

# INTEGRATING STUDY ABROAD INTO THE UNDERGRADUATE CURRICULUM: TRANSFORMING ON- CAMPUS TEACHING AND LEARNING by Creating a Hole in the Wall



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# A View into the Future

Students graduating from colleges and universities can assume that they:

- Will work in a global environment and an interconnected world
- Will have to continue learning, life long (whatever they learn now will most likely be obsolete in 20 years).

# Viewing the future

## Faculty and administrators in HEIs:

- Will face opportunities/challenges in nurturing “intercultural competence” in the classroom as a learning objective
- Will have a diverse student population in their institutions and, thus, in their classrooms, accessing student services and going on study abroad programs.
- Will need to prepare students for living and working in a global environment.
- Constant transformation is the new normal.

# A Hole in the Wall

Ted.com

Sugata Mitra

# What was learned....

- Occurs in groups which are self-organizing
- The kids learn just as much by watching as doing.
- Younger children teach older children
- Conclusion: primary education can happen on its own; maybe this continues to apply with older and even non-traditional students.

What hole would you like to create in  
the wall of schooling?

Tell the person next to you.  
Feel free to be wildly  
imaginative.

There is wisdom in turning as often as possible from the familiar to the unfamiliar: it keeps the mind nimble, it kills prejudice, and it fosters humor.

*-George Santayana, philosopher, (1863-1952)*

# Living abroad = increase in creativity

Foreign living experiences contain  
the critical elements to stimulate  
the creative process.

Maddux, W.W. & Galisky, A.D. Cultural Borders & Mental Barriers: "The Relationship  
between Living Abroad and Creativity" *Journal of Personality and Social Psychology* 2009,  
Vol 96, No 5 1047-1061

# Critical Elements....

- Access to a greater number of novel ideas and concepts.
- Allows people to approach problems from different perspectives
- Increases ability to recognize that the same form of surface behavior may have different functions

# Critical Elements....

- Increases psychological readiness to accept and recruit ideas from unfamiliar sources thus facilitating the processes of unconscious recombination and conceptual expansion--ability to generate & integrate ideas in novel ways.
- How often are students asked to demonstrate this capacity?

# We Need people who

- Not only think outside the box but have the capacity to see the box as more than a simple square.
- Build new categories instead of relying on those already in use.

# Intercultural Knowledge and Competence

## Knowledge

- *Cultural self-awareness*
- *Knowledge of culture general frameworks [Kluckhohn & Strodtbeck, E.T. Hall, Hofstede] through comparison and contrast*
- *Knowledge base in various disciplines*
- *Knowledge about other cultures and nations.*

# Intercultural Knowledge and Competence

## Skills

- *Empathy*
- *Ability to gather appropriate information, to interpret and evaluate that information.*

## Attitudes

- *Curiosity with cognitive flexibility*
- *Tolerance of ambiguity*

# Process Orientation



# Global Citizenship

Peggy McIntosh (2005, p. 23)

Habits of mind, heart, body, and soul that have to do with working for and preserving a network of relationship and connection across lines of difference and distinctness, while keeping and deepening a sense of one's own identify and integrity.

Gender Perspectives on Educating for Global Awareness. In Noddings, N. Ed. *Educating Citizens for Global Awareness*. New York: Teachers College, 22-39.

# Educating for intercultural competence

- Comprehensive knowledge about world political and economic systems
- Critical thinking skills that transcend boundaries
- Intercultural communication skills
- Active engagement even if as an observer
- Develop empathy - Global education must help students personalize the world and internalize their connections to people living in worlds far away.

# Connected Learning

- Students should begin to point out issues/events that are important to peoples in other cultures(for example: concepts of ethnicity and immigration, nationalism, impact of terrorism).
- Students who go abroad to study must return to a receptive educational environment that encourages them to reflect on their experience abroad and continue to use what was learned abroad in the home situation (critical reentry issue). They must be helped to share their experience in ways that enhances the learning of others.
- International students must be seen as and encouraged to be a learning resource in their host institutions.

# What are key dimensions of comprehensive internationalization?

- Theoretic
- Structural
- Substantive

Hamnett, Porter, Singh, Kumar, 1984

*Ethics, Politics, and International Social Science Research: From Critique to Praxis.*

# Theoretic Internationalization

- Involves the development of meta-theories and ways of framing arguments and ideas.
- Grounded in a non-Eurocentric or Amerocentric contexts.
- Conscious cross-cultural research.

# Structural Internationalization

- Capacity-building within the institution
- Creating research structures, planning institutes
- A community of international scholars, and the production of research based on international collaboration
- Potentially involving multiple levels of students

# Substantive Internationalization

Substantive indigenization = the actual content of theories: "concerned with the content focus of the social sciences [such that] the main thrust of research and teaching in a country be towards its own society and people and their economic and political institutions" (1984: 78).

Therefore substantive internationalization would expand the development of new theories across the world and give equal attention to those outside one culture.

- Library resources
- Instructional attention to unmarked paradigms
- Institutional linkages, particularly bi-lateral

# Learner Tasks

Learning to see yourself and our culture through the lens of another culture is perhaps the single most important intellectual move you will learn to make in college

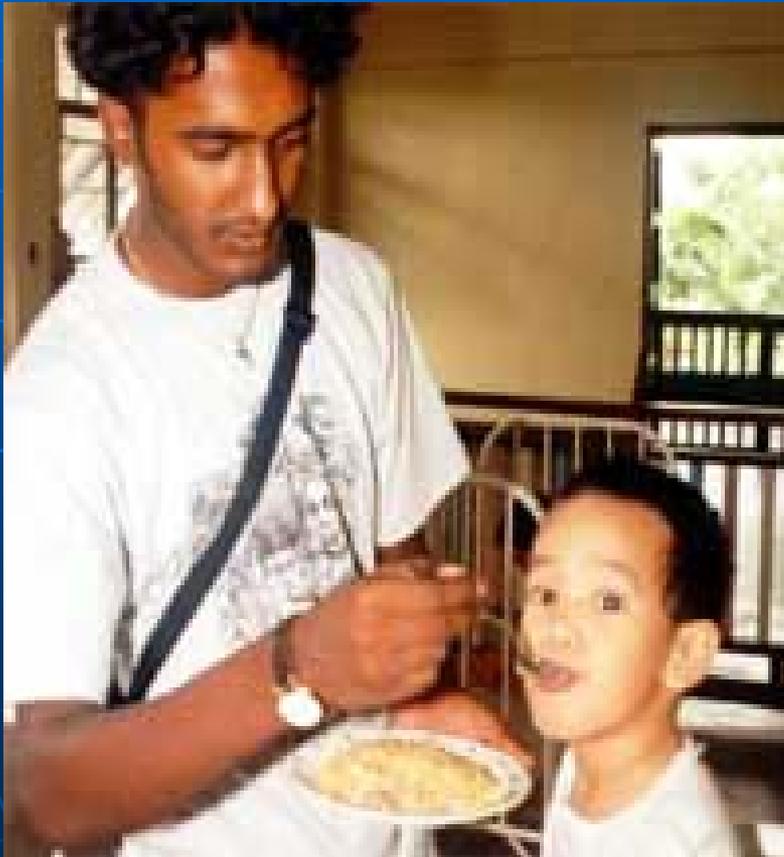
Carter, D. and Gradin, S. 2001. p. 5 *Writing as Reflective Action: A Reader*.  
New York: Longman

# Institutional Commitment

Without an overarching institutional commitment to comprehensive internationalization, there will be no structures, resources, training, and collaboration modeled at the administrative level.

Thus there will be no trickle-down to the instructional level, no allocation of fiscal resources to create opportunities for learners, + and no strategic investment in collaborating with institutions around the world to place students in appropriate contact situations to enable them to see the benefits of engagement in civic responsibility at a local and global level

# What does being a interculturally competent really mean?



On a personal level?

# Being able to..

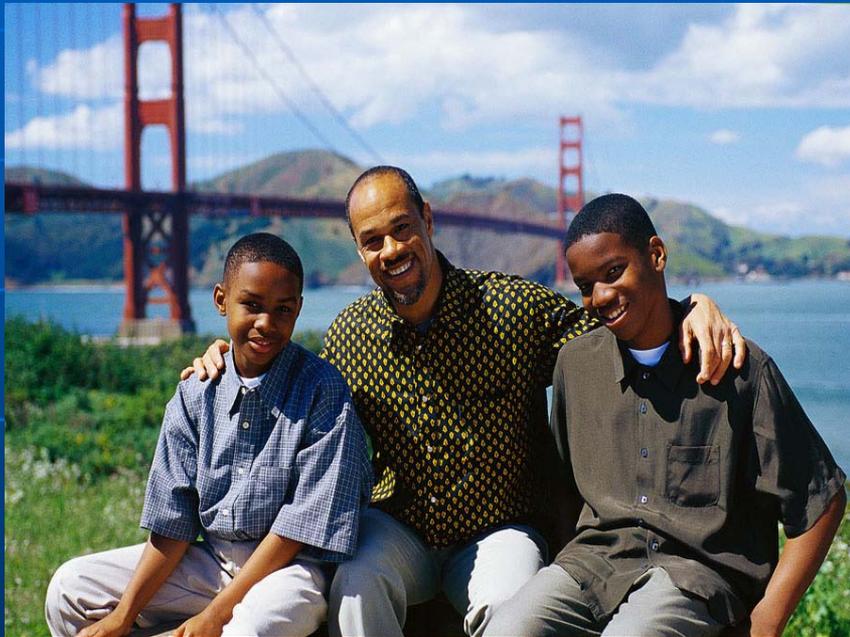
Travel within the various layers or boundaries, somehow still make sense of the world, and function constructively.

- Identity is challenged by shifting from one culture to another.
- It is harder to predict how the "other" will look or how "others" will behave.
- Preparing people to enter another culture is not easy; there are formulas (not always successful) but it still requires an open mind and hard work for the individual.
- World becoming smaller, local community more important.

# The unavoidable reality of difference and hybridity

- The world is naturally diverse--it seems inevitable that a mix will occur.
- The mix is not always a happy one.
- People cross bridges frequently, living in more than one culture but not really being one or the other (bi-culturality, global nomads, marginality).
- Societies are becoming more diverse and this brings tensions as well as opportunities.
- Habits are adjusted to accommodate multiple realities.

# What is the challenge?



- To educate people to live in a world of difference and to care about the global as well as the local.
- To help people develop the ability to cross boundaries that are not as clearly drawn as they once were.
- To live with a greater number of unknowns.

# Essential attitudes and skills

- Sustained compassion
- Connected learning
- Comprehension of complexity
- Culture care
- Intercultural competence

# Crossing bridges

- Are we dealing with this new reality?
- Do our students ever really leave their home culture?
- Who could be the first person you meet when you go abroad.
- Students as consumers.



Margaret  
Pusch User:

Avoiding  
this  
response to  
difference

# What does it take to become interculturally competent?

- We are suggesting that we can reach the goal of helping students become interculturally competent through our programs and courses.
- We are asking that the students become wise and become interculturally competent in the space of an overseas sojourn.
- This is a long-term goal that requires attention to the learning process, to nurturing students so they can become mature and wise in the future.
- It is useful to be realistic.

# Consistent attention

- The learning that leads to wisdom, essential to being interculturally competent, must be guided.
- A new approach to international education is essential, and it is NOT the consumer approach.
- It requires consistent and creative attention using processes that are not unknown but are rarely exercised.

# Where do you start...

"If teachers do not reach out across the cultural divide and learn how to bridge gaps, if they do not consider their own cultural identity and ways of dealing with difference, and if they do not take their own risks, then it will not be possible to adequately prepare young students with the kinds of skills they will need in order to be born free in the twenty-first century."



Kenneth Cushner (2004),  
Kent State University

# Resources

For a complete list of resources  
email: [mdpusch@pobox.com](mailto:mdpusch@pobox.com)

Or visit websites at

[www.ipsl.org/advocacy/references.aspx](http://www.ipsl.org/advocacy/references.aspx)

[www.intercultural.org](http://www.intercultural.org)

[www.sietarusa.org](http://www.sietarusa.org)

# Seeing.....

To see ourselves as others see us is a most salutary gift. Hardly less important is the capacity to see others as they see themselves.

*-Aldous Huxley, novelist (1894-1963)*