



# Integrating Intercultural Competencies into Agricultural-Based Study Abroad Immersion Experiences

E.L. Karcher<sup>1</sup>, J.L Grant<sup>1</sup>, E.A. Flaherty<sup>2</sup>, and M.A. Russell<sup>3</sup>

<sup>1</sup>Department of Animal Science

<sup>2</sup>Department of Forestry and Natural Resources

<sup>3</sup>Agricultural Sciences Education and Communications



# 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



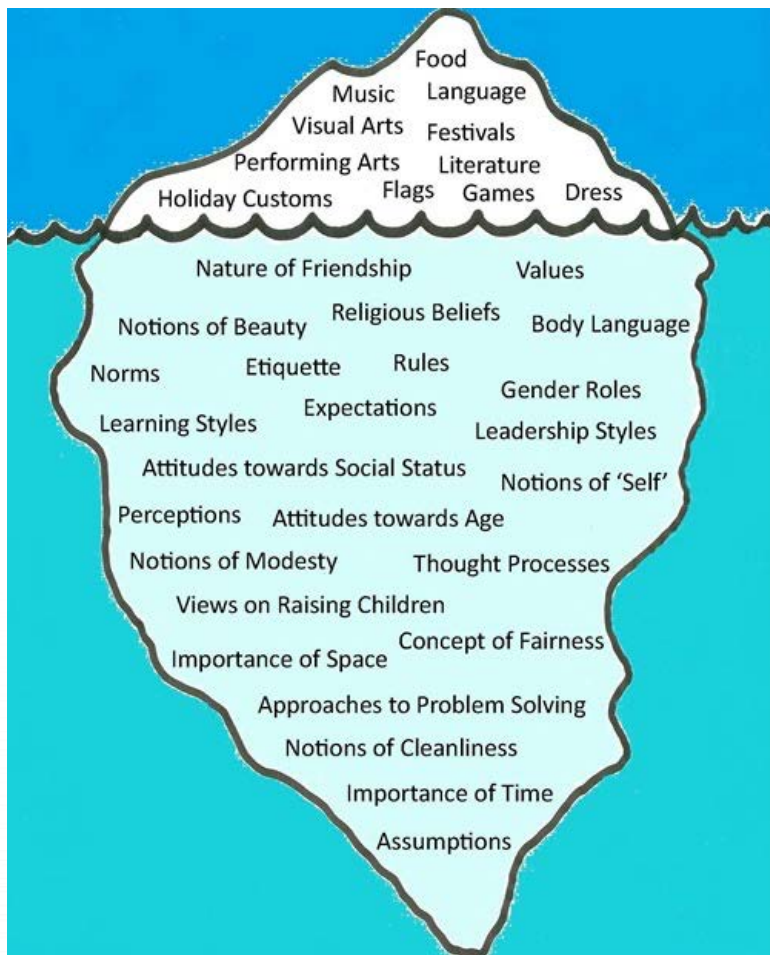


# Components of Intercultural Competence

- Cultural self-awareness
- Knowledge of cultural worldview framework
- Empathy
- Verbal and nonverbal communication
- Curiosity
- Openness (Attitudes)



<https://edinburghinternationalcareers.wordpress.com>



← **10%**

← **90%**



# Embedded Short-Term Program



**PURDUE**  
AGRICULTURE

ANIMAL SCIENCES



<https://ag.purdue.edu/ansc/Vietnam>



# Vietnam Program Description

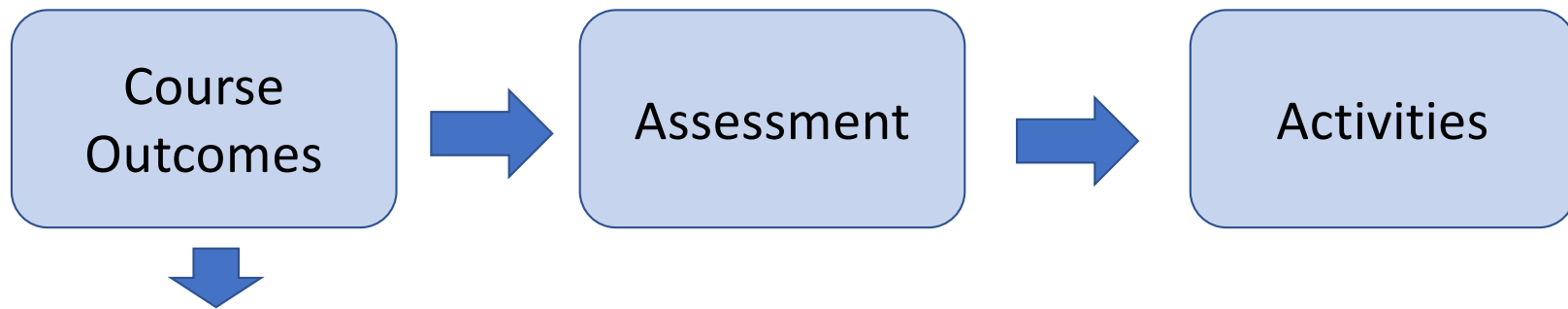
- Food Security and Environmental Challenges
- 11 undergraduate participants and 5 Extension Educators
- Course met 1x/wk for 50 minutes throughout semester
- Travel to Vietnam for 9-days over Spring Break



# Backward Design Process



# Identify Course Outcomes

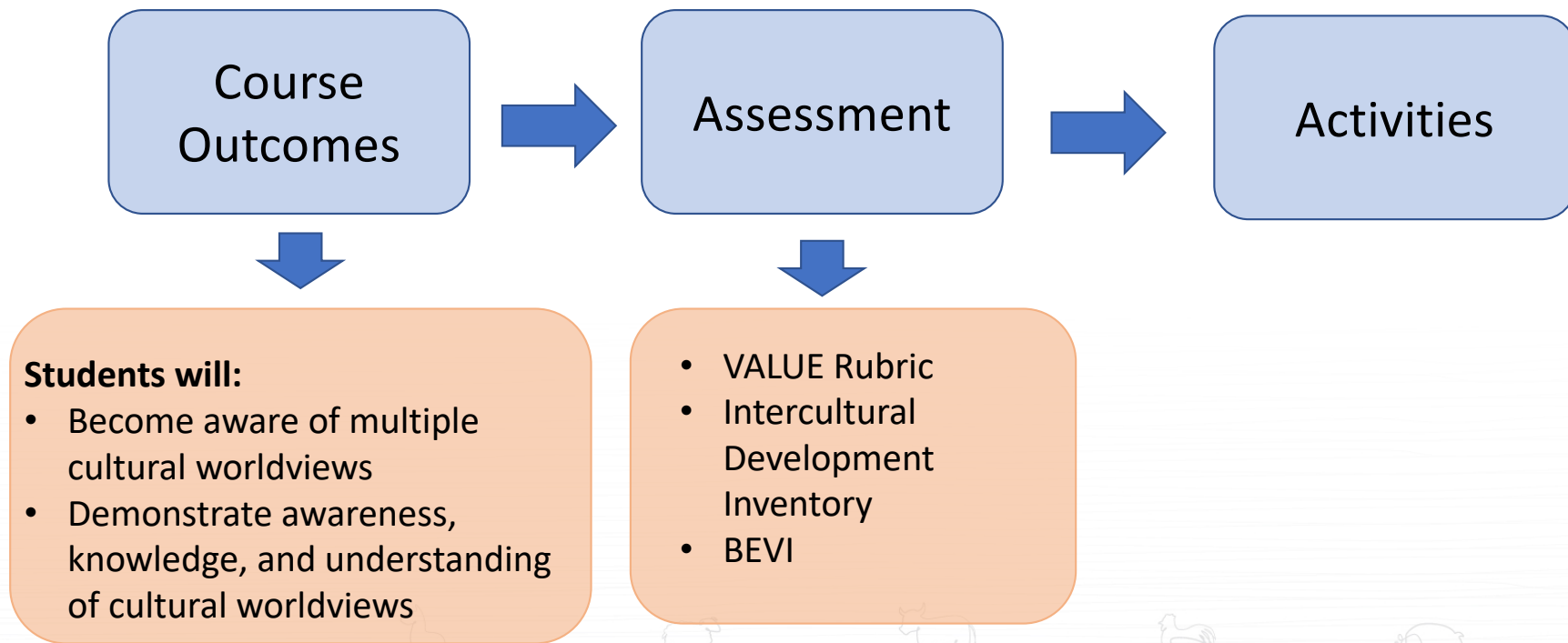


## Students will:

- Become aware of multiple cultural worldviews
- Demonstrate awareness, knowledge, and understanding of cultural worldviews



# Selection of Assessment Tools





# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



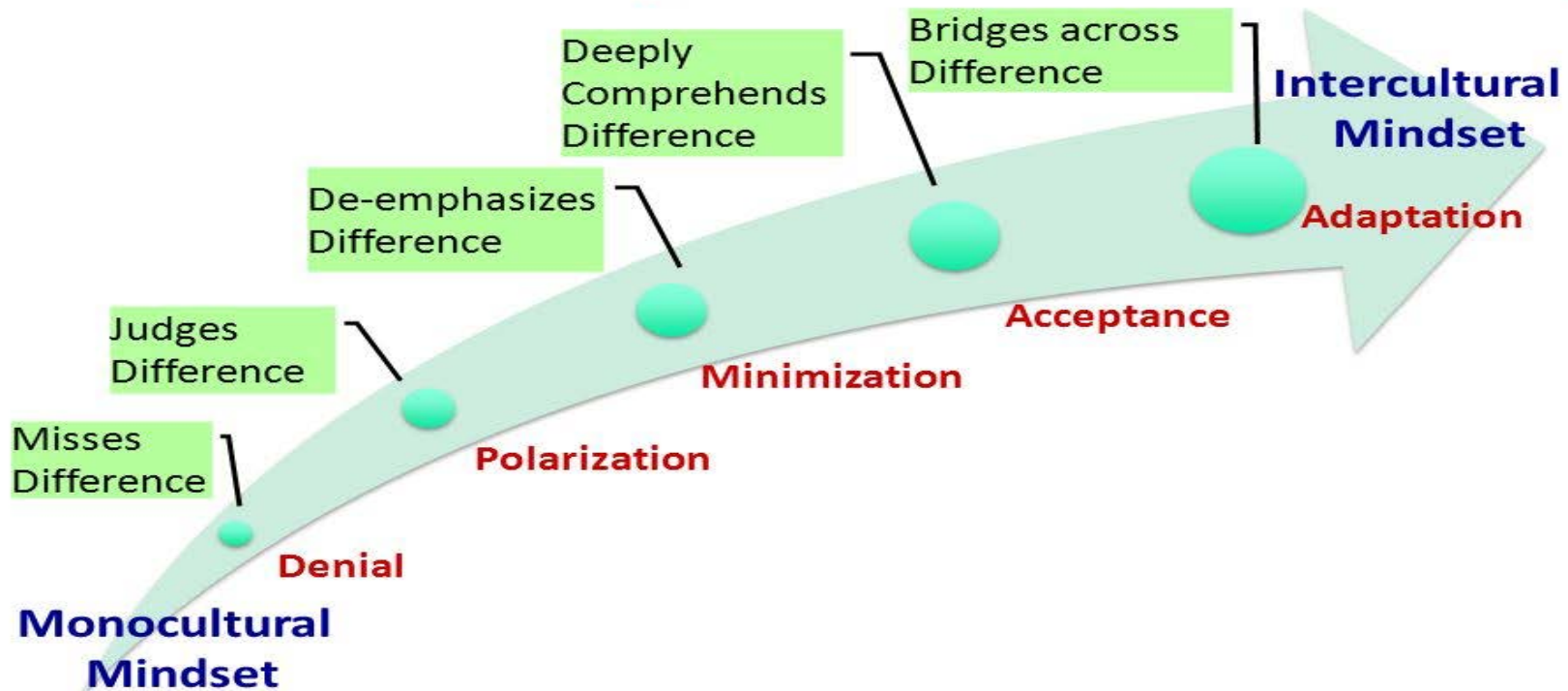
## Definition

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.)

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

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking 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.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	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.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	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.	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.	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.	Demonstrates surface 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.
<b>Skills</b> <i>Empathy</i>	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.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	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.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	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.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	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.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

# Intercultural Development Continuum: Primary Orientations

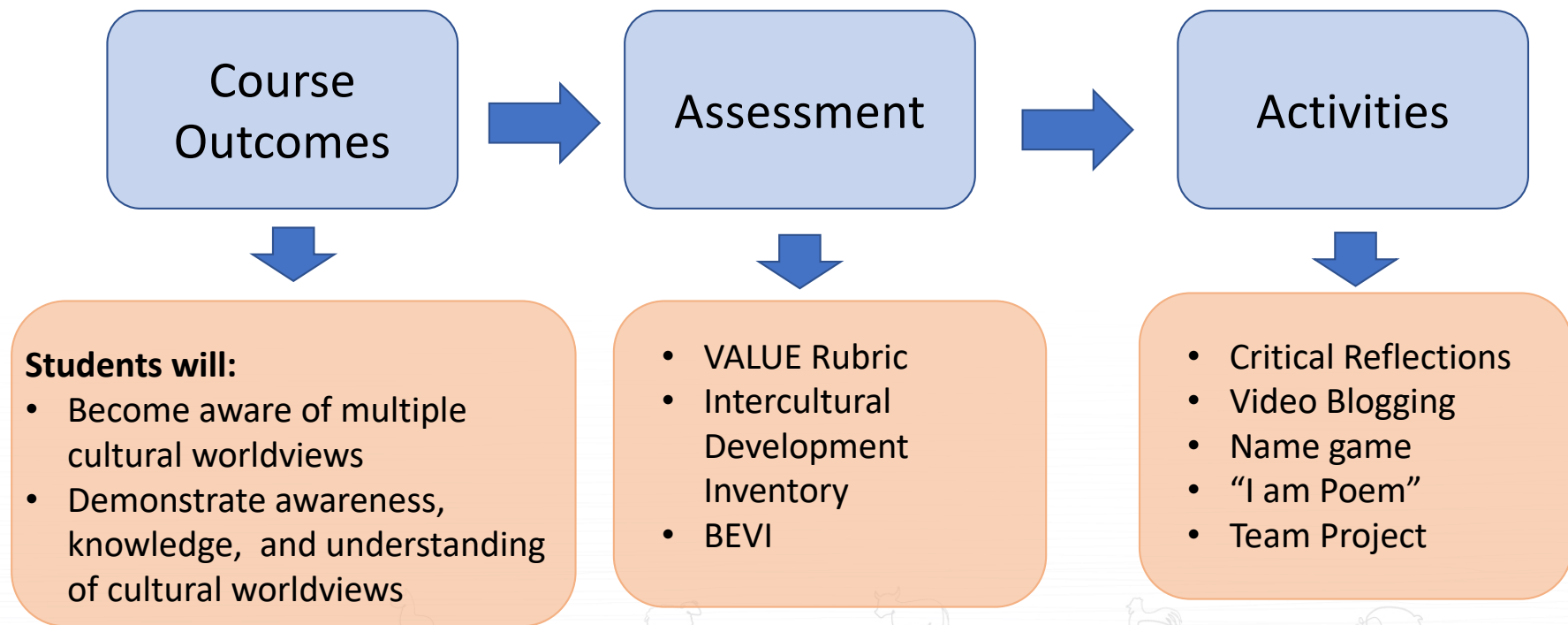


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Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986



# Selecting Activities





# Vietnam Selected Activities

- Name Game
- “I am” Poem
- Visit to Vietnam Market
- Individual and Team Reflections
- Video Blogging
- Team Project

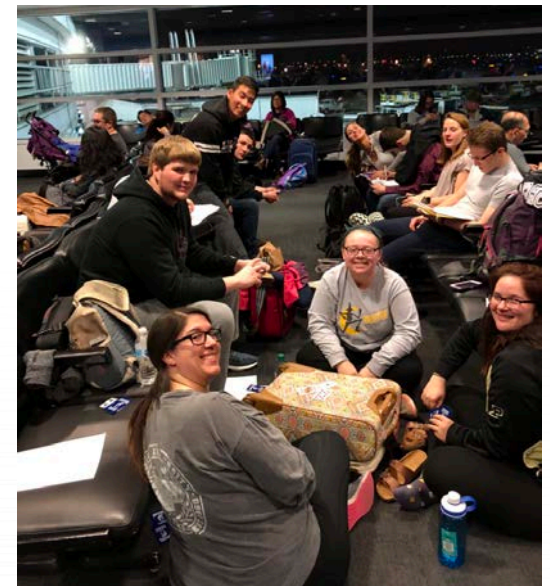




I am a livestock advocate for the Industry.  
I am a cool chick who loves music festivals during the summer.  
I am a great friend with whom anyone can trust.  
I am a binge watcher of current Netflix shows and Romantic Netflix movies.  
I am a Latina Woman who loves her culture and listening to Spanish Music.



I am 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.



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



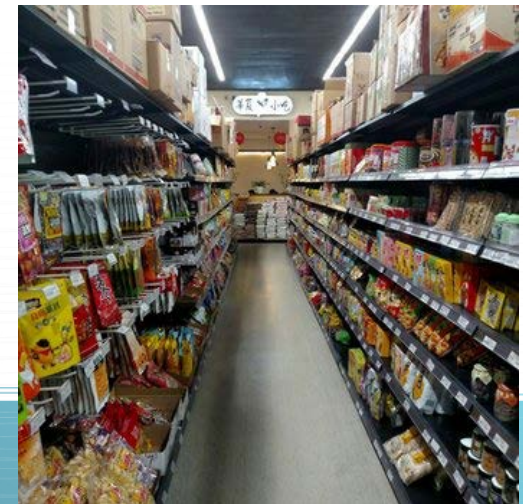
# Market Activity

## 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 9<sup>th</sup>. 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?





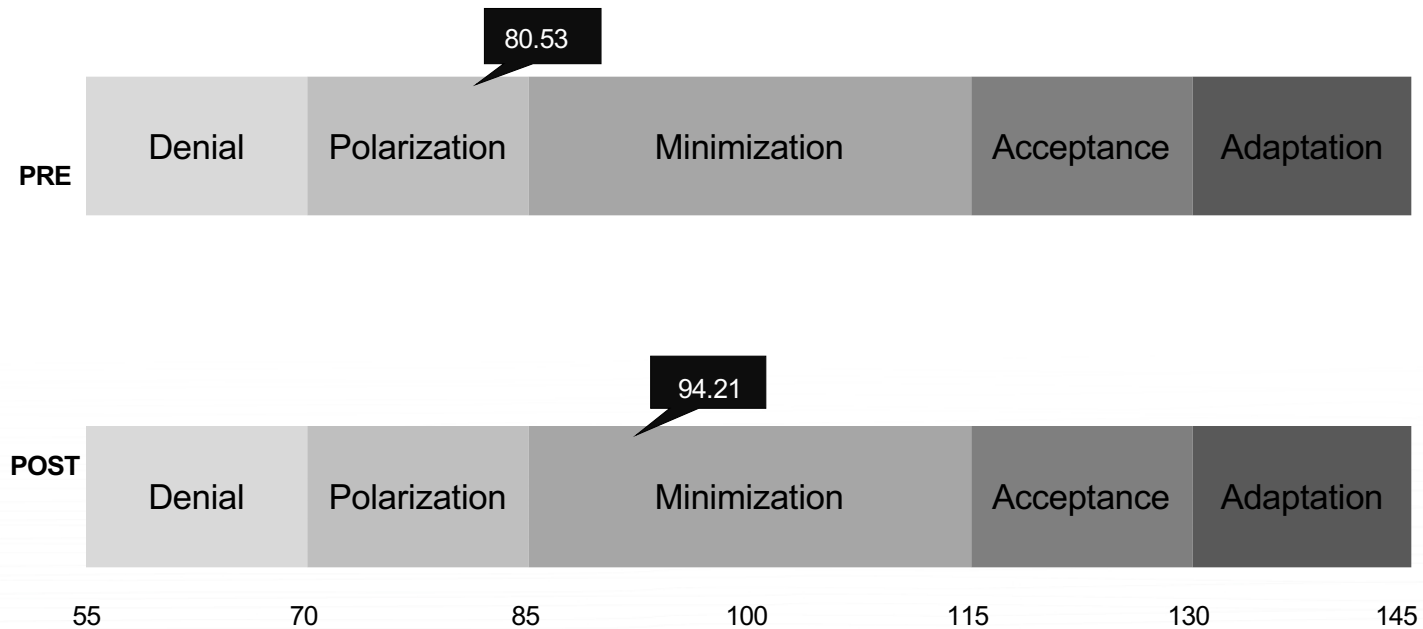


# Results





# Student IDI Group Results

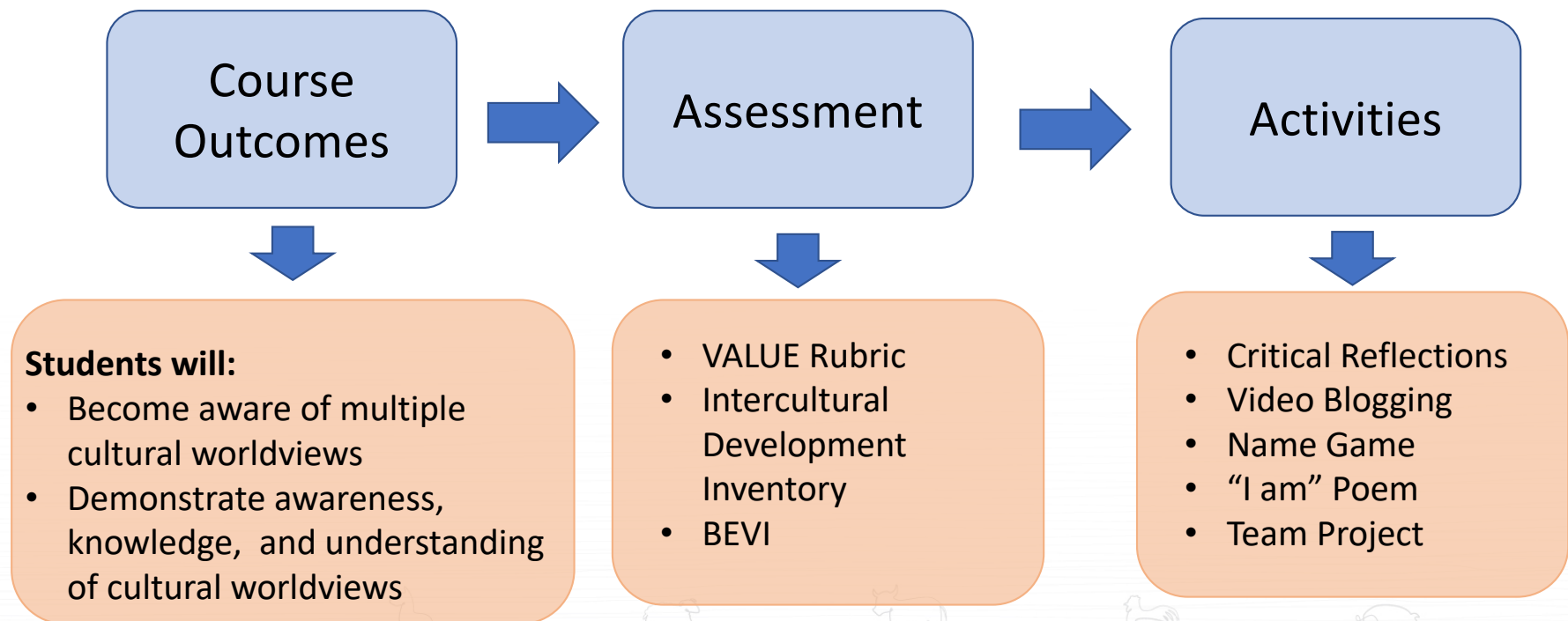


# Thiagi Debrief

- Provides a model to structure debriefing of assignments or experiences

Phase	
1	How do you feel?
2	What happened?
3	What did you learn?
4	How does this relate to the real world?
5	What if?
6	What next?

# Backward Design Process



# 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?

