

Intercultural competence training for students abroad and on campus: an interactive, cross-institutional approach

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Context

- Monash Warwick Alliance – global partnership in education and research
- Aim to increase the global engagement of students
- High level of collaboration and partnership
- Different organisational and student mobility contexts

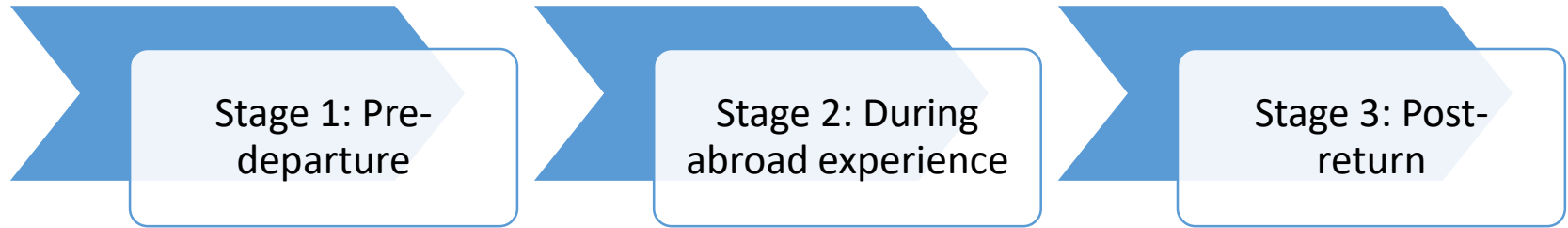
Partners

- Participants:
 - Centre for Applied Linguistics (CAL), Warwick
 - School of Languages, Literature, Culture and Linguistics, Monash
 - Monash Abroad

What we aimed to achieve

- Create an Alliance approach to supporting students in making sense of their time spent overseas or their international experiences on campus
- Provide professional development opportunities for staff
- Deliver a program to support students to
 - a. reflect on their experiences and articulate the intercultural skills they have acquired;
 - b. demonstrate growth in key intercultural competencies, such as reflective self-awareness, intercultural sensitivity, and intercultural communication skills;
- Institutional benefits: the project will provide the foundation for roll-out across the Alliance.

Study abroad experience cycle



Online module in 3 parts
(Warwick)
Workshop (co-developed)
Train-the trainer
resources (co-developed)

Warwick: pilot using
Mahara
Monash: Micro-blogging
(Tumblr)

Workshop (Monash)
Online module (Monash
- in development)

Deliverables

- Stage 1: Train-the-trainer resources
 - Pilot of Stage 1 Warwick online module with Monash students
 - Development of workshop
 - Train-the trainer resources
 - Development of a Monash Stage 1 online module.
- Stage 2
 - Delivery of in-experience support through microblogging (Tumblr) Stage 2 (Tumblr) documented
- Stage 3
 - Creation and delivery of a workshop for returning Monash students
 - Creation of an online module.

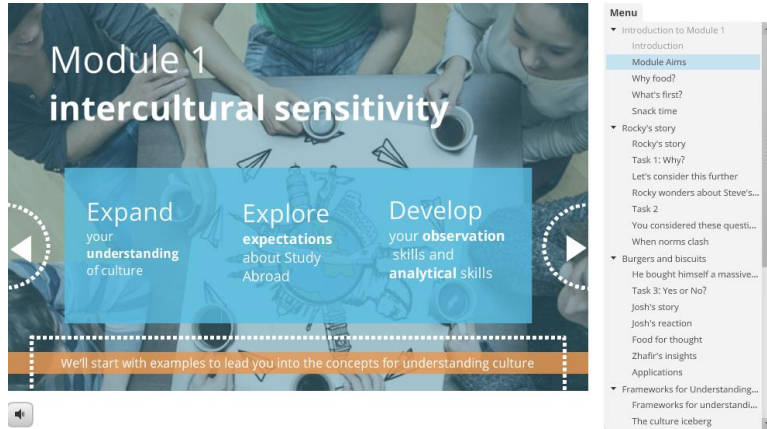
Approach

- Focus on student voice in the resources
- Research-based
 - ↳ Experiential learning

Workshops



Online modules (Moodle)



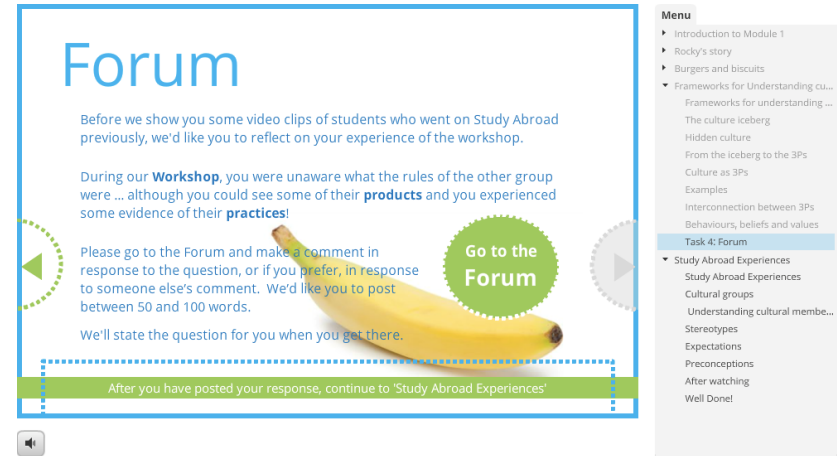
Module 1
intercultural sensitivity

Expand your understanding of culture | Explore expectations about Study Abroad | Develop your observation skills and analytical skills

We'll start with examples to lead you into the concepts for understanding culture

Menu

- Introduction to Module 1
 - Introduction
 - Module Aims
 - Why food?
 - What's first?
 - Snack time
- Rocky's story
 - Rocky's story
 - Task 1: Why?
 - Let's consider this further
 - Rocky wonders about Steve's...
 - Task 2
 - You considered these quest...
 - When norms clash
- Burgers and biscuits
 - He bought himself a massive...
 - Task 3: Yes or No?
 - Josh's story
 - Josh's reaction
 - Food for thought
 - Zhafir's insights
 - Applications
- Frameworks for Understanding...
 - Frameworks for understandi...
 - The culture iceberg



Forum

Before we show you some video clips of students who went on Study Abroad previously, we'd like you to reflect on your experience of the workshop.

During our **Workshop**, you were unaware what the rules of the other group were ... although you could see some of their **products** and you experienced some evidence of their **practices!**

Please go to the Forum and make a comment in response to the question, or if you prefer, in response to someone else's comment. We'd like you to post between 50 and 100 words.

We'll state the question for you when you get there.

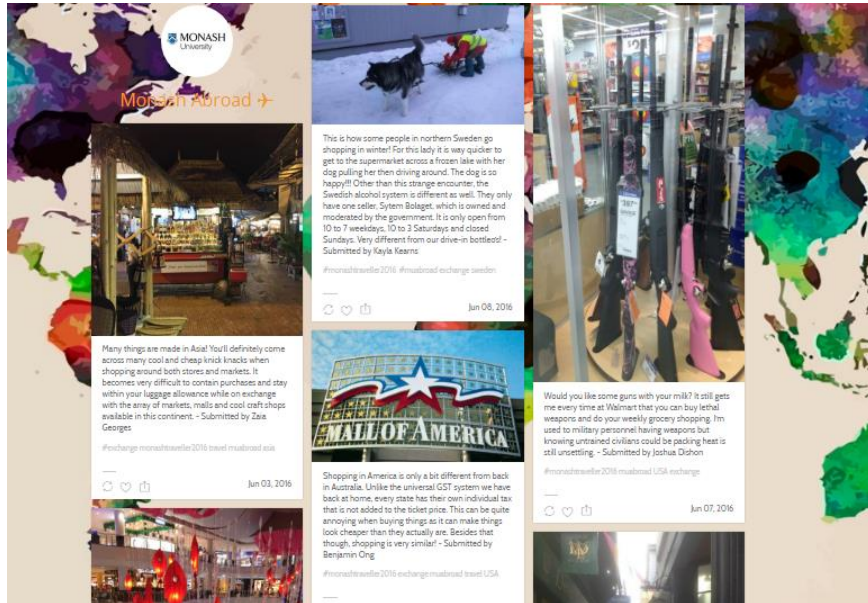
Go to the Forum

After you have posted your response, continue to 'Study Abroad Experiences'

Menu

- Introduction to Module 1
 - Rocky's story
 - Burgers and biscuits
- Frameworks for Understanding cu...
 - Frameworks for understanding ...
 - The culture iceberg
 - Hidden culture
 - From the iceberg to the 3Ps
 - Culture as 3Ps
 - Examples
 - Interconnection between 3Ps
 - Behaviours, beliefs and values
- Task 4: Forum
- Study Abroad Experiences
 - Study Abroad Experiences
 - Cultural groups
 - Understanding cultural membe...
 - Stereotypes
 - Expectations
 - Preconceptions
 - After watching
 - Well Done!

Micro-blogging



This picture shows a majority of what I took on my journey as well as how I felt at the start of it: Arms wide open and ready for adventure! On another level it represents me taking all the personal tools I have and heading off into the unknown. To meet and welcome new friendships and overcome the obstacles yet to be revealed.

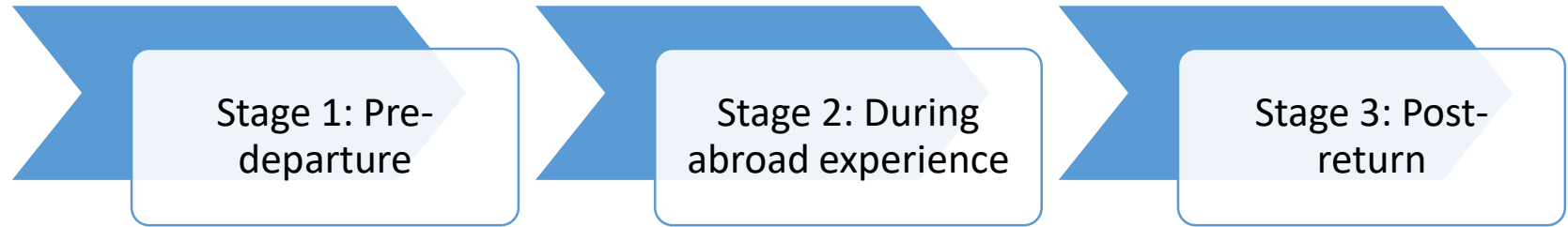
Train the trainer package



Connecting Across Cultures
Monash Student Workshop

Facilitator Guide

Study abroad experience cycle



82 students (workshops)
57 students (online modules)

21 contributors (Tumblr)

37 students (workshop)

Student feedback

*A well needed and
worthwhile program*

I will be able to use what I have
learned in the training with in
my interactions with other
students, co-workers and others
65% strongly agree/ 31% agree

I have gained a deeper
awareness of my own and
others' cultural values
orientation
71% strongly agree/ 27% agree

*Fun and enlightening
experience*

Student outcomes

- Students who had participated in the workshop gave more rounded responses at pre-departure stage (Moodle forum).
- Students who had participated in both workshop and online training provided more detailed reflections in Tumblr posts.

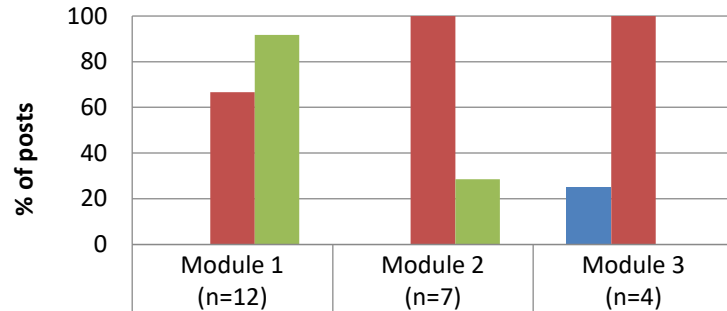
Achievements

- Successful collaboration to develop the 3-stage training, including the train-the-trainer resources.
- Innovation in the use of Tumblr for student input while abroad.
- Incorporated outcomes into Monash Intercultural Competence Strategy.

Learning - Students

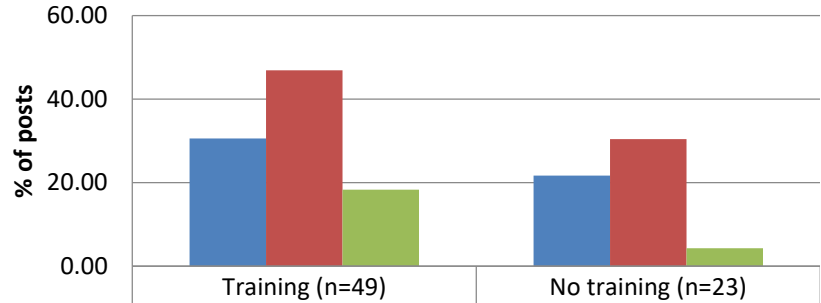
- Students respond better to shorter, sharper training modules and evaluation instruments.
- Student understanding of what ICC is and its value is uneven – this has implications for communication.

Forum posts referring to The 3 Ps



Product	0	0	25
Practice	66.7	100	100
Perspectives	91.7	28.6	0

Tumblr posts referring to The 3 Ps



Product	30.61	21.74
Practice	46.94	30.43
Perspectives	18.37	4.35

Learning - institutional

- Need to agree IP approach up-front when using pre-existing material
- Different student mobility cycles and experiences posed some challenges.

Latest developments

- ‘Connecting across Cultures’ module completed by 500+ students
- Re-entry online module (Moodle+Alexandria) available shortly.



9.02% - **International**



86% - **Local**

There were only 49 students who completed the module, as opposed to 467 local students, and 27 staff. International students who engaged with the module are predominantly first [20] and final [18] year, in contrast with most local students coming from first year [330].



92.08% - **Undergrad**



4.97% - **Staff**

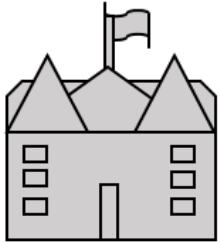
The majority of module completions have come from undergrad students. The staff number may be high due to PHD students using 'staff' email accounts when enrolling in the module.



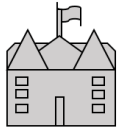
The most common module completer is a local female from Clayton, studying first year of an undergrad from the Faculty of Law.



If we remove the Law faculty from the data, the most common completer is a first year female from Clayton, studying a BA of Global Studies from the Arts faculty.



88.4% - **Clayton**



4.97% - **Caulfield**

All campuses had at least one student complete the module (including South Africa [1] and Malaysia [1]). Clayton had 480, followed by 27 from Caulfield and 5 from Peninsula. Caulfield was the only campus to have a higher representation of international completions [18] over local [9].



Connecting Across Cultures Online Module



60.41% - **Female**



34.62% - **Male**

Women outnumber men in all faculties with the exception of Engineering, which had a 30/70 split, and IT, where the split was 50/50.



55.06% - **Law**



12.52% - **Arts**



10.13% - **Science**



10.13% - **Bus
Eco**

Law has the highest number of completions due to the module being embedded in the Foundations of Law unit (206 completions). There were also 88 second year Law students who completed the module.

THANK YOU!