Network

Qualified GCC Facilitator



The GCC content was designed to meet key educational goals to help learners develop global competence. These goals are organized into four core areas:

SELF-AWARENESS

- Increase cultural self-awareness through reflecting on their own personal and cultural experience as citizens in local to global contexts.
- Identify and understand how cultural groups have shaped their characteristic ways of feeling, perceiving, thinking, and behaving.
- Analyze and reflect on power relations, privilege, and inequality.

AWARENESS ABOUT OTHERS

- Recognize and understand patterns of behavior and values of people from different cultural contexts.
- Empathize with culturally different others.

EMOTIONAL INTELLIGENCE

- Suspend judgment and be flexible in new and different cultural contexts.
- Apply effective and appropriate strategies to deal with ambiguous situations.
- Describe and manage responses to their own cultural biases and emotional triggers.
- Be aware of personal limits and be open to seek support.

BRIDGES TO OTHERS

- Initiate and develop relationships with culturally different others.
- Communicate and interact effectively and appropriately in different cultural contexts.

