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Pre-Service Teachers and Study Abroad:

A Reflective, Experiential Sojourn to Increase Intercultural Competence and
Translate the Experience into Culturally Relevant Pedagogy

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

by

Kathleen Marie Roller

2012

ABSTRACT OF THE DISSERTATION

Pre-Service Teachers and Study Abroad:
A Reflective, Experiential Sojourn to Increase Intercultural Competence and
Translate the Experience into Culturally Relevant Pedagogy

by

Kathleen Marie Roller

Doctor of Education

University of California, Los Angeles, 2012

Professor Robert Rhoads, Chair

This study used a randomized experimental, mixed methods approach to examine whether a stand-apart course curriculum based on experiential learning theory, Developmental Model of Intercultural Sensitivity (DMIS) theory (Bennett, 1993) and culturally relevant pedagogy influenced students' intercultural competence within the context of a study abroad semester. The methods employed allowed the researcher to measure the intercultural competence of pre-service teachers engaged in an experiential, developmental curriculum both before and after a traditional, semester-long study abroad program using the Intercultural Development Inventory (IDI) developed by Hammer and Bennett (1998). Control groups made up of participants (pre-service teachers) who studied abroad, yet did not receive the curriculum as well as participants (pre-service teachers)

who did not study abroad and did not receive the curriculum took the IDI at the start and conclusion of the fall 2011 term. Qualitative and quantitative data sources were analyzed to determine if reasonable summations and conclusions could be made about the intercultural growth and development of the students engaged in the curriculum versus the participants in two control groups.

While the quantitative data suggested no statistically significant growth or movement along the DMIS continuum toward a more intercultural mindset, the qualitative responses to the curriculum suggested modest positive gains. The findings from this study affirm that if pre-service teachers participate in study abroad programs with an intentional curriculum designed to encourage reflection upon culture and pedagogy, individual pre-service teachers *can* become better equipped to work with diverse students in their classrooms.

To address implications for practice among faculty in teacher training programs, a model that outlines a new pathway for pre-service teachers to follow as they progress toward becoming an interculturally competent certified teacher is presented. The model presented represents a significant shift in the current paradigm for educating future teachers. Additionally, implications for study abroad practitioners are addressed. International education professionals need to design more intentionally structured environments (formal didactic classroom instruction or experiences) that challenge the growing number of study abroad students to engage in critical reflection, strategic thinking and practical application of lessons learned.

The dissertation of Kathleen Marie Roller is approved.

Todd Franke

Tyrone Howard

Linda Rose

Robert Rhoads, Committee Chair

University of California, Los Angeles

2012

DEDICATION PAGE

I dedicate this work to two extraordinary teachers in my life,
my parents,
Ronald and Sandy Roller

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CHAPTER ONE: INTRODUCTION

Introduction

This study investigated the level of intercultural competence achieved by a select group of California State University pre-service teachers before and after participating in a developmental experiential course during a study abroad semester. The modular curriculum involved reflective journal writing, observations, interviews and other developmental exercises shaped by the Developmental Model of Intercultural Sensitivity (DMIS) theory (Bennett, 1993) and culturally relevant pedagogy theory (Ladson-Billings, 1995, 2009). I measured the impact an overseas experiential education had on these pre-service teachers' capabilities to shift cultural perspective and their abilities to adapt to cultural commonalities and differences. These orientations were measured using the validity-tested Intercultural Development Inventory (IDI) developed by Hammer and Bennett (Bennett, 1998; Hammer, 2011). This instrument assesses intercultural competence along a developmental continuum and was administered both before and after the international experience.

Background

Cross-cultural experiences for pre-service teachers vary greatly and often consist of university-based experiences (i.e. coursework or practicum in multicultural classrooms) or semesters abroad (Willard-Holt, 2000). "Each of these types of cross-cultural experiences has been found to be valuable, with the impact roughly correlated to the time involved" (Willard-Holt, 2000, p. 506). Study abroad in particular, has proven to be a life-changing and impactful experience for undergraduates, often shifting ethnocentric thinking to ethnorelative thinking and increasing intercultural competence (Anderson, Lawton,

Rexeisen & Hubbard, 2006; Paige, Cohen & Shively, 2004; Pascarella & Terenzini, 2005). Therefore, the experience of being overseas, especially for an extended period of time, has particular implications for future teachers. A study conducted by Willard-Holt in 2000 concluded that teachers who participated in international education opportunities became more globally aware and were then better equipped to instill this attitude in their own students. Specifically, the study noted that teacher education programs should: 1. Encourage pre-service teachers to study abroad/teach abroad to increase their global competence; and 2. Ensure that the experience is reflected upon critically and purposefully if acquired global competence is to be transferred to the students under their tutelage in the K-12 classroom.

Emphasis on international education and intercultural competence has been lacking in teacher preparation programs; yet many researchers affirm the need for teachers to be better prepared to work in culturally diverse K-12 classrooms (Cushner & Mahon, 2002; Mills & Ballantyne, 2010; and Willard-Holt, 2001). Researchers assert that field based experiences offer pre-service teachers the means to improve their understanding of students with diverse backgrounds. In addition, the researchers assert that getting out of the classroom and into the environment to witness culture first-hand, gives teachers the ability to work directly with multicultural students (Bradfield-Kreider, 1999; Pohan, 1996; Sleeter, 1995; Villegas and Lucas, 2002).

Minority students often lag behind their majority counterparts on academic achievement standards (Ladson-Billings, 2009). Yet, researchers conclude that when teachers incorporate culturally relevant pedagogy into instructional practices, minority students succeed (Jordan Irvine, 2009; Boutte & Hill, 2006; Au & Kawakami, 1994; Gay,

2002). Au and Jordan (1981) referred to the practice as “culturally appropriate” teaching and saw reading achievement increase with Hawaiian students. Mohatt and Erickson (1984) referred to the practice as “culturally congruent” teaching and witnessed achievement success with Native American students.

Various studies have demonstrated that study abroad has the potential to be widely impactful, both on academic—knowledge and skill development—and non-academic learning outcomes— affective and attitudinal, developmental and self-awareness (Medina-Lopez Portillo, 2004; Paige, Cohen, et al., 2004; Rubin & Sutton, 2001; Savicki, et al, 2008; Whalley, 1996). In each study, researchers found that study abroad had a transformational impact on the student, resulting in a diversified worldview, better understanding of self and an acknowledgement of self-growth. Recently, qualitative studies of pre-service teachers on study abroad programs or engaged in overseas teaching placements have relied on questionnaires and surveys to measure anecdotal personal and professional growth (Milner, et al, 2003; Pence & Macgillivray, 2008; Willard-Holt, 2001; Kushner, C. 2002). A few studies have incorporated self-monitoring interviews (Allen and Herron, 2003; Murphy-Lejeune, 2003) diaries (Callen, 1999; Duenas-Tancred and Weber-Newth, 1995) and self-reports (Pellegrino, 1998) into the sojourn experience. Prior to this study, research had not been conducted with pre-service teachers on study abroad programs to assess intercultural competence along a developmental continuum.

Need for Purposeful Reflection

The study abroad research underscores the need for purposeful reflection and intentional curricular integration of intercultural learning outcomes. Without such purposefulness, students likely return without being able to articulate newly acquired

transferrable skills (Selby, 2008); experiences abroad lack assessment and processing and are only viewed against the students' own cultural conditioning (Deardorff, 2008); and/or students view their time abroad as fragmented from their holistic undergraduate experience (Hovland and McTighe Musil, et al., 2009). Thus, researchers advocate a theoretical framework of experiential, affective and transformational learning (Savicki, 2008) that stresses strategic and critical thinking, integrated cultural experiences and reflection that aligns learning outcomes with a study abroad experience (Braskamp, Braskamp and Merrill, 2009). Such reflection requires a special curriculum.

Experiential learning in study abroad programs has been assumed but has not been designed for the vast majority of traditional study abroad programs. Research indicates that students need to have the opportunity to critically reflect upon and make meaning out of their experiences (Braskamp, et al, 2009; Selby, 2008). Additionally, the experiences need to be related to the greater context of the student's life and the world in which he/she lives and works (Lutterman-Aguilar & Gingerich, 2002). Therefore, an experiential framework is critical for students to turn experiences into learning and growth.

Reasons to Focus on Pre-Service Teachers

In multiple-decade studies conducted by the American Association of Colleges of Teacher Education (AACTE), schools of education report little focus on international education. Reasons for this inattention include: lack of public interest in international affairs (in the 1970s); severe national economic depression (in the 1980s); and lack of funding allocated to higher education institutions (in the 1990s) (Pickert, 2001). During the 1970s, sixty percent of schools surveyed gave international education a low priority; in the 1980s, focus was predominantly on international business and environmental concerns;

and in the 1990s, the most common international activity was faculty conference attendance abroad or faculty exchange while only a small fraction of pre-service teachers had opportunities to study or travel abroad (Pickert, 2001).

Only since 2000 have schools of education reported focusing on international education to meet the needs of a 21st century global market. Recently, the AACTE asked deans of schools of education to identify the knowledge and skills necessary for improving teacher preparation programs and ultimately the impact those trained educators have on their students in the classroom. The top interdisciplinary theme identified by the commission of deans was, “Global Awareness, e.g. understanding global issues, other nations and cultures” (Greenhill, 2010, p. 9).

The Problem in a Local Context

The need for teachers to be interculturally competent and prepared to teach in multicultural and diverse classrooms is critical, for in fewer than ten years, almost half (48%) of the nation’s K-12 school-age children will be students of color (Milner, Flowers, Moore, Jr., Moore III, Flowers, 2003) or first generation Americans born to immigrant parents. Nationally, the vast majority of those entering the teaching profession have not been exposed to multicultural environments (Merryfield, 2000; Cushner, 2009). Further, education students are an underrepresented group in current study abroad figures. According to a recent Open Doors Report (2011), only 4.1% of the total number of American students studying abroad (270,604) were education majors.

Inexperienced pre-service educators may lack the capability to understand differences and commonalities of people outside their culture group. Thus, it is likely they will not understand the effect of globalization on the lives of their future students

(Merryfield, 2000). These pre-service teachers may operate from a monocultural mindset rather than an intercultural mindset. This can manifest itself in the classroom as ethnocentrism and a reliance on cultural stereotypes and generalizations. Seeing cultural differences as obstacles positions the teacher to view minority students' learning as something difficult to achieve. Shifting pre-service teachers' mindsets to a more culturally sensitive and ethnorelative orientation challenges them to develop pedagogical strategies that encourages minority students' learning. A commitment to cultural diversity acknowledges that all students can achieve academic success (Howard, 2010).

Scope of the Study

Design: This mixed methods study measured the intercultural competencies of pre-service teachers both before and after a traditional study abroad program using the version 3 (v3) Intercultural Development Inventory (IDI) developed by Hammer (2011). The 50-question version 3 (v3) IDI is a continuum-based assessment tool that reliably calculates an individual's orientations toward cultural differences and commonalities, ranging from ethnocentric (denial, defense), transitional (minimization) to ethnorelative (acceptance and adaptation) (Hammer, 2011). To assess cognitive, affective and behavioral skills development and engage the participants in reflective analysis of their experience as well as attempt to move them along the continuum, I designed a developmental, modular based experiential course to supplement classes taken at a host institution. My non-credit course was taken voluntarily, in addition to credit-bearing classes chosen by the participants to fulfill major, minor or general education requirements on their home campuses.

Population: Study abroad applicant information provided by the California State University Chancellor's Office and campus study abroad offices was used to identify pre-

service teachers from CSU-Fullerton, CSU-Long Beach, San Diego State University, Cal Poly San Luis Obispo and/or CSU-Northridge respectively, who intended to study abroad during the fall 2011 semester to participate in my study. These undergraduate students already met the criteria for admission to a study abroad program as determined by their home campus study abroad office or CSU International Programs Office. Study participants were recruited using email correspondence in August 2011. Thirty-four students responded to the email correspondence, yet only 14 met the criteria for the study. The 14 pre-qualified participants were divided into groups (randomly assigned) and sent consent forms to participate in the study. Ultimately, only nine students returned consent forms. Seven of the nine students studying abroad received the curricular intervention (Group A) and two did not (Group B).

Additionally, students from CSU-Northridge not studying abroad during the fall 2011 term yet enrolled in ELPS 203-Urban Education in American Society served as the third control group participants (Group C). Fourteen students were recruited from a roster of 24 in September 2011 during an in-person visit to the class. Following the in-person visit, the volunteers received consent forms to participate. Twelve students ultimately returned the consent forms.

Sites: The California State University campuses (CSU-Fullerton, CSU-Long Beach, San Diego State University, Cal Poly San Luis Obispo and CSU-Northridge) were identified as those that met the following requirements:

- have a significant number of students studying abroad annually (Open Doors, 2010);
- offer both multiple and single subject credentials as well as the Bilingual, Crosscultural, Language & Academic Development (BCLAD) coursework in at least one foreign language (Spanish, Cantonese, Khmer, Korean, Mandarin, Vietnamese, and Armenian); and

- have the closest proximity to and are natural teacher-feeder campuses for the largest school district in California: the Los Angeles Unified School District (LAUSD). According to 2009-2010 demographic information, the student population of LAUSD was 90.5% non-white.

Methods: To study the impact an experiential curriculum had on the sensitivities of pre-education study abroad participants, I created a curriculum that asked the study abroad participants to keep reflective journals, participate in guided observations and engage in additional experiential exercises. I designed the experiential aspects of the curriculum based on the “Principles of Good Practice” set forth by National Society for Experiential Education: intention, authenticity, planning, clarity, monitoring and assessment, reflection, evaluation and acknowledgement (NSEE, 2010 website: http://www.nsee.org/about_us.htm#sop). I designed the developmental aspects of the modular curriculum based on the definition of intercultural competence as outlined by Bennett (1993) and Hammer, Bennett and Wiseman (2003): The capability to shift cultural perspective and adapt behavior to cultural difference and commonalities. This capability is not only developmental and learned; it is contextualized through cross-cultural experience, intercultural frameworks and reflection. According to the authors, this results in the ability to think and act in culturally appropriate ways (Hammer, Bennett and Wiseman, 2003).

Throughout the semester abroad, I asked the participants from Group A to respond in writing to questions/prompts addressing movement along the continuum as well as acknowledgement of culturally relevant pedagogy and strategies for incorporation into future classroom instruction. Group A students were asked to engage in activities that encouraged interaction with the host culture and population, for instance interviewing a few members of the host society to ascertain perspectives on a current event or topic. Toward the latter half of the semester abroad, I asked the Group A students to reflect upon

how they interacted with the curriculum and how they intended to use their learning in their forthcoming teaching practice.

Data collection and analysis: For the quantitative section, I administered the IDI electronically to all three groups both before and immediately after the fall 2011 semester and aggregated the data. The pre- and post-surveys were analyzed using a paired sample t-test and an ANOVA statistical test to account for differences. For the qualitative part of the study, I reviewed and categorized the Group A student's written responses to the modular curriculum. Following the conclusion of the study abroad semester, I asked the participants from Group A to attend an on-line focus group debriefing. Following the conclusion of the focus groups, I prepared pre- and post-assessment feedback reports for each participant (all groups), and outlined and explained their development (or lack of development) along the continuum. These feedback reports were also accompanied by suggestions for further movement along the scale. By conducting the surveys, developing the curriculum and hosting the post-semester debriefings, I was interested in answering the following research questions:

- Question 1: What do pre- and post-semester abroad Intercultural Development Inventory (IDI) survey results reveal about the intercultural competencies of the participants from each of the three groups?
 - Group A: Study abroad participants with curricular intervention
 - Group B: Study abroad participants with no curricular intervention
 - Group C: Home campus students who do not study abroad and do not receive curricular intervention
- Question 2: What do the participants from Group A say are the effects of a reflective, experiential curriculum on their study abroad experience?
 - Did the curricular intervention positively or negatively impact the level of competence achieved by the pre-service teachers in contrast to the control groups?
- Question 3: How do the pre-service teachers from Group A anticipate translating their overseas experiences into culturally relevant pedagogy they can share with their K-12 students?

Public engagement: Ultimately, I want to present my findings to the Deans and Faculty of the Schools of Education at California State Universities to highlight the need for more education majors to study abroad and encourage them to take an active role in cultivating more participation. I aspire to encourage faculty working with study abroad/teach abroad participants to take a more active role in overseeing those placements by designing/structuring purposeful and intentional developmental coursework as well as reflective journal assignments that run parallel to the students' overseas experience. In addition, I hope to underline the need for Education faculty to critically review their lock-step course curriculum so as to look for pathways for the majors to take better advantage of the benefits of study abroad. Opening up the curriculum to allow for a semester abroad and encouraging pre-service teachers to engage in a critically reflective curriculum could have great impact on the pedagogy in our K-12 classrooms.

CHAPTER TWO: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Introduction

This study investigated the level of intercultural competence achieved by a select group of California State University pre-service teachers after participating in an experiential, developmental curriculum during a study abroad semester. Therefore, this literature review begins with definitions of intercultural competence. Next, a brief overview of an instrument to assess intercultural competence along a continuum is presented. Then, I present the case for intercultural competence in terms of the 21st century skills, attitudes and knowledge needed by the next generation of US citizens, employees and teachers. Third, it describes how a study abroad experience can expand intercultural competence, through cognitive and personal transformation. Fourth, it discusses the importance of an international experience for pre-service teachers, including immersing them in multicultural issues and developing their intercultural consciousness. Research indicates that such experiences would help these teachers better meet the needs of the United State's diverse K-12 classrooms. Fifth, the review demonstrates that in contrast to other majors, education students have less exposure to intercultural competence infused curricula; in fact, they experience barriers to participate in study abroad. Sixth, this review situates the study in culturally relevant pedagogy theory in order to substantiate the need for pre-service teachers to increase their intercultural competence. After noting the curricular deficiencies of traditional study abroad semester programs, the review encourages the use of experiential learning theory and experiential learning models.

Definition of Intercultural Competence

Intercultural competence, often synonymous with global awareness, global competence, intercultural sensitivity, global learning, global mindset, global citizenship and/or cultural learning, refers to a set of skills (cognitive, affective and behavioral) that facilitates effective and appropriate interaction/behavior in a variety of cultural contexts (Bennett, J., 2008). As researchers have been working to define intercultural competence for decades (Bronfenbrenner, Harding & Gallweys, 1958; Hart & Burks, 1972; and Hart, Carlson & Eadie, 1980; Hoopes, 1981; Gudykunst and Hammer, 1983), I will first outline the early definitions and illustrate gaps in those theoretical frameworks. I then derive a working definition of intercultural competence from the work of Bennett (1993) to use for this study. Lastly, in this section, I briefly outline the Intercultural Development Inventory (IDI) designed by Hammer, Bennett and Wiseman (2003), an instrument that assesses Bennett's working definition along a developmental continuum.

Early Researcher's Definitions

Early studies outlining the concept of sensitivity to other cultures date back to Bronfenbrenner, Harding and Gallweys in 1958. They discussed a kind of sensitivity related to *self* and seeing how others differ in *their* behavior. This model is ethnocentric, for it only asks the individual to conceptualize an understanding of social norms related to one's inherent group. While the model underscores the need to consider "how others differ in their behavior" (Chen, 1997) it does not ask the individual to think beyond the differences and relate to the "others" in a culturally sensitive manner.

Hart and Burks (1972) and Hart, Carlson and Eadie (1980) continued to define sensitivity as self-involvement and postulated that sensitivity was related to an internal

mind-set that one applied to everyday situations. Adding a cognitive context to Bronfenbrenner, et al. (1958), Hart, Burks, Carlson and Eadie (1980) expected sensitive people to be conscious of others by recognizing differences in personal inflexibility, communication and interactions. These scholars expected individuals to appreciate the exchange of ideas and to be more tolerant (Chen, 1997). Yet, the onus of responsibility to conform to the desires of the person in a position to tolerate is placed on the one seeking approval. The other person has to seek permission to be accepted by the person expressing tolerance, thus a power struggle exists. While this definition suggests cognitive, affective and behavioral dimensions, it did not do enough to ask the individual to change her internal mind-set and incorporate differences into her every day life.

Scholars in the 1980s began developing ideas grounded in cognitive concepts that outlined “phases” one goes through in developing a cultural perspective. Moving away from the earlier models focusing only on ethnocentrism and self evaluation in contrast to others, Gudykunst and Hammer (1983), presented a model suggesting three distinct stages: “perspective training, interaction training and context specific training” (Bennett, 1993). These authors were subjectively aiming to have individuals consider different perspectives and culture when comparing and contrasting differences and similarities.

In 1981, Hoopes discussed the topic in terms of intercultural communication and the psychology of the experience by defining categories along a spectrum of learning. This was hailed as “the closest to proposing a phenomenological model” (Bennett, 1993) for it stressed moving along a continuum to become more competent, understanding that individuals must take action to develop sensitivity to and acceptance of different cultures.

Bennett's Definition

Building off Hoopes' spectrum, Bennett (1993) outlined a continuum model and theory of intercultural competency in developmental terms rather than specific behaviors. Bennett's definition of intercultural competency is therefore, "the capability of shifting cultural perspective and adapting behavior to cultural contexts" [contexts related to cultural difference and commonalities] (Hammer, 2009, p. 247). Using this definition, Bennett structured his *Developmental Model of Intercultural Sensitivity* (DMIS) as six developmental sequences, moving from an ethnocentric vantage point to an ethnorelative point of view. "The crux of the development of intercultural sensitivity is attaining the ability to construe (and thus experience) cultural difference in more complex ways" (Hammer, Bennett, & Wiseman, 2003, p. 423). With Bennett's contribution to the scholarship, the discussion of intercultural sensitivity shifted from the golden rule: do unto others as you would have done unto you; to the platinum rule: do unto others as they would wish to be treated (Olson & Kroeger, 2001).

The Developmental Model of Intercultural Sensitivity (DMIS)

The first three phases of the DMIS are ethnocentric (denial, defense and minimization) and the final three phases are ethnorelative (acceptance, adaptation and integration). Bennett defines ethnocentrism as the worldview of one's own vantage point, it being central to the person's reality. When an individual is ethnocentric, choices and actions are made and conducted based on the belief that the individual's worldview is superior. Bennett coined the term ethnorelativism as an appropriate complement to ethnocentrism (Bennett, 1993) and defines it as the understanding that culture and behavior are relative and can only be understood in context or contrast to one's own

culture and behavior. The ethnorelative position does not assume a righteous hierarchy of right/wrong but rather posits that ethical principles/choices “will be made on grounds other than the protections of one’s own worldview or in the name of one’s own absolute principles” (Olson & Kroeger, 2001, p. 119). Bennett contends that when an individual moves along the spectrum from ethnocentrism to ethnorelativism one identifies not only with different cultures, but also more deeply with him/herself. Therefore, “subsequent appreciation of cultural difference is affective and is combined with increased cognitive knowledge of differences” (Bennett, 1993).

Bennett’s constructivist model is concerned with how people relate to and understand cultural difference for the way people construct their reality directly influences how they accommodate cultural difference. “The underlying assumption of the model is that as one’s *experience of cultural difference* (author’s emphasis) becomes more complex and sophisticated, one’s potential competence in intercultural relations increase” (Hammer, et al., 2003, p. 423). While moving along Bennett’s spectrum (from denial through to integration) and resolving the relevant issues inherent in each of the six orientations, individuals think cognitively about their interactions with what he defined as “worldviews”—the set of distinctions that are appropriate to a particular culture. Metacognition is achieved when the individual construes different worldviews and adjusts cultural understanding at each stage on the continuum.

The Intercultural Development Inventory (IDI)

From Bennett’s theoretical framework of intercultural competency, he, Hammer and Wiseman developed the Intercultural Development Inventory (IDI) to measure people’s orientations toward cultural differences (Hammer, et al., 2003, Hammer, 2011). The result

of their work, a 50-item, questionnaire, measures intercultural competence based on five dimensions of the DMIS: Denial/Defense, Reversal, Minimization, Acceptance/Adaptation and Encapsulated Marginality. The latest version of the instrument, version 3 (v3) has eliminated the term “Encapsulated Marginality” and replaced it with “Cultural Disengagement” so as to better denote the sense of disconnection or detachment a person feels toward his/her own cultural group.

Most recently, Hammer (2011) updated the developmental progression model to highlight that Minimization is now considered a “transitional” stage. Research conducted supports the conclusion that Minimization is not ethnocentric, rather those in this developmental stage are more effective at recognizing and responding to cultural commonalities but are challenged by complex cultural differences than originally thought (Hammer, 2011).

Through extensive confirmatory factor analysis, the Intercultural Development Inventory (IDI) has been deemed appropriate to pinpoint the stage of a person’s intercultural sensitivity along the DMIS continuum (Hammer, et al., 2003; Hammer, 2011; Paige, R. M., Jacobs-Cassuto, M., Yershova, Y. A., & DeJaeghere, J., 2003). It can be reasoned that the theoretical model and the IDI instrument are useful to “empower educators [to] create curriculum that facilitates movement through the stages” (Bennett, 2003, p. 24; Olson & Kroeger, 2001, p. 119). Because one sees little regression back to former orientations once the relevant issues are resolved, educational outcomes, measurable growth and student sophistication can be assessed by educators and administrators if curriculum is developed with these stage movements in mind.

Study Abroad, 21st Century Responsibilities, Skills and Employability

21st Century Key Responsibilities and Skills

A wealth of literature outlines the need for citizens of the 21st century to be prepared to live and work in a globalized society and be interculturally competent (Partnership for 21st Century Skills; Trooboff, Vande Berg, Rayman, 2008; Yang, 2005). I, like Rhoads and Szelényi (2011) advance the notion that “citizenship” is not bound by the context of a nation-state, but rather is a reference point for one’s sense of responsibility to understand the world and interact with others sensitively and effectively. As globalization, defined as the relationships of people, culture and economic activity, sweeps across the globe, emphasis needs to be placed on how interactions with others not only affect economies, but each other. “The identification of oneself as part of the human [global] family, with responsibility for one’s brothers and sisters, is an extension of the sense of kinship many already feel for their nation, hometown and family” (Kriegman, 2006). To further expand, responsibilities as global citizens of the 21st century reflect understandings of rights and culturally appropriate acknowledgement across three basic dimensions: the political (including civic aspects at the national and local level), the social (including cultural aspects) and the economic (including occupational aspects) (Rhoads, and Szelényi, 2011). These understandings and acknowledgments do not exist only within the context of one’s nation of origin, and thus global citizenship is “marked by an understanding of global ties and connections and a commitment to the collective good” (Rhoads, and Szelényi, 2011, p. 27). As interactions with others transnationally, nationally or locally is of emphasis, citizens of the 21st century need to recognize cultural similarities and differences and be concerned about the ways in which us-versus-them thinking influences our

interactions. Maintaining a monocultural mindset (us-versus-them thinking) in the 21st century will not be effective socially, politically or economically.

Employer Views of 21st Century Skills

Researchers and employers alike contend that future leaders need to be global citizens and have diverse cultural sensitivities, foreign language skills and knowledge that spans beyond their home borders. Additionally, employers desire employees who can respectfully interact with diverse populations of co-workers whose values, perspectives and behaviors may be radically different from their own.

Employees have long needed to critically analyze situations, draw ideas from multiple and diverse sources and creatively apply learned skills. However, these skills have heightened importance for globally expanding markets (Silva, 2009). Employees need to be globally competent and translate that knowledge into sensitivity, efficiency and productivity in the workplace. Following extensive analysis of national and international data reports on global market trends, Yang (2005) rests his argument for global competence on economic viability. After running multivariate contextual models, he concludes that a nation's economic strength will hinge on its abilities to produce, support and sustain a workforce that exemplifies qualities associated with flexibility and innovation. He contends that internationalizing university campuses and increasing study abroad opportunities are of "compelling national interest" (p. 90).

While researchers can assert that study abroad is one vehicle for acquiring global competence, Trooboo, Vande Berg and Rayman (2008) asked whether employers valued outcomes associated with study abroad. They conducted surveys with 352 firms, organizations and agencies with varying US industry interests. According to the survey

results, employers value longer rather than shorter study abroad experiences and those that incorporate experiential learning. The researchers also wanted to know if employers and international education professionals valued a congruent set of employee skills, attitudes and personal qualities. In the survey, the researchers presented employers a combined list of the top three most highly desired skills, attitudes and personal qualities from the National Association of Colleges and Employers (NACE) and synthesized definitions of global competence as outlined by Deardorff and Hunter, et al. The NACE top three included: honesty and integrity; strong work ethic; and self-motivated, shows initiative. The top two global competency outcomes included: listens and observes well and flexible, adapts well. The respondents indicated that congruence existed and therefore, the researchers concluded that employers value the same global competence skills that study abroad professionals typically associate with an international education experience.

Universities' Attempts to Teach 21st Century Skills

Researchers assert “a university education [contributes] to one’s ability to negotiate the political, economic and social dimensions of human experience” (Rhoads and Szelényi, 2011, p. 20) and can assist in moving peoples’ perspectives past the monocultural to the intercultural. In an effort to educate future global citizens, leaders and future employees with intercultural 21st century skill-sets, US colleges and universities implemented internationalization efforts. These efforts intend to create global citizens through articulated institutional and administrative commitment, academic mandates, revised organizational structure, increased funding, communication structure, faculty involvement and student study abroad opportunities (Green, 2003).

Green (2003) states that internationalization efforts should include all of the above in order to be successful, yet notes national and institutional attention to raise study abroad participation numbers has been on the increase. In 1988, the Council on International Education Exchange (CIEE) published a report, known “as the ‘Magna Carta’ on the concept of global competence” (Hunter, White, & Godbey, 2006). This report called upon universities to encourage and support students to participate on study abroad and exchange programs in non-traditional and non-English-speaking locations.

Federal Government Support for Internationalization Efforts

In 2004, the US Congress and Administration appointed the bi-partisan Commission on the Abraham Lincoln Study Abroad Fellowship Program to study American global incompetence. The Commission produced a report entitled *Global Competence & National Needs: One Million Americans Studying Abroad*. The report emphasizes the need to send one million Americans abroad by the 2016-2017 academic year. It contends that it is in the nation’s best interest to democratize international education and expose a vast number of college-going students to the issues that will arise during the 21st century. In August 2010, the Senate Appropriations Committee included \$2 million in the FY2011 Labor/HHS/Education appropriations bill to expand access to international education. As of January 2011, the passage of the bill was still pending final approval of the federal budget.

Result of Concerted Campaign to Internationalize is Increased Student Participation

Students participating in study abroad in increasing numbers provide evidence that campus internationalization efforts are succeeding. According to the most recent Open Doors report published in 2011, data collected on the number of American undergraduates

studying abroad in 2009-2010 reported that 270,604 students spent anywhere from a few short weeks to an entire academic year in places like France, England, Italy, Australia and China (Open Doors, 2011). These current numbers represent a dramatic increase when contrasted to figures from the late 1990s and early 2000s, when outbound student numbers hovered around 130,000.

Benefits of Study Abroad

International education is being woven into the fabric of higher education curriculum and undergraduate programs with the support of many. Study abroad is moving from the fringes of being labeled an “extra-curricular” activity to one viewed as foundational to an undergraduate education. Accrediting agencies are looking at global-themed university mission statements and asking how objectives to globalize are being met (Bennett, 2008). Because of such mandates, researchers are evaluating study abroad outcomes. The studies highlight cognitive, behavioral and attitudinal learning outcomes and personal transformations both immediately following and long after the study abroad sojourn.

Immediate Outcomes

Anecdotal stories from returning study abroad participants provided evidence that studying abroad offers immediate benefits of cultural knowledge, intercultural skills and cultural sensitivity. To counter subjectivity and ground students’ opinions in quantifiable data, Braskamp, Braskamp and Merrill (2009) developed a mixed methods study to assess global learning and development from the individual student’s viewpoint. The researchers used the Global Perspective Inventory (GPI), an instrument that measures human development and communication skills related to global learning in cognitive, intrapersonal and interpersonal domains. The cognitive domain evaluates a person’s

knowledge and understanding of what is important to know and value both in one's own society and what might be important to others' societies. The intrapersonal domain analyzes a person's self-awareness of ethnic, racial and gender dimensions and the level of acceptance and respect shown towards others. The interpersonal domain measures levels of engagement people have with those that are different and the cultural sensitivity one has when engaged in a multicultural setting. The output of the GPI is a comprehensive profile of "how students (and other persons) think, form a sense of themselves, and relate to others" (p. 104).

The Braskamp, et al (2009) study administered the GPI to students from five different institutions both before and after a semester-long study abroad program. Two hundred and forty five students participated in both the pre- and the post-test. To assess growth, a paired sample t-test was conducted. After analyzing the data, the researchers concluded that students gained self-confidence; felt more comfortable interacting with culturally different people; and felt a greater commitment to helping others develop an expanded world view. If the desired goal is to assist students in developing holistically and globally, the researchers deduce study abroad is an effective educational experience. The study evidence supports the generalization that study abroad students are more apt to adopt global perspectives, advance "their journey toward self-authorship within a context of living in a global community" (p. 112) and transform their thinking.

To frame student learning in domains that mirrored knowledge outcomes outlined by global competency scholars, Sutton and Rubin (2004), created a customized tool and data-driven methodology to assess the cognitive and academic values gained as a result of studying abroad. Their survey instrument was distributed to a representative group of 255

study abroad participants who participated in University System of Georgia-sponsored study abroad programs during the summers of 1998, 1999, 2000 and fall 2001 as well as 249 control group non-participants. Launched in fall 2000, the GLOSSARI Project (Georgia Learning Outcomes of Students Studying Abroad Research Initiative), considered such learning outcomes as knowledge of strategies and skills needed to function outside of US culture; knowledge of intercultural interaction techniques; global interdependence; knowledge of comparative civics; and knowledge of world geography.

The research team conducted a factor analysis to determine the “underlying dimensions of intercultural knowledge reflected in the survey responses” (p. 72). This allowed the researchers to consolidate the number of variables in the comparison between the study abroad participants and those who remained on the Georgia campuses. The intention was to minimize bias associated with study abroad students’ predisposition to achievement of certain factors based on their self-selection to go overseas. The researchers used very conservative criterion for statistical significance (.05/7, or $p < .0071$) when comparing t-test scores. Thus, after running post-hoc analysis on the data, Sutton and Rubin found that study abroad students demonstrated higher intercultural competence on four of the seven factors tested: functional knowledge; knowledge of world geography; knowledge of cultural relativism; and knowledge of global interdependence. In light of accountability mandates, studies like the GLOSSARI project provide statistically significant evidence of student learning outcomes and cognitive improvements.

Long-term Outcomes

The cognitive, attitudinal and behavioral transformations achieved via study abroad are not temporary. Long after a study abroad sojourn, alumni maintain culturally diverse

world-views, engage in civic responsibility, attain higher levels of academic achievement and make career choices based on their study abroad experience. The conclusions of the Institute for the International Education of Students (IES) and the University of Minnesota studies affirm the prolonged value of international education. Most importantly, they emphasize that acquisition of global competence at the undergraduate level relates to transferrable skills in the 21st century global marketplace.

To ascertain the longitudinal effects of study abroad, 17,000 study abroad alumni who studied with IES during 1950-2000 were surveyed (Dwyer, 2004). The alumni were a diverse range of participants who took part in programs of varying length and locations. The survey requested information in three areas: basic demographics, impact of researcher defined “key” study abroad elements and the impact study abroad has had on certain behaviors, attitudes and alumni achievements. Alumni reported their initial cultural experience abroad led them to learn more about another culture or learn another language upon return. Additionally, the respondents noted having a greater understanding of one’s own cultural values and biases, which led them to look at the world in a more culturally sensitive way. The alumni agreed with the statement that study abroad influenced them to have more diverse friends. The findings affirm the longitudinal impact study abroad has had on the respondents’ intercultural development and sensitivities.

Most recently, to assess the impact study abroad has had on returnees’ lives, Paige, Fry, Stallman, Josi and Jonc’ (2009) conducted a mixed methods retrospective study by surveying approximately 24,000 graduates who attended study abroad programs from 1960 to 2005. The research project entitled “Beyond immediate impact: Study abroad for global engagement (SAGE)” examined impact on five dimensions of post-graduate life: civic

engagement, knowledge production, philanthropy, social entrepreneurship and voluntary simplicity. The research team designed a custom survey, the Global Engagement Survey, (29.6% response return) and conducted follow-up interviews with 63 respondents. From the findings, the researchers concluded that study abroad was one of the most influential experiences of the respondents' undergraduate tenure and has continued to have lasting impact on returnees' global, social, civic and career engagement.

While the response rates in both these studies are significant and the information obtained valuable, the studies have methodological limitations. Studies that use self-reported data can only reveal correlations, not infer causation. These studies did not employ the use of a control groups and therefore it is difficult to make an assertive claim about causal relationships. Yet, the studies are valuable because they illustrate that even 50 years after a study abroad experience, alumni indicate the long-term effects of their learning and growth.

Benefits of Study Abroad for Pre-Service Teachers

In the age of accountability, the conclusions drawn from these studies affirm universities' investments in internationalization as a worthwhile and enduring endeavor. We see that study abroad has both immediate and long-lasting impact on participants' skills and knowledge and the lessons learned transfer to civic and employment environments. Therefore, future teachers need to be encouraged to participate in study abroad in higher numbers. In 2009-2010, only 4.1% of the total number of American students studying abroad (270,604) were education majors (Open Doors Report, 2011). Yet, numerous studies have documented experience outside the country as one way for pre-service teachers to acquire cultural understanding and culturally sensitive abilities to

work within diverse US classrooms (Cushner, 2009; Cushner and Mahon, 2002; Merryfield, 2000).

Pre-Service Teachers Develop Intercultural Consciousness

Supporting literature provides evidence that pre-service teachers engaged in international experiences may *begin* to shift thinking about themselves, their students and the design of their curriculum. The conclusions of the Willard-Holt (2001) study highlight that the pre-service teachers' preconceptions and biases about culture and learning were challenged during overseas classroom observations as evidenced in post-questionnaires. A majority of the participants returned to the US and incorporated content from their trip into their classroom teaching. More than 60% of the participants became more aware and appreciative of the differences among diverse peoples and developed a more realistic view of the interconnectedness of the world. As the majority of the participants had grown up in a "rather insular" (p. 511) environment, being a "foreigner" in Mexico caused them to evaluate the marginalization of minority pupils in the US K-12 system. As a result, these participants developed a higher level of cultural sensitivity and consciousness.

Willard-Holt (2001) stresses that pre-service teachers' intercultural consciousness can develop as a result of engaging in a reflective educational sojourn outside the United States. While a reflective component was not used in the study, the researcher states that faculty mentors should provide opportunities for guided reflection as a means for pre-service teachers to move beyond preconceived perspectives and adjust to cognitive transitions. The emotional and behavioral metamorphoses that take place abroad need to be reinforced upon return. Further, Willard-Holt insists that a longer overseas experience as well as more in-depth debriefing upon return is needed if the effects are to be more long

lasting. Finally, pre-service teachers who study abroad should: build cross-cultural skills; develop confidence and abilities to communicate effectively with diverse peoples; see the value of teaching from a global perspective; and view people from other cultures without preconceived biases or inappropriate stereotypes.

Global Consciousness Enhanced Through Reflection

Acknowledging that pre-service teachers need to be shepherded through a reflective overseas experience while abroad, Pence and Macgillivray (2008) accompanied 15 pre-service teachers on trip to Rome, Italy. Challenged to reflect upon their goals and experiences, the study participants kept journals and also produced a final research paper. The researchers concluded that pre-service teachers who engage in active field-based and reflective experiences abroad develop an expanded worldview and ultimately make more flexible and compassionate teachers. The experience abroad provided an opportunity for cultural learning that a domestic-based classroom experience did not. After conducting an analysis of the impact a 4-week practicum at a private American school in Rome, Italy, has on pre-service teachers, their study corroborates the findings of the Willard-Holt (2001) study.

The Willard-Holt (2004) and Pence and Macgillivray (2008) research conclusions strengthen the rationale for my study. Their findings highlight the importance of reflection and guided structure in developing personal and professional growth with pre-service teachers during an overseas experience. Pence and Macgillivray (2008) used reflective journals and guided conversations grounded in culturally responsive teaching theory as a means to get the participants to frame their thinking and observations. It was the intention of the researchers to encourage the participants to use the theory to shape and re-shape

their teaching practices in the Roman classrooms. Immediate practical application was the goal. The authors concluded that further research is necessary regarding how pre-service teachers internalize overseas experiences and translate the lessons learned into culturally sensitive teaching.

Teacher Preparation Programs Need to Prepare Interculturally Competent Educators

Criticism of Teacher Preparation Programs

As outlined by the American Association of Colleges for Teacher Education (AACTE), a small percentage (5%) of the nation's teachers have had academic preparation in global or international studies (Merryfield, 1994). As Lambert found in his 1989 study, the average education major took less than 1.5 internationally focused courses compared to other majors who had exposure to almost double that amount. Kenneth Cushner points out in, *The Role of Study Abroad in Preparing Globally Responsible Teachers*, "[t]he field of teacher education has been criticized by some for insufficiently preparing teachers to work with diverse populations, while others have questioned whether education schools adequately address global issues" (2009, p. 151).

Teacher Preparation Programs' Biases Against Study Abroad

Cushner and Mahon (2002) stress that many education students are bound by rigid state-determined curriculums that offer little flexibility to participate in overseas courses. While a small percentage of schools of education offer teach abroad opportunities, few students attend because by and large, faculty discourage their participation (Cushner and Mahon, 2002). The faculty instructing pre-service teachers fear that sending students abroad to conduct practicum experiences will run counter to state and national agency mandates regarding professional preparation (Kissock, 2007).

Kissock (2007) further contends education faculty express biases and fears about pre-service teachers acquiring multicultural sensitivities outside of the United States. Faculty beliefs and values regarding: unmet achievement standards; the diversity within the home community; the need to serve only those residing in the community; the different pedagogical practices abroad; the expense of study abroad; and the employability of teachers prepared outside the home community prohibit faculty from seeing the value of international education for the pre-service teacher. Kissock asserts that US teachers prepared to meet the needs of the 21st century marketplace need to move beyond provincial training and into the cosmopolitan, global realm.

Inability to Meet 21st Century Needs

The National Governor's Association asserted that the lack of adequate teacher preparation in global education and international studies was a major obstacle in the United State's ability to meet the economic, political and social challenges of the 21st century world (Merryfield, 2000). Darling-Hammond (2006, 2010) further contends that teacher preparation programs have the power to meet the challenge of educating future teachers with the skills and tools necessary to compete in the 21st century marketplace, yet few of them are. If there is a national expectation that students be well equipped to enter the 21st century social and workplace, teachers need to participate in activities that will encourage them to infuse their classroom teaching with the new century responsibilities and skills.

A Call to Action: Re-Envision Teacher Preparation Programs

As the criticisms of inadequate teacher preparation could no longer be ignored, "a shared sense of urgency prompted deans [of schools of education] to come together to

consider how educator preparation programs might embed 21st century knowledge and skills more effectively into their programs” (Greenhill, 2010, p. 3). Merryfield (2004) contends it will take a concerted effort on the part of many to infuse teacher preparation programs with the spirit of global and international education. She asserts, no less than the inclusion of global themes, issues, and systems into the curriculum; developing expertise in analyzing the student learning outcomes of field experiences and international education; and an institutional commitment to value global and international education will suffice.

The Partnership for 21st Century Skills recommends that teacher education programs add global competency to accreditation criteria. Furthermore, the Partnership encourages pre-service teachers to undertake programs of study that infuse 21st century skills instruction into the curriculum. Thus, teacher preparation programs at the university level can reshape curriculum to highlight what the citizenry and workforce need to thrive in the 21st century. These responsibilities and skills include competencies in global awareness, financial literacy, civic literacy, health literacy and environmental literacy plus proficiencies in core subjects such as English, reading and language arts, world languages, mathematics, economics, science, geography and history. (Partnership for 21st Century skills website: <http://www.p21.org/index.php>, 2010). In addition to being able to teach 21st century skills, teachers need to effectively work with diverse populations of students by utilizing culturally relevant pedagogy.

Researchers conclude that culturally relevant pedagogy should be included in teacher preparation programs (Bennett, 1995; Gay, 2002; and Villegas & Lucas, 2002). The underexposed and inexperienced teacher relies on stereotypical conceptions of diversity and plays those biases out in the classroom (Milner, Flowers, Moore, Moore & Flowers,

2003). This has led to increasing concerns that teachers are unable to apply the National Standards of Academic Excellence in an equitable manner (Bennett, 1995 and Van Hook, 2004). “By the year 2020, 48% of the nation’s school-age children in grades one through 12 will be students of color” (Milner, et al., 2003, p. 63), therefore preparing pre-service teachers with intercultural experiences that can translate into culturally sensitive classroom pedagogy is critical.

California Initiative to Prepare Globally Competent Teachers

The passage of Assembly Bill 1059 (Chap. 711, Stats. 1999) in California is a reform effort that relates to my study. This bill mandates that any teacher admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002, must develop an understanding of culture and diversity through coursework. The Crosscultural, Language and Academic Development (CLAD) Certificate program coursework requires teacher candidates to explore how minority acculturation into mainstream society is impacted by power, status and economic factors. Standard Nine of the Candidate Competency Standards outlines that there is a relationship between a teacher’s understanding of culture and the academic success of the students under her tutelage. The coursework teaches pre-service educators to acknowledge the impact culture has on a student’s success. The curriculum challenges pre-service teachers to analyze how global competencies can be incorporated into culturally relevant pedagogical practices so as to enhance student performance.

Culturally Relevant Pedagogy

My study defines culturally relevant pedagogy and culturally responsive teachers by drawing on aspects of the work done by Ladson-Billings (1995, 2009). An underlying tone

of Ladson-Billing's definition is social justice: to develop students' abilities to perceive social inequalities and work to defuse and/or end them. After participating in my study, the pre-service teachers should believe that culturally responsive teaching is not just a methodology, but also a philosophy advocating for diverse students' success. Like Ladson-Billings, I want pre-service teachers to evince a strong sense of self and others and believe that all students, regardless of race, class or social position, are capable of academic success. By encouraging the study participants to acknowledge the theory and key attributes outlined below through reflective curriculum assignments while abroad, I am engaging in culturally responsive pedagogy and leading by example.

Theoretical Underpinnings

For the last thirty years, culturally relevant pedagogy has been introduced to pre-service teachers as a pedagogical tool to use in diverse classrooms to improve student achievement and performance (Jordan Irvine, 2009; Boutte & Hill, 2006; Au & Kawakami, 1994; Gay, 2000; Howard, 2010). It presumes that learning can take place across cultures. "It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly" (Gay, 2002, p. 106). When students rely on their home culture activities, teachings and norms to make sense of classroom lessons Moll, Amanti, Neff and Gonzales (1992) refer to this as students' "funds of knowledge" (p. 132).

While incorporating "funds of knowledge" into lessons is helpful to students, as it gives them a familiar context from which to work, they still have to "fit" into the mainstream in order to succeed in the classroom. They are expected to adapt to the

curriculum rather than the curriculum adapting to them. Students' "otherness" is still maintained within the social structures of the school. Ladson-Billing's (1995, 2009) definition challenges the notion that those classified as "other" must assimilate to a meritocracy.

Definition of Culturally Relevant Pedagogy

This literature review narrows the definition of culturally relevant pedagogy to aspects of Ladson-Billings' (1995, 2009) definition: culturally relevant pedagogy is a theoretical model that not only fosters student success, but one that helps students acknowledge, accept and affirm their cultural identities. This pedagogy challenges social and hierarchical structures rather than ignores them. The theory proposes to do three things: "1. Produce students who can achieve academically; 2. Produce students who demonstrate cultural competence; and 3. Develop students who can both understand and critique the existing social order" (Ladson-Billings, 1995, p. 474).

To achieve these aims, the culturally responsive teacher must engage in a number of strategies to help diverse students achieve. Teachers should celebrate and affirm students' cultural backgrounds. As minority students are often told societal expectations for them are relatively low, the culturally responsive teacher must encourage students to have high personal expectations. The teacher and the student must work to "disprove" society. Learning must be contextualized and never isolated. Students should be recognized for the knowledge they bring to the learning community and recognized equally for their individual strengths. Teachers must develop a community of learners where students learn collaboratively and are held responsible by and to each other. In legitimizing students' backgrounds and strengths, culturally responsive teachers make their students'

experiences part of the “official” curriculum. In doing so, teachers and students challenge society’s conventions and the status quo.

Personal and Professional Attributes of Culturally Responsive Teachers

Ladson-Billings (1995) argued that culturally relevant teaching is distinguishable from other pedagogies due to teachers’ conceptions regarding self and others, social relations and knowledge. Culturally responsive teachers with a strong sense of self believe that their teaching is an evolving process, an unpredictable art. These teachers emulate Freirean concepts of “teaching as mining” as they push students to learn at high levels. Culturally responsive teachers with a deep understanding of social relations maintain open and communicative relationships with students. They view knowledge as something shared, recycled and constructed. They understand that knowledge is not static and must be viewed critically. Additionally, culturally sensitive teachers take a critical stance toward school curriculum and encourage students to engage in various forms of critical analysis. They carefully guide students through critical reflection and assist students in understanding the difference between intellectual challenge and challenge of authority.

Using Culturally Relevant Pedagogy to Improve Student Achievement and Increase Success

Researchers conclude that when teachers incorporate culturally relevant pedagogy into instructional practices, students succeed (Jordan Irvine, 2009; Boutte & Hill, 2006; Au & Kawakami, 1994; Gay, 2002; Howard, 2010). Au and Jordan (1981) referred to the practice as “culturally appropriate” teaching and saw reading achievement increase with Hawaiian students. Mohatt and Erickson (1984) referred to the practice as “culturally congruent” teaching and witnessed achievement success with Native American students.

Pre-Service Teacher Buy-In and Reflection Leads to Cognitive Shifts

Culturally relevant pedagogy is not something pre-service teachers stumble into, thus a serious effort must be made to incorporate this pedagogy into teacher preparation programs. “Prospective teachers do not easily relinquish beliefs and attitudes about themselves or others” (Ladson-Billings, 2009, p. 143). As Villegas and Lucas (2002) conclude, adding a course or two on multiculturalism or urban education does not go far enough. The entire teacher preparation curricula must reinforce and expand pre-service teachers’ beliefs about and attitudes toward culturally responsive teaching.

Therefore, culturally relevant pedagogy cannot exist without prospective teachers engaging in a cognitive shift. Once the mental shift occurs and pre-service teachers turned full-time teachers engage in the instructional practice, constant efforts to evaluate effectiveness must be engaged. This necessitates extensive reflection on process, outcomes and achievements. Therefore, pre-service teachers must be given the tools to conduct this kind of reflection and introspection before full-time placement in the classroom. Teachers

must develop knowledge, dispositions and inquiry skills enabling them to create equitable learning environments for diverse student populations, increase their intercultural competence...and develop the skills in self-reflection necessary for professional growth and appropriate decision making in culturally diverse classrooms (Bennett, 1995, p. 259).

Experiential Learning Theory: Reflection on Learning

I contend if the tenets of culturally relevant pedagogy are introduced within the framework of an overseas experience, sojourners must be given opportunities to reflect on how to incorporate it into their own thinking and practice. Therefore, this review next outlines the foundations of reflective pedagogy and the cycle of experiential learning, both in historical context and for the study abroad pre-service teacher.

Dewey: Philosophical Foundations of Experiential Learning

Much like the tenets of culturally relevant pedagogy espoused a half-century later, John Dewey (1938, 1998) stated that educational experiences must incorporate reflections upon students' own lives in order for real learning to take place. Dewey first introduced the idea of being transformed through reflection and experiential learning as a foil to traditional, habitual, rote learning in his 1938 work entitled *Experience & Education*. He asserted that top-down, dogmatic education did not value the lived and shared experiences of pupils and teachers alike. Prior to articulating his progressive approach to education, "there was no demand that the teacher should become intimately acquainted with the conditions of the local community, physical, historical, economic, occupational etc., in order to utilize them as educational resources" (p. 36).

Yet, Dewey (1938, 1998) recognized that all experiences and/or conditions are not, in and of themselves, educative. He states, "it is not enough to insist upon the necessity of experience, nor even of activity in experience. Everything depends upon the quality of the experience, which is had" (Dewey, 1998, p. 16). Thus, Dewey believed that teachers should guide students through experiences that enhance their ability to make sense of their surroundings. Therefore, teachers are to engage students in reflective exercises as a means to have more experiences and make sense out of experience-gained knowledge. Dewey concludes that what a learner "has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow" (p. 42).

Kolb and Fry Experiential Learning Model

The process of discovery and re-discovery through experience and analysis has led contemporary theorists to frame the Dewey philosophy as a cyclical model. Building upon Dewey's "criteria of experience" and influenced by the work of Kurt Lewin (1952), Kolb and Fry (1975) conclude that experiential learning is based on a four-stage learning cycle:

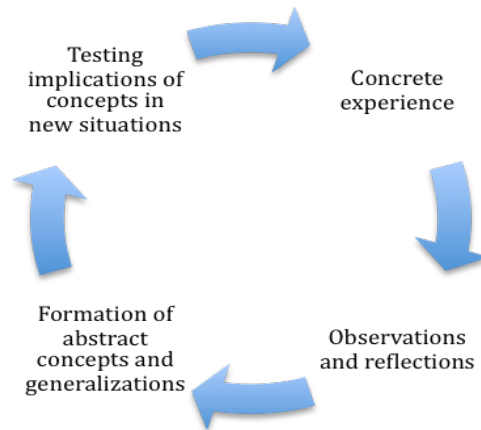


Figure 1.1 Kolb & Fry, 1975

The learning, change and growth that takes place is facilitated by having a "here-and-now experience" (p. 33) and an opportunity to collect information (data and observations) about the experience to contextualize it (Kolb & Fry, 1975). Reflection is a key component of the process. Out of that reflection, conclusions drawn about the experience give the individual cause to act or re-act to modify behavior, action or thoughts.

Kolb and Fry (1975) state that cognitive growth or shifts are best achieved in an environment where the individual feels "tensions and conflicts" (p. 35) between what was previously known and what is being experienced. New knowledge is generated when the individual is open and unbiased; able to reflect on and critically observe the phenomena taking place; able to form new concepts that integrate the data into new hypothesis; and able to use the new knowledge to make decisions and problem solve.

They argue the individual goes through three stages of cognitive growth: acquisition, specialization; and integration. During the acquisition stage, learning occurs through an internalization of actions and conversion to images, leading ultimately to the development of concepts and theories. During acquisition stage, the individual is “self-undifferentiated—immersed in the world” (Kolb & Fry, 1975, p. 43). In the specialization stage, the learner is achieving a sense of identity by making cognitive choices about the concepts and theories identified in the acquisition stage. Finally, during the integration stage, the learner is reflective and active. She is awakening to the world and looking beyond what is self-fulfilling. Rather than being simply being observant, the individual recognizes her potential to act upon and influence a phenomenon. She has moved to viewing the “self as process—transacting with the world” (p.43). The net effect of these stages generates new beliefs, attitudes and knowledge.

Experiential Learning Cycle for Study Abroad

For the study abroad student, the cycle begins with the concrete experience of being in a foreign land. As the student encounters the environment, he/she has observations and reflections about not only the immediate surroundings, but the people in the environment and their interactions with it and to it. Following is the student’s formation of abstract concepts and generalizations about his/her reactions and interpretations of him/herself, the environment and the people, leading to the testing of those theories in new situations and scenarios. “The experiential learning model emphasizes that learning and change result from the *integration* [emphasis author’s] of concrete emotional experiences with cognitive processes: conceptual analysis and understanding (Kolb & Fry, 1975, p. 34).

Purposeful Reflection Needed in Education Abroad and Teacher Preparation Programs

Braskamp, et al (2009) argues that education abroad in its current design and implementation may not adequately focus on students' metacognition. The researchers contend that international education professionals need to design more intentionally structured environments (formal didactic classroom instruction or experiences) that challenge students to engage in critical reflection and strategic thinking. Robert Selby states in *Designing Transformation In International Education* (2008), "if students gain significantly from the experience of being abroad but the benefit cannot be described or validated, then most program evaluations are really little more than measures of customer satisfaction" (p. 3).

Critical reflections upon learning and instructional guidance to transform that learning into action are especially important for pre-service teachers. Merryfield (2003) states, "teachers need face-to-face experiential learning with people different from themselves if they are to develop cross-cultural skills, knowledge and competence" (p. 146). Researchers conclude that experiences outside the traditional US classroom, those held in international contexts, help pre-service teachers explore the interactions between their own beliefs and those of others (Cushner and Mahon, 2002). Further, pre-service teachers who engage in a cognitive paradigm shift and modified thinking as a result of a reflective experience are most successful in incorporating that learning into successful classroom pedagogies (Cushner, 2009; Cushner and Mahon, 2002).

Summary

As this review has outlined, intercultural competence and transferrable social and workplace responsibilities and skills are goals of a 21st century education. The research presented illustrates the short- and long-term cognitive, behavioral and attitudinal learning and personal transformations that result from a study abroad experience can be translated into classroom pedagogy that leads to increased student success. Teachers are accountable for equipping future citizens and employees with 21st century education abilities, yet we know that many pre-service teachers are leaving preparation programs unable to adequately analyze issues from a global perspective and translate that reflection into culturally relevant pedagogy in the K-12 classroom. Using a reflective, culturally relevant curriculum during an overseas sojourn will engage California State University pre-service teachers in exercises, writing and dialog that develops their intercultural competence, contextualizes their overseas experience and encourages meaning making, for themselves and their future students.

CHAPTER THREE: METHODOLOGY

Introduction

This study examined whether a study abroad program with a stand-apart course curriculum based on experiential learning theory and culturally relevant pedagogy influenced students' intercultural competence. It focused on California State University pre-service teachers participating in a traditional, semester-long study abroad program during the fall 2011 term.

In this chapter, I discuss the study's research design, data collection methods and the means I employed to analyze the data. I then outline the steps I took to ensure the study was conducted ethically and the relevant issues involved. Finally, I discuss issues related to validity, credibility and trustworthiness.

Research Questions

The following research questions guided this study:

- Question 1: What do pre- and post-semester abroad Intercultural Development Inventory (IDI) survey results reveal about the intercultural competencies of the participants from each of the three groups?
 - Group A: Study abroad participants with curricular intervention
 - Group B: Study abroad participants with no curricular intervention
 - Group C: Home campus students who do not study abroad and do not receive curricular intervention
- Question 2: What do the participants from Group A say are the effects of a reflective, experiential curriculum on their study abroad experience?
 - Did the curricular intervention positively or negatively impact the level of competence achieved by the pre-service teachers in contrast to the control groups?
- Question 3: How do the pre-service teachers from Group A anticipate translating their overseas experiences into culturally relevant pedagogy they can share with their K-12 students?

(Please see Appendix A for Research Questions, Methods and Analysis Chart)

Design

This randomized experiment, mixed methods study measured the intercultural competence of pre-service teachers (Group A) engaged in an experiential, developmental curriculum both before and after a traditional, semester-long study abroad program using the v3 Intercultural Development Inventory (IDI) developed by Hammer (2003, 2011). Control groups made up of participants (pre-service teachers) who were studying abroad, yet did not receive the curriculum (Group B) as well as participants (pre-service teachers) who did not study abroad and did not receive the curriculum (Group C) also took the IDI at the start and conclusion of the fall 2011 term.

Group A	Group B	Group C
Studied Abroad Fall 2011	Studied Abroad Fall 2011	Remained on Home Campus
<ul style="list-style-type: none">• Pre- and post- semester IDI• Curricular Intervention	<ul style="list-style-type: none">• Pre- and post- semester IDI	<ul style="list-style-type: none">• Pre- and post- semester IDI

The 50-question (v3) IDI is a continuum-based psychometric tool that calculates an individual's orientations toward cultural differences, ranging from ethnocentric (denial, defense), transitional (minimization) to ethnorelative (acceptance and adaptation). To advance cognitive intercultural skills, introduce/reinforce culturally relevant pedagogy theory as well as engage the participants in reflective analysis of their overseas experience, I designed an experiential and developmental outcomes-based course to supplement the classes taken at the international host institution.

Mixed Methods Research Approach

Utilizing a transformative, concurrent mixed methods approach for my study afforded me the opportunity to capitalize on the strengths of both quantitative and qualitative methodology. A quantitative, quasi-experimental approach allowed me to statistically compare the Intercultural Development Inventory (IDI) scores of the pre- and

post-semester abroad assessments between the three participant groups in my study. According to Creswell (2009) when one group receives an intervention and the other does not, a researcher is able to determine if it is the intervention itself that influenced outcomes and not other factors. I sought to determine whether or not my experiential curriculum influenced different scores on the IDI scale, utilizing pre- and post-semester testing.

A qualitative approach unearthed rich details and descriptions of what the study abroad participants perceived to be the effects of the experiential-based curriculum and how they might use their learning in their forthcoming practice. Maxwell (2005) states that a major strength to qualitative research is the ability to analyze the process that led to the outcomes. Since the administration of the curriculum took place over the course of a semester, I was able to examine how my study participants arrived at their reflective conclusions over time and the meanings they attached to their experiences.

If I had administered the IDI survey to the students and only focused on the quantitative aspect of the design, I would not have been able to assess whether the learning objectives of the curriculum were achieved. Conversely, if I had only focused on the curricular intervention assessment through quantitative research methods, I would not have been able to assess statistically significant change in participants' intercultural competencies over the course of the semester.

Research Sites

The research sites for the study are part of the California State University (CSU) System. The California State University Schools of Education prepare roughly 60% of California's new teachers entering the field of education annually. Out of 22 universities within the system (not counting the Maritime Academy), 13 of the campuses offer either a

Bachelor of Arts (BA) or a Bachelor of Science (BS) in Education. Yet, students interested in pursuing a teaching career who attend the CSU programs can major in any subject as an undergraduate. Seven of the campuses not offering the BA or BS in Education offer students the option to declare Education as an emphasis within the structure of another declared major; for example English, in which students major in English and take courses aligned with teacher training. Out of the institutions identified for this study, only one (CSU-Long Beach) offers students the option of declaring education as an emphasis. The four others confer a Bachelor of Science or Bachelor of Arts in Education. The California Teacher Credential Program is typically a 2-semester program that incorporates coursework and teaching placements taken at the post-baccalaureate level and breaks down into the following: multiple subject (elementary education); single subject (junior high/high school); and special education (specific to an area within special education).

The campus programs that were identified were those that met the following requirements:

- have a significant number of students studying abroad annually (Open Doors, 2010; Open Doors, 2011);
- offer both multiple and single subject credentials as well as the Bilingual, Crosscultural, Language & Academic Development (BCLAD) coursework in at least one foreign language (Spanish, Cantonese, Khmer, Korean, Mandarin, Vietnamese, and Armenian); and
- have the closest proximity to and are natural teacher-feeder campuses for the largest school district in California: the Los Angeles Unified School District (LAUSD). According to 2009-2010 demographic information, the student population of LAUSD was 90.5% non-white.

Therefore, I recruited my study participants from the following campuses: CSU-Fullerton, CSU-Long Beach, San Diego State University (SDSU), Cal Poly San Luis Obispo and CSU-Northridge.

The Office of International Programs, housed within the Chancellor's Office of the California State University System, oversees a system-wide study abroad program that offers any CSU student the opportunity to study abroad for the same fees charged at the home campus. The campus study abroad offices offer fee-bearing programs to their respective populations that are different from the System programs. The students attending the fee-bearing programs differ from the students attending the System programs and supplemented the study in number, diversity of international locations, program design, etc.

Access to Population

During the spring 2011 semester, I requested permission to work with the CSU Office of International Programs and their fall 2011 study abroad students. I received approval shortly after the request was sent. Additionally, during the spring and summer of 2011, the directors of the CSU-Long Beach, SDSU, CSU-Fullerton, Cal Poly San Luis Obispo and CSU-Northridge study abroad offices were contacted via email to request permission to work with their fall 2011 study abroad participants. All but one campus responded to my request.

As requested by two offices, Memos of Understanding (Appendix B) outlining the nature and intent of the collaboration and the timeline to execute the project were submitted. The Memos outlined that students' participation in my course would not negatively effect the coursework or responsibilities the students had to their other courses. My course carried neither credit worth nor grade impact and only served to supplement student learning, not detract from the overall study abroad experience.

Research Participants

Using fall 2011 study abroad accepted applicant information provided by the California State University Chancellor's Office and campus study abroad offices, I asked the study abroad office professionals to send my recruitment email to all their participants. The recruitment email (Appendix C) went out to 822 fall 2011 study abroad students in August 2011. These undergraduate students met the criteria for admission to a study abroad program as determined by their home campus study abroad office or CSU International Programs Office. The criteria for application consisted of: letters of recommendation from faculty, foreign language proficiency form, official university transcripts, an applicant interview, a statement of purpose and minimum GPA requirements.

Out of the 822 students who received the recruitment email, 34 students from various CSU campuses expressed interest in participating, yet only 14 met the study requirements. Only those students from the five CSU campuses identified, who indicated they were interested in a K-12 teaching career, were selected to participate. Once eligibility criteria for the study were met, the 14 students were randomly and evenly divided into Group A or B. After this process concluded, I outlined the nature of the study, the benefits and risks associated with participating, the requirements for completion and the compensation for volunteer involvement in each respective group via consent form. All fourteen students were sent participant consent forms (Appendix D) via email. Seven out of seven Group A students and three out of the seven Group B students returned the consent forms. Ultimately, only two of the Group B students concluded the study, as the third participant dropped out at the end of the fall 2011 term.

The Group A participants were sent an iPad2. As a condition outlined in the consent form, the Group A participants would be allowed to keep the iPad2 if they completed all aspects of the study (See Appendix E). If the Group B participants completed all aspects of the study, they would receive a \$20 iTunes gift card. Additionally, the participants from Group B who completed all aspects of the study would be entered to into a drawing to receive an iPad2. One of the two students was randomly selected at the conclusion of the fall term and sent an iPad2 in spring 2012.

There were four females and three males in Group A. The participants ranged in age from 18-40 and were either Juniors or Seniors at their respective CSU campuses. Group A participants were pre-service teachers from CSU-Fullerton, SDSU or Cal Poly San Luis Obispo. Four of the seven participants indicated a desire to teach at the elementary level, while three indicated a desire to teach at the secondary level. Two of the Group A participants had previous study abroad experience prior to the fall 2011 term overseas. The names of the study volunteers in Group A were changed to pseudonyms to protect their anonymity. Table 3.1 provides a brief profile of each of the seven Group A participants.

Group A						
Sex	Age Range	Pseudonym	Home Campus	Year	Teaching Placement Desired	Previous Study Abroad?
Female	18-21	Becky	CSUF	Junior	Elementary	No
Female	18-21	Ava	CSUF	Senior	Secondary	No
Male	22-30	Marcus	SDSU	Junior	Secondary	Yes
Male	18-21	Joaquin	SDSU	Junior	Elementary	No
Female	31-40	Noelle	SDSU	Junior	Elementary	Yes
Male	18-21	Derek	Cal Poly	Junior	Elementary	No
Female	18-21	Olivia	CSFU	Senior	Secondary	No

Table 3.1 Group A Participant Profile

There were three females in Group B. The participants ranged in age from 18-30 and were either Juniors or Seniors from CSU-Long Beach. All three of the participants indicated a desire to teach at the secondary level. Two of the Group B participants had previously studied abroad prior to the fall 2011 term overseas. Participant #2 withdrew from the study at the end of the fall term. Table 3.2 provides a profile of each of the Group B participants.

Group B						
Sex	Age Range	Participant	Home Campus	Year	Teaching Placement Desired	Previous Study Abroad?
Female	18-21	#1	CSULB	Senior	Secondary	Yes
Female	18-21	#2* *Withdrew	CSULB	Junior	Secondary	No
Female	22-30	#3	CSULB	Senior	Secondary	Yes

Table 3.2 Group B Participant Profile

Additionally, study volunteers from CSU-Northridge not studying abroad during the fall 2011 term yet enrolled in ELPS 203-Urban Education in American Society served as the third control group participants, Group C. Urban Education in American Society is an introductory course for CSU-Northridge students interested in assessing issues plaguing multicultural schools in the US. The course enrollment was made up of students intending to teach post baccalaureate. Following the start of the fall term, I made a personal visit to the ELPS-203 class at the CSU-Northridge campus. Following a recruitment script (Appendix F), I outlined the nature of the study and asked all 24 members of the class to email me if they were interested in participating. I received 14 responses from interested students. Consent forms outlining the benefits and risks associated with participating, the requirements for completion and the compensation for volunteer involvement (\$20 iTunes gift card) were sent to all 14 students, yet only 12 returned the forms.

There were eleven females and one male in Group C. Eight of the participants ranged in age from 18-21; three ranged in age from 22-30; and one ranged in age from 31-40. Two Group C participants were Sophomores, eight were Juniors and two were Seniors. All 12 students in Group C indicated a desire to teach at the elementary level. None of the volunteers in Group C had previous study abroad experience.

Data Collection

Data was derived from various collection methods, such as: the pre- and post-semester abroad IDI questionnaires; structured exercises/questions in the form of weekly responses to curriculum protocol; a culminating essay question prompt; and a post-sojourn focus group session.

Pre- and post-semester abroad IDI questionnaire

The Intercultural Development Inventory (IDI) was chosen as the pre- and post-semester abroad intercultural competency assessment instrument for a number of reasons and strengths: 1. The instrument has been validity tested (Hammer, Bennett and Wiseman, 2003; and Paige, Jacobs-Cassuto, Yershova and DeJaeghere, 2003; Hammer, 2011); 2. It has been widely used in the field of study abroad to assess students' pre- and post- semester abroad intercultural competency growth (Anderson, 2006; Medina-Lopez Portillo, 2004; and Pedersen, 2010; Vande Berg, 2009); and 3. The psychometric tool can pinpoint the stage of a person's intercultural sensitivity along the *Developmental Model of Intercultural Sensitivity* (DMIS) continuum (Bennett, 1993; Hammer, 2011). In addition to intercultural competency information, demographic and customized variable information was collected from each study participant.

IDI Demographic Variables	Additional, Customized Variables
<ul style="list-style-type: none"> • Gender • Age • Total amount of time lived in another country • Education level • Which world region participant primarily lived in during formative years (0-18 years of age) • Ethnic minority status in home country • Country of citizenship 	<ul style="list-style-type: none"> • Year in undergraduate program (Freshmen, Sophomore, Junior, Senior) • Level of teaching placement desired (Elementary, Secondary) • Previous study abroad experience • Number of Languages spoken • Previous race/culture coursework

After the study participants for each group were identified and consent forms returned, I administered the IDI electronically to all, both before and after the fall 2011 term. The survey took 20-30 minutes to complete. Each individual study participant was given a unique identifier associated with his/her survey and group designation. Data was input into SPSS in order to run statistical tests at the conclusion of the fall 2011 term.

Individual feedback profiles for each student were generated and confidentially retained. Following the conclusion of the study, each participant received a customized IDI profile summary with suggestions as to how to move further along the intercultural continuum (See Appendix G for IDI Individual Profile Report sample summary).

Structured weekly writing responses/developmental exercises

The course curriculum involved reflective journal writing and engagement in culturally appropriate experiences shaped by experiential learning theory, intercultural competency theory and culturally relevant pedagogy theory. I designed the curriculum based on the “Principles of Good Practice” set forth by the National Society for Experiential Education: intention, authenticity, planning, clarity, monitoring and assessment, reflection, evaluation and acknowledgement (NSEE, 2010 website:

http://www.nsee.org/about_us.htm#sop). The purpose of the course was to increase

students' intercultural competence: the ability to shift cultural perspective and adapt behavior to cultural differences and commonalities (See Appendix H for Course Outline).

The curriculum was intentionally structured to follow progression along the DMIS continuum. Assuming that many of the study participants would be inexperienced in intercultural competence and the fact that the majority of individuals who have taken the IDI in the past tend to place on the left to middle side of the spectrum, ranging from denial to minimization (Personal Discussion with Dr. Mitchell Hammer, IDI designer, April 1, 2011), it was crucial for me to design the curriculum to move the participants closer to the ethnorelative or intercultural mindset at the right hand side of the spectrum. Therefore, developmental activities were designed to build off skills learned and interpreted in early weeks so as to challenge participants to move closer to acceptance/adaptation in later weeks.

At the beginning of the term, assignments were structured to challenge students to reflect on issues/characteristics/thought processes typical of denial, polarization and minimization orientations. As the semester progressed, fewer and fewer assignments focused on denial, polarization and minimization and moved into discussions of issues/characteristics/thought processes typical for those in acceptance or adaptation orientation. The participants were asked to complete three relatively short exercises per week. Some required journaling and personal reflection and some required students to find creative mediums to address the developmental task (take photos, write poetry, etc.). Periodically throughout the term, students were asked to read selected works on culturally relevant pedagogy or engage in culturally relevant developmental exercises (See Appendix I for Course Curriculum Grid). Fowler (1995) states that open-ended prompts give

respondents the opportunity to respond to questions in narrative form and in their own words. This method can generate systematic information about complicated situations that cannot be ascertained through closed-ended questions or surveys.

As each student in Group A began his/her fall 2011 semester abroad on a different timetable, I uploaded weekly course assignments (Appendix J) to a "Course Materials" folder on Box.net, an online data management and storage system, on Sundays corresponding to the appropriate week for each participant. Each participant had secure access to his/her "Course Materials" folder. Throughout the semester abroad, participants from Group A responded in writing or other creative medium (via the iPad2 or computer) to questions/exercises and uploaded their responses to secure, private, uniquely identified week-specific folders on Box.net.

Short Essay Prompt

At the conclusion of the semester, I asked the participants from Group A and B to write short essays addressing how they intend to use their learning in their forthcoming teaching practice. In addition, the respondents from Group A were asked to reflect upon how they felt they interacted with the curriculum. Responses from the Group A participants were uploaded to Box.net. Group B students emailed their essays directly to me. The essay prompts in week 15 encouraged the participants to not only assess their collective learning over the course of the semester and their level of participation with the curriculum (Group A), but also articulate pedagogical approaches they may employ in multicultural classroom instruction in the future (Groups A and B) (See Appendix K for Short Essay Prompts).

Post-Sojourn Focus Group

Shortly after the Group A students concluded the fall 2011 term, five participants volunteered to participate a 30-minute focus group/feedback session via Fuze Meeting. Two focus group session dates were posted and the volunteers chose the date that worked best with their schedules. Two male students (Marcus and Joaquin) participated in the first focus group and three female students (Olivia, Noelle and Ava) participated in the second. Fuze Meeting was selected as the online medium to host the meeting as it allowed for participants to join the face-to-face meeting remotely. Unlike Skype, Fuze Meeting allowed for the online session to be recorded. This function was employed during the two focus groups so as to capture all responses and aid in transcription. The focus group provided students the opportunity to debrief about their experience and discuss perspectives gained or lessons learned during their time abroad (See Appendix L for Focus Group Protocol).

Data Analysis

Pre- and post-semester abroad IDI questionnaire

To quantify if change occurred in students' cultural sensitivities and address research question one, I aggregated the survey data of the IDI in-depth graphic profile generated for each participant (Groups A, B and C). The pre- and post-survey results were analyzed using paired sample t-tests and ANOVA statistical tests to account for differences (or lack of differences) achieved over time and between the three groups.

Structured weekly writing responses/developmental exercises

As the participants submitted the weekly experiential and culturally relevant pedagogy responses to Box.net, I documented completion of assignments in a spreadsheet.

There were 42 total assignments and the Group A average completed response rate was 96.2%.

Group A Participant	# of Assignments Completed out of 42	Assignment % Completion Rate
Becky	42	100%
Ava	37	88%
Marcus	42	100%
Joaquin	42	100%
Noelle	41	97.6%
Derek	41	97.6%
Olivia	38	90%

Table 3.3 Group A Response Rate to Curricular Exercises

The individual weekly responses were analyzed and coded for themes using the DMIS developmental continuum, which theoretically grounds the IDI (See Appendix M for IDI Continuum Diagram).

Short Essay Prompt

At the conclusion of the study abroad semester, I asked the participants from Group A and B to write short essays outlining how they intend to use their study abroad experience (and the curriculum) to positively impact the pedagogy used in their K-12 classroom. This activity addressed answering research question three. When analyzing the student essays, I drew upon Ladson-Billing’s culturally relevant pedagogy theoretical framework (high expectations of all students, positive cultural identity, and critical consciousness) and the definition of intercultural competence to determine if students from Group A had internalized and reflected upon the lessons illustrated by the experiential curriculum. Again, my assessment notes were recorded for each individual student on a spreadsheet and later used to draw conclusions.

Additionally, participants from Group A were asked to assess their own involvement with the curriculum and their commitment to completing the exercises. Assessment notes were recorded and later used to draw conclusions.

Post-Sojourn Focus Group

Finally, the focus group transcriptions and notes were analyzed and coded using the intercultural competency continuum and Ladson-Billings' framework so as to add further triangulated data to the study. This analysis exercise allowed me to further answer the third research question.

Ethical Considerations

All study participants, regardless of group assignment (A, B or C) were informed that their participation was completely voluntary and they could withdraw from the study at any time without penalty. Students were told that I, as the primary researcher involved in the study, would maintain confidentiality and be the only person reading/reviewing course assignments, reading the results of the IDI assessment and coding the results and conducting and reviewing the focus group sessions. Pseudonyms were used for participants in Group A and generic participant designations were used for students in Groups B and C when drawing and writing conclusions about growth and development in subsequent chapters. All study materials (including the study participant recruitment flyer/email, the IDI questionnaire, the course outline, syllabus and assignments and follow-up post study abroad focus group protocol) were submitted to the Office for Protection of Research Subjects (OPRS) prior to the start of the study for approval.

One ethical issue I needed to address in my study was participant reaction to the IDI questions and placement on the IDI continuum. The instrument questions ask the survey

taker to personally address issues, actions, thoughts and feelings regarding culturally sensitive issues. The participants may feel uncomfortable self-analyzing and choosing a response. They might then feel insecure about their placement on the IDI continuum. For example, they might believe themselves to be more culturally sensitive than what the instrument assesses. This could lead to deficiency/negative thoughts. To address this concern, I was very forthright about the IDI as an assessment tool and how participants might emotionally respond. To further address this concern, I put together a comprehensive profile summary for each Group A participant. I outlined their initial position along the continuum and also their final position. This allowed for me to outline growth that occurred over the course of the semester. When students were told of their growth along the continuum, it served to defuse any deficiency/negative thoughts.

Validity, Credibility and Trustworthiness

To address threats to internal validity in my study, I state my student learning outcomes hypothesis here and outline what I used as design controls. Next, I outline the validity and reliability of the IDI. In order to address issues of credibility, I state my professional, theoretical, data interpretation researcher biases up front.

Threats to Internal Validity

To address the threat of internal validity, I hypothesized the following:

1. I expected to see statistically significant change on the IDI scale (in the direction of ethnorelativism) from the participants that studied abroad and engaged in my experiential curriculum (Group A). I believed the experiential, reflective component of the custom designed course would engage students in metacognition that will translate into greater ethnorelativism and intercultural competence.
2. Additionally, with the structured assignments and the readings about culturally relevant pedagogy, I anticipated that participants from Group A would articulate examples of how they intended to incorporate study abroad lessons and culturally sensitive teaching/learning techniques into their K-12 classroom.

To address this threat to internal validity, I designed controls to deal with both expected and unexpected outcomes. I designed the study to have two control groups: Group B--Study abroad participants with no curricular intervention and Group C--Home campus students who did not study abroad and did not participate in my course. In comparing and contrasting the IDI pre- and post-test scores of these two control groups in contrast to Group A (treatment group), I drew statistically significant conclusions about the effectiveness of my curriculum.

To address the validity of the IDI instrument, Hammer, Bennett and Wiseman (2003) ran factor/reliability analyses and construct validity tests. The confirmatory factor analysis of the instrument was conducted to ascertain whether or not the DMIS model was an appropriate “fit” with the data collected (p. 432). The researchers statistically found that there was a more adequate “fit” associated with the five-dimension version of the test rather than the originally proposed seven-dimension version. The authors used computations based on the ratio of chi-square to degrees of freedom; Jöreskog and Sörbom’s goodness-of-fit index (GFI); and the root mean-square residual (RMR) to arrive at their conclusions (Hammer, et. al, 2003). The validity of the IDI was further tested through interviews conducted with people from diverse cultures and also by raters and a panel of experts who helped the scholars in phase one of the development of the model. Further, the scholars examined the relationship of the respondents’ scores for the five dimensions of the IDI to the Worldmindedness and Intercultural Anxiety scales, both theoretically tested scales developed by Shaw and Wright and Stephen and Stephen, respectively (Hammer, et al., 2003). The results confirmed the postulated relationships among the IDI scales and the two validation measures. Finally, the scholars tested the instrument for biases related to

gender, age, education level and social desirability. In all cases, the test was found to have no significant correlations to any and can be confirmed to be unbiased (See Appendix N for Statistical Analysis of IDI). Hammer (2011) conducted additional cross-cultural validity testing of the IDI. Results of the further testing confirm previous research and also support the modification that Minimization be considered a transitional orientation rather than a monocultural orientation.

Threats to Credibility

I have collegial relationships with the Director of the Office of International Programs at the California State University Chancellor's Office, a few of the study abroad directors/coordinators at the CSU campuses and Dr. Rosalind Rabi, CSU-Northridge faculty and instructor of ELPS 203-Urban Education in American Society. I have collaborated with these individuals on the following: NAFSA regional/national conference presentations; "fireside" chats during CalAbroad: Study Abroad for California meetings; and the recent Lessons from Abroad Conferences held on the Chapman University campus in November 2010 and 2011. Additionally, I served as consultant to the CSU-Long Beach study abroad director on policies and procedures related to study abroad and faculty-led programs. Yet, these relationships did not provide either advantage or disadvantage when recruiting study participants. All study abroad students from the CSU programs identified were contacted by their respective study abroad office advisors and asked to contact me directly if interested in participating in the study.

I have been working in the field of international education (study abroad) for almost two decades and have developed my own theories about the transferability of student learning outcomes. I believe that study abroad has the ability to have a transformational

impact on a participant and the lessons learned abroad can and should be integrated into post-graduate employment positions, regardless of chosen career or profession. To address my researcher bias regarding student learning outcomes and the qualitative aspect of my study, I grounded my curriculum in the principles of experiential learning theory, intercultural competency theory and culturally relevant pedagogy theory. Using the salient literature to frame my course assignments, I present an unbiased case for the affects of reflection to reduce the negative consequences of my own values, expectations and assumptions.

To ensure the coding of my data maintained a high level of credibility, I used an established theoretical concept and competency achievement model. By drawing from the definition of culturally relevant pedagogy as defined by Ladson-Billings and the intercultural competency continuum design by Hammer, Bennett and Wiseman (2003), I maintained consistency in coding Group A participants' responses to curricular assignments. This ensured systematic data analysis and reduces reactivity.

The prolonged nature of my study (over the course of an entire academic semester) lent further credibility, as I was able to have a longitudinal and deeper understanding of the phenomena I was studying. Over the course of the fall 2011 term, the Group A participants had the opportunity to "settle-in" to their overseas environments and generate responses to the curriculum that mirrored their "natural responses". As trust between researcher and respondent grew, it was less likely that Group A participants would engage in "socially desirable responses", yet evidence of this is presented in Chapter Four.

Summary

This study employed a mixed method approach to ascertain whether pre-service teachers' intercultural competency was enhanced through a study abroad semester in tandem with a purposeful, reflective, experiential curriculum. Additionally, the study challenged participants to reflect upon how culturally relevant pedagogy could be infused into K-12 instructional practices. Using both quantitative and qualitative methods was the only way to elucidate the kind of data that would answer my research questions.

CHAPTER FOUR: FINDINGS

Overview

This study used a randomized experimental, mixed methods approach to examine whether a stand-apart course curriculum based on experiential learning theory and culturally relevant pedagogy influenced students' intercultural competence within the context of a study abroad semester. The methods employed allowed the researcher to measure the intercultural competence of pre-service teachers (Group A) engaged in an experiential, developmental curriculum both before and after a traditional, semester-long study abroad program using the Intercultural Development Inventory (IDI) developed by Hammer and Bennett (1998, 2011). Control groups made up of participants (pre-service teachers) who studied abroad, yet did not receive the curriculum (Group B) as well as participants (pre-service teachers) who did not study abroad and did not receive the curriculum (Group C) took the v3 IDI at the start and conclusion of the fall 2011 term. Qualitative and quantitative data sources were analyzed to determine if reasonable summations and conclusions could be made about the intercultural growth and development of the students engaged in the curriculum versus the participants in two control groups.

Thus, the following research questions guided my study:

- Question 1: What do pre- and post-semester abroad Intercultural Development Inventory (IDI) survey results reveal about the intercultural competencies of the participants from each of the three groups?
 - Group A: Study abroad participants with curricular intervention
 - Group B: Study abroad participants with no curricular intervention
 - Group C: Home campus students who do not study abroad and do not receive curricular intervention

- Question 2: What do the participants from Group A say are the effects of a reflective, experiential curriculum on their study abroad experience?
 - Did the curricular intervention positively or negatively impact the level of competence achieved by the pre-service teachers in contrast to the control groups?
- Question 3: How do the pre-service teachers from Group A anticipate translating their overseas experiences into culturally relevant pedagogy they can share with their K-12 students?

To answer these questions, I worked with 22 pre-service teachers enrolled as undergraduate students at five California State University campuses in close proximity to Los Angeles over the course of the fall 2011 semester and January and February of the spring 2012 semester. As outlined in chapter three, the participants were grouped accordingly:

Group Assignment	# of Participants in Group	CSU Campuses Represented within Group
A (abroad with curriculum)	7	SDSU, CSUF, Cal Poly SLO
B (abroad without curriculum)	2	CSULB
C (remained home without curriculum)	12	CSUN

The names of the study volunteers in Group A were changed to pseudonyms to protect their anonymity. As outlined in chapter three, the Group A participants were:

Pseudonym	Home Campus	Year	Teaching Placement Desired
Becky	CSUF	Junior	Elementary
Ava	CSUF	Senior	Secondary
Marcus	SDSU	Junior	Secondary
Joaquin	SDSU	Junior	Elementary
Noelle	SDSU	Junior	Elementary
Derek	Cal Poly	Junior	Elementary
Olivia	CSFU	Senior	Secondary

All of the quotes are presented as the Group A study volunteers wrote and submitted them. No changes have been made to the quotes by the researcher to correct

spelling or grammatical errors. The names of the countries and/or languages spoken in those countries have been withheld so as to further make individual participant identification more difficult. The words [host country] or [host country language] have been inserted into the participant quotes where necessary.

The findings are presented in four sections in this chapter. To set the stage for answering research questions two and three, responses Group A participants made throughout the fall term to the assignments dispensed via Box.net are offered. The first section begins with the participants' articulated baseline goals in response to what they hoped to achieve during their term abroad. Additionally, examples of participants' responses to various DMIS developmental curricular exercises are reviewed. The next section addresses the effects the experiential curriculum had on the Group A participants' experience. The third section outlines how the participants articulated translating their overseas learning into culturally relevant pedagogy in their future classrooms. Extensive review of the written reflections submitted throughout the fall 2011 term and responses made during the focus group sessions make up the vast majority of sections one, two and three. To address research question one, the fourth section first introduces the pre- and post-semester Intercultural Development Inventory (IDI) profile of all the groups and then the individual Group A participants. A descriptive and statistical discussion of the pre- and post-semester IDI group results as well as analysis of the pre- and post-semester Group A IDI scores are presented. Finally, the findings are summarized at the end of the chapter.

Section I: Group A Responses to the Curriculum

Over the course of the fall 2011 term, participants were challenged to reflect upon their overseas environment, experiences and reactions to cultural phenomena. Participant responses to tasks aligned with DMIS orientations that coincided with certain weeks throughout the term are highlighted. The weekly exercises were ordered to move the participants along the DMIS continuum (See Appendix M) toward a more ethnorelative/intercultural mindset. The prompts encouraged the participants to think cognitively about their interactions with different “worldviews” yet metacognition was only achieved when the individual participants construed different worldviews and adjusted cultural understanding at each stage on the continuum. The replies presented suggest the participant’s potential intercultural learning and growth within or past the DMIS orientation associated with the task. Additionally, responses that highlight the participant’s struggles to grapple with cultural differences and similarities are presented.

Baseline Responses

Just prior to departure or shortly after arrival in the host country, the participants in Group A were asked, “What do you hope to learn personally and academically as a result of being abroad? What are your goals both inside and outside the classroom?” The Group A respondents almost unanimously responded that they wanted to learn the host country culture, both within and outside an academic context.

The response Becky submitted typified the group consensus around the topic of what students hoped to learn both personally and academically as a result of being overseas: “I hope to learn the differences and similarities of the [host country] and American education system have. I would also really like to learn more about the different

perceptions and attitudes practiced in the [host country] education system.” Joaquin reflected upon the different teaching styles that his faculty might use and how that might help shape his own teaching methods once he enters the classroom as a teacher. Marcus was interested in learning “how the European academic structure works” and how he could be “an active student in multicultural conversations.” Olivia noted that “since I plan on teaching in the art field, I hope to learn and gain as much wisdom and technique possible from my professors at the CSU Campus and the [host country campus].” Noting that there might be differences they could learn from, the respondents put emphasis on understanding and adapting to the anticipated teaching methods their overseas faculty might employ.

In addition to learning about the culture from their faculty’s pedagogy and within the structure of their coursework, the participants were interested in learning to speak the host country’s language. While all of the Group A participants were studying in countries where English was not the national language, five of the seven participants specifically mentioned language acquisition as a means to understand culture. Olivia was particularly interested in learning “how to more effectively communicate with people from different cultures and backgrounds”, while Noelle noted, “I hope to perfect my day to day [host country language] as well as observe both spoken and unspoken cultural aspects.” Interestingly, researchers have not discovered a link between knowing more than one language and intercultural sensitivity (Bhawuk and Brislin, 1992).

On the personal level, the Group A participants were interested in networking, building relationships and making friends. Joaquin recognized that he had “the opportunity to build great connections with many people from the entire world. Building

connections...maybe equally important in [host country] as academics themselves.” Noelle articulated how two decisions she made upon arrival would contribute to building relationships: “I’ve selected to live with a family and will begin attending a church this weekend. These two choices will give me relationships opportunities.” Ava also noted that she wanted to accomplish the following:

...make tight knit relationships with the [host country] people. I personally expect to learn to be more independent and outgoing seeing this is my first time away from home. I expect to learn to live on my own and meet more people.

As Ava articulated in the preceding statement, the notion of becoming more independent was another goal among the group. Olivia said, “I want to find growth within myself and have a clearer idea of what it is I want from this life.” Becky, echoed this sentiment when she said, “I would personally like to become more independent.” Often, study abroad students articulate a desire to gain independence as a result of being outside their comfort zones and home environments. Prior to departure, students often discuss how parents and friends influence their sense of confidence and comfort with accomplishing independent tasks and often evidence of growth and development is presented following return from a study abroad sojourn.

Polarization (Defense) Orientation Exercise Responses: Week Four

In week four, the participants in Group A were asked to think about and write a few paragraphs explaining how they were adapting to new situations and cultural differences and practices in their host countries. The exercise was aligned with challenges that a person would face if in the Polarization/Defense orientation, a judgmental stance putting emphasis on dichotomous views of “us” versus “them.” In Defense, individuals are likely to have a more critical view of another culture, while taking a less critical view toward their

own culture. The exercise asked the students to contemplate means to resolve their concerns and/or worries, thus attempting to move their thinking past the Polarization mindset.

Many of the students in Group A noted they were meeting and making new friends and getting used to the different teaching and educational styles presented in their new classrooms. While these were goals established at the onset of the semester, the participants ruminated about the challenges of both. Ava stated, "I don't think that upon my arrival I was prepared for all the challenges that were to take place...some of the courses have turned out to be more rigorous than I expected and have hit me full speed...meeting people has been a worry for me." Becky echoed Ava's sentiments: "I have met a lot of new people and become friends with a handful of them. One thing that is challenging is getting used to the different teaching styles my teachers have."

Yet both of these students ended their journal entries by noting they felt capable of resolving their fears and concerns. As Ava explained:

My worries, I know, will be resolved with time. Perhaps with a wonderful outcome, or maybe with a horrible one, regardless I am working to make this experience a good one putting the worries aside and embracing the time I have with this country and all its beauty.

And Becky submitted:

I am keeping an open mind about everything and figuring out solutions when needed...There are some major differences in culture here, but there are some things that are similar, things that I thought would be different.

These students demonstrated growth past the Defense orientation by acknowledging challenges while proposing solutions.

Olivia, Marcus and Joaquin wrote positively and negatively about communicating effectively in a foreign language. Olivia appeared to struggle less than the young men and

noted, "The language barrier makes it a bit difficult at times but most of the time it is resolved with hand gestures and simple language." Yet Marcus and Joaquin expressed feelings of frustration and embarrassment about not being able to communicate as successfully. Marcus said:

I find myself embarrassed more times than not when I'm trying to express what I want to say in [host country language]. It's kind of a helpless feeling...I don't want to fall into the comfort of just being able to speak English...I'm worried because I want to learn to talk in the language but I feel since so much English is being spoken, I might lose the language immersion effect.

Marcus went on to make comparisons between himself and his host country peers' ease with communication when he stated, "When I'm in a crowd of [host country nationals] and the conversation is all in [host country language], I want to contribute to them instead of just standing silent and trying to decipher every word that's being spoken." Yet, at the end of his journal response, Marcus noted that he was taking steps to resolve his frustration by making flashcards to help him advance his vocabulary acquisition.

Joaquin expressed the most negative feelings in his journal response, particularly focusing on language and cultural differences:

The biggest challenge that I have faced has been communicating with people. I do not speak [host country language] and I would guess that 98 percent of the [host country] people that I have come across in [host country] do not speak English. Not being able to speak [host country language] has been made normally mundane tasks such as taking a cab, or ordering food very challenging.

Like Marcus, Joaquin compared a cultural difference in his week four reflection, yet ended his journal entry not knowing whether he would get past his negative sentiment and enjoy his host country:

What makes this the most frustrating is that you can never go a day without experience stares. The staring happens everywhere that you go, it is not an occurrence in small towns where foreigners go. It is a constant occurrence on the bus, subway, stores, restaurants etc. My biggest worry is that I will leave [host

country] with resentment because I have not enjoyed my experience thus far. I would hate to get on a plane heading home thinking 'I'm glad to be out of [host country], I never want to go back.' The reality though is that to this point that is exactly how I feel about being here and that really worries me. I try to keep an open mind and remind myself that once I feel comfortable is when I will truly enjoy what this country has to offer.

Unlike Becky and Ava, Joaquin did not demonstrate growth past the Defense orientation by acknowledging challenges while proposing solutions. During this week, he remained encamped in Defense orientation thoughts/tendencies and struggled to see how his own cognition and attitudes about cultural differences could help him move past the orientation.

Polarization (Reversal) Orientation Exercise Responses: Week Eight

Mid-way through the semester, in week eight, Group A participants were asked to respond to the following developmental prompt:

Some students who have been in-country awhile report feelings of “going native”—the sense that you belong more to the host country culture than you do your own culture. Answer the following questions: 1. Have you experienced this feeling? If so, has your behavior changed? How?; and 2. Does this make you comfortable or uncomfortable?

This exercise, developed to address orientations in Polarization (Reversal), was presented to the participants to elicit responses as to whether they were more critical of their own culture and less critical of the other culture. By addressing comfort levels with the new culture, the participants were again being challenged to reconcile their current orientations and move past the monocultural frame.

Four of the seven participants noted they had experienced the feeling of “going native,” highlighting that they were picking up new traits or behaviors typically associated with their perception of the host culture. Noelle said, “I find myself frustrated by the very same observations made by tourists that I may have made my first week in-country.” She

expressed satisfaction with “the protest holidays that seem to be frequent here” and noted, “I am growing to enjoy the afternoon rest/siesta.” Ava expressed:

For once in my life, I feel like everything is right where it needs to be and I am there with it all, enjoying it. I am far more outgoing here and less inclined to hide behind others...I would not trade this experience for anything in the world.

Derek’s response to the prompt was similar to what Noelle and Ava articulated: “...I’ve definitely grown acquainted with everything...me and my friend constantly found ourselves referring to [host country] as our Home.” Yet, Derek typified the Polarization (Reversal) orientation, having an overly critical view of his own culture while having an uncritical view of a new culture, when he went on to note, “The US, as amazing as the locals in [host country] say it is, is something that we feel will be very boring upon return.”

Both Marcus and Olivia outlined how they were adapting to the new culture by purchasing a bicycle to commute around town (Olivia) and picking up new traits and ideas (Marcus), but both said they still felt as though they were not part of the local culture. Olivia, for example, commented, “I do not feel like I belong to this culture more than any other culture, I simply feel that I can fit into this culture and embrace it without much difficulty.” Marcus concurred, “I do not feel as if it’s the feeling of ‘going native’ ...a person will feel a sense of belonging given the right amount of time, even if it’s in their own culture or in another.”

Joaquin on the other hand did not feel as though he was experiencing the feeling of “going native” and submitted the following during week eight:

I do not believe that I have experienced a feeling of going native. I have experienced the going native feeling while abroad in another country but I have not had the same feeling here in [host country]. I am definitely comfortable with the fact that I have not gone native primarily because I do not think that it would be possible for me to ever feel native. I believe a lot of it has to do with people here not being very accepting. A multitude of factors lead me to believe that it would be improbable to

feel native here. That includes the language barrier and the cultural barrier. I do not speak the language and I do not believe that people in my host country are very accepting of other cultures. That being said, you could never feel like a native because you would not be treated as one by the natives.

While Joaquin addressed his own comfort level with the new culture, he struggled to reconcile his current orientation and move past the monocultural frame. He continued to use a great deal of “us vs. them” comparisons in his writing and assumed a judgmental stance toward his host culture when assessing their “acceptance” abilities.

Minimization Orientation Exercise Responses: Weeks Nine and Ten

Nearing the two-thirds completion point in the semester, the Group A participants were asked to conduct two listening exercises. During week nine, the students were asked to attend a cultural event/site in their host city and do an hour’s worth of observing and listening. The assignment asked students to restrict their verbal interactions and pay close attention to non-verbal cultural cues. The exercise challenged the participants to reflect upon how it felt to be observational and silent as well as what they gleaned from their own observations.

Additionally, during week ten, the participants were asked to interview one of their professors and inquire as to whether that faculty member had made any accommodations for culturally different students in his/her classroom. The reflective component associated with this task directed students to inquire as to whether accommodations had been made and if so, why or why not.

These two assignments encouraged the participants to look beyond cultural commonalities and universal values in order to gain a deeper understanding of cultural differences. Additionally, participants’ listening skills and ability to maintain a nonjudgmental interaction posture, two skills associated with Minimization orientation

were tested. Minimization is often referred to as a “transitional orientation” and when one is in the Minimization orientation, the tendency is to recognize and respond to cultural commonalities but feel challenged by complex cultural differences. One needs to develop a deeper understanding of the value and behavior patterns of another cultural community in order to move past the transitional orientation and into an intercultural orientation.

At this stage in the semester, the curricular exercises were likely becoming more challenging for the participants. Initially, the Group A participants collectively placed themselves on the IDI continuum in Minimization orientation. Therefore, any subsequent challenges centered on moving through Minimization and into Acceptance and Adaptation would likely pose great challenge and could cause the participants to reject movement or revert back to earlier developmental stages. Evidence of the challenges the participants faced is provided and contextualized.

One theme that emerged from the observational event/site assignment was that the participants found it challenging to be silent and not ask questions about what was taking place. This could be due to the fact that students in the US are often encouraged to ask questions in class when they require more context or information to understand a topic, issue or phenomenon. In the case of the exercise, the onus was placed on the participants to test assumptions and draw conclusions without the ability to raise their hand and ask a question. While the participants believed the assignment was difficult, they articulated an acknowledgment of the benefits of the challenge. Joaquin captured the sentiment of the group and wrote that he “initially felt awkward and slightly uncomfortable not being able to speak to anyone.” Yet, he went on to say that the silence gave him an opportunity to focus on the task at hand: “If I were able to speak with people at the [cultural site] I think

that it would have been easy for me to lose track and get into a conversation that was irrelevant to my task.” He ended his journal entry by stating that the exercise “allowed me to witness the entire process of the [cultural event]” and “provided me with a perspective that differed from what I am used to.”

Becky learned that non-verbal cues were very important and made a correlation as to what it might be like for a student with autism in her future classroom:

...it got me thinking about how a person with autism might feel when they are not able to read non-verbal cues. They would have a lot of trouble figuring out what someone is trying to say because they take everything so literally.

In response to the faculty interview, two participants mentioned that their faculty made accommodations for students of different backgrounds. The participants speculated the faculty did so because they acknowledged the challenges that a different system might present to someone new to the culture. After discussing the interview questions with their faculty, Becky and Derek said their teachers were cognizant of the fact that students from different cultures may struggle in a new/different system. Therefore, their respective teachers felt it was his/her academic/pedagogical responsibility to make adjustments.

The remaining five participants noted that their teachers did not make accommodations for students of different backgrounds. Two weeks prior to the faculty interview assignment, participants learned about new pedagogical methods via the culturally responsive pedagogy readings inserted into the curriculum and likely understood/internalized that instruction could be delivered differently. Two participants were surprised by their observations and discussions with their faculty because having read about the different methodologies, could not understand why teachers would not engage in the practice. As evidenced below, it is likely Olivia and Marcus were still resolving

leftover Polarization stage sentiments because of the “us vs. them” nature of their week ten responses. While they were tasked with asking if differences in pedagogical styles existed, they both submitted responses that remained critical of the difference and didn’t move past the judgment to rationalization and deeper understanding of the practice.

Olivia summarized the response she received from a 20-year veteran faculty member by stating that the faculty member did not make any accommodations for students unless the students proved to be hardworking and passionate. Olivia mentioned her teacher did not adapt his pedagogy to consider a language barrier and suggested he did not “coddle” the students to make them feel better. Olivia pointed out the faculty member expected the students to communicate with him through their art. She ended her response by noting her teacher intended to treat all his students the same.

Marcus, amazed by a lack of accommodation, contrasted the culturally relevant pedagogy readings interwoven in the study and wrote about his faculty member’s practice:

The answer I received was a little surprising since the answer was no. Given the past readings we’ve had in this project was enlightening to be able to contrast it. It was a good wake up call to hear to hear this prospective of teaching and what some teachers actually do rather than should do.

Acceptance Orientation Exercise Responses: Week Thirteen

Just prior to the conclusion of the semester, the Group A participants were asked to demonstrate tolerance of ambiguity and cognitive flexibility, skills associated with the Acceptance orientation, by submitting a response to the following:

Write a letter to a loved one(s) back in the US (i.e. a friend, your significant other, your parents, grandparents, etc.) Describe what might be the toughest challenge you will face as you integrate back into your “normal” US life. Why would this be challenging?

Ava and Olivia expressed resentment about leaving their new “home” and having to integrate back into the perceived fast-paced American lifestyle. Ava wrote, “I will be beyond depressed about leaving what I now consider my home. I know it will take great effort to assimilate myself back into the American hustle and bustle.” Olivia concurred, “I will also miss the new home and friends that I’ve made here. It will be difficult to go back into my fast paced routine.” Olivia continued; “There is an easygoing energy in the way that [host culture people] live life. I have become accustomed to a kind of freedom that I have never felt before.” These types of responses are typical of study abroad students as they acknowledge they must return to their home country after having been immersed in another culture and developed an affinity for and attachment to it.

Many of the students commented about the friends they made and will miss as well as the cultural traits of the people they befriended. Joaquin, the participant at the beginning of the semester who worried that he would not adapt to his host culture, captured the spirit of the group by noting:

I think the biggest challenge that I will face when going back is not being around all of the incredible people that I have met...While we have only spent more than three months together, I consider them some of my best friends...The people I have met here have a certain genuine kindness which is part of the reason I have grown so close to them in such a short amount of time.

As many of the Group A participants noted in their baseline responses, making friends and widening networks was a goal. Thus, it is understood why it would be challenging to leave those new acquaintances and support networks. The study abroad student is thrust into unfamiliar circumstances and surroundings and often develops friendships quickly so as to normalize and stabilize the foreign environment. Students often rely on newly formed friendships and bonds to make sense of the shared experiences

abroad. The friendships may last or fade due to distance, but for the study abroad student, the overseas friendships made appear to be the strongest ever formed.

In addition, another week thirteen Acceptance orientation assignment asked the participants to reflect upon how they would preserve their cultural curiosity once they returned to the US. Joaquin captured the sentiment of the group when he said:

My cultural curiosity is greater than it has ever been in my life. Prior to coming to [host country] I believed that I was more curious than the average person to learn about new cultures. Now I am convinced that my curiosity was only the tip of the iceberg. I have every intention of continuing to meet new people who will introduce me to new cultures upon my return to the United States. The best way that I can remain cultural curious is simply to have an open mind. I will always leave myself available to try new things...I am not going to passively go about it...Spending time around new cultures has made me more confident so that I am willing to strike up conversations with someone who seems different, is doing something I have never seen before or best of all is speaking a different language or has an accent.

Ava, Olivia and Marcus expressed a willingness to travel in order to maintain their cultural curiosity. Marcus wrote:

I do plan to keep on traveling to new cultures outside of mine to really feed this curiosity. I've heard how this is addicting, this curiosity, I can have to say I want to discover every part of this world. Doing that will either be through keeping in contact with friends I've made being abroad, reading, or just buying the next flight out.

While Ava and Marcus mentioned traveling outside the US to keep their curiosity piqued, Olivia realized that she had not traveled much in the United States and expressed her desire to remedy that deficiency:

I also plan on exploring more of the American culture because being here in [host country] has made me realize that I have only been exposed to California's culture. I feel embarrassed to know that I have traveled to many countries in Europe and have even road tripped throughout the coast of Mexico, but have never been outside of California other than Nevada. My new goal is to travel inside the United States.

Study abroad advisors and practitioners often hear returned study abroad students say they were "bit by the travel bug." Returned study abroad students often desire to

reproduce feelings, sentiments, memories and psychological statuses developed while abroad, thus travel becomes a way to replicate the “foreign environment” and once again pique cultural curiosity.

Adaptation Orientation Exercise Responses: Week Fifteen

During the final week of the curriculum, participants were asked to take a retrospective look back upon their semester experience and engage in reflection based on a task associated with week four. The students reflected upon their previous journal entries and wrote a few paragraphs to address if they were still struggling with a difference/practice or if their thinking had shifted. The ability to shift cultural perspective and change behavior within a cultural context is typically associated with the Adaptation orientation.

In the week four responses, Becky and Ava noted that they struggled with new teaching styles. Becky’s journal entry in week fifteen articulated a change from a judgmental to reconciling standpoint. She wrote:

I think it took a little bit of time to get used to and having to ask the teacher lot and lots of questions but I think I am getting the hang of it. I actually did not like the way my professors taught...But after awhile, I realized that the professors just want us to become more opinionated and think outside of the box.

In this journal entry, Becky demonstrated an Adaptation stage skill, the ability to alter her perspective about the faculty practices.

Ava chose to use the week fifteen journal entry to espouse the benefits of the siesta, a cultural phenomena she did not originally like or understand. She did not circle back and write about the teaching methods, as she had previously done in week four. Yet, her final week response provided some evidence of her ability to change her thinking about a cultural difference.

Interestingly, while she had not done so in week four, Olivia wrote about her art professor's teaching methods—the same professor she interviewed in week ten. Her entire journal entry for week fifteen focused on the challenge she faced with understanding his teaching practices. She wrote, "I understand why he acts the way he does, he wants us to come to him and show interest because that's the [host country] way. My goal for the rest of the semester is to become more assertive in class." As evidenced at the end of the entry, she demonstrated an Adaptation stage skill, a willingness to modify her behavior to adjust to the difference.

Joaquin and Derek displayed modification in thinking at the end of the term and their journal entries reflected that change. In week four, Joaquin wrote about his frustration with the host country people staring at him. At the conclusion of the semester, his annoyance with the practice remained, but he was able to rationalize it:

With regards to my original frustrations with cultural differences I think that I have come to understand it. Upon arrival I was very put off with the fact that if you are different, people in [host country] will stare at you, want to take pictures of/with you, follow you etc. I was uncomfortable with all of these things when I first arrived and still am very much so. I can most certainly see why [host country] people are inclined to stare because it is a very homogenous society. Ninety-two percent of the entire [host country] population is of the same ethnic group [host country ethnic group] so when they see someone or something that is different they react to it in a very curious manner. My thinking which was originally in disagreement of this practice has not changed; I think it is very inconsiderate of the person who is different to be stared at. Although I can now see the motivation behind the practice of staring at people here in [host country].

Early in the semester, Derek was concerned about the street traffic in his host culture. In the beginning of his week fifteen reflection, he reverted back to ethnocentric thinking when he noted: "Traffic lights here are a lot more confusing than in the states due to all the additional lanes and how people and motorcycles don't follow the rules...It bothers us international students but the locals are comfortable and used to it." Derek

asserted that it was the locals that were not following “the rules” which demonstrated that he had not yet perfected the ability to assess and appreciate cultural deviance. Yet, later in the same reflection, Derek was able to shift his thinking and noted:

I've gone from being surprised and thrown off to kind of going with the flow...It's become less weird and almost natural to me. I don't completely understand why they decide to drive like this and such, I think it partially goes with the huge population.

Derek's waffling back and forth between rationalizing a cultural difference and condemning it demonstrates that he was not fully situated within the Adaptation mindset, yet we was grappling with issues that would push the cognitive shift.

Additionally, the final assignment in week fifteen invited the participants to “identify ways in which you've made accommodations to your host culture's norms” and asked the students to consider how their actions changed over the course of the semester. The prompt instructed the students to consider new perceptions of themselves and their host culture that developed. Again, the ability to shift cultural perspective and change behavior within a cultural context, typically associated with the Adaptation orientation, was reinforced through this exercise. The varying depth of the self-reflections is outlined in the following responses.

Becky spent a great deal of time explaining how she now viewed Americans and how she fit into the context of her host culture:

American people are really obnoxious and talk loud pretty much wherever they are at. I think that I have gotten myself used to talking less loudly in public and try not to make it so that the person next to us can hear me and my friends's conversation. I also have to agree with the [host culture] that Americans talk really loud and can sometimes be obnoxious. I will be more aware of the way Americans act. I will also try to be more considerate of everyone around me and not just think about myself. I think I have become more aware of thinking about others and not just about myself.

She noted her behavior changed because the cultural norm in her host country had an influence on her. Her blossoming ability to internalize one or more worldview was evidenced in her response.

Marcus also commented on his modified actions due to the influence of his host country. In earlier journal entries, Marcus wrote about the people in his host country and their adherence to being on time and their direct communication style. Originally he struggled to understand the attention paid to promptness and the [host culture] style of humor. In earlier responses, he succumbed to monocultural assumptions about his host country peers, yet in his final curriculum response, he likely was considering an intercultural lens as he made the following observation about himself:

I take on handling situations in a new manner. I am now very time aware as I now ask more questions to understand...I have noticed that I have been more direct on comments and opinions.

Marcus directly attributed his ability to recognize subtle cultural differences to the curricular exercises, "I've been able to achieve a better holistic view of cultures. I think this is contributed to doing this study as well since it has made me take actions in realizing aspects that I might never have experienced."

Ava articulated how her host culture radically changed her behavior and her notions of flexibility. Typical of the early stages of Adaptation, Ava articulated how she had begun to modify how she greeted people in her host country to account for differences in the way respect was communicated:

I have grown accustomed to greeting everyone with a kiss on each cheek and hugging everyone...The [host country] culture has taught me to not be so strict and so uptight but to enjoy life more in the small things. When I go home I am going to take all of this with me.

She went on to note how her perceptions of self have drastically changed as a result of being abroad:

I am free to be me and I don't obsess over a fear of having everyone think I am stupid...I have grown to love my skin and who I am. I know I am unique and genuine and I have so much to offer...I feel prettier than I ever have and I feel as if focusing on my studies is my main priority over working and other things. I feel so free to be despite what anyone says...

Like Ava, Olivia wrote about her "new found confidence" and how even her wardrobe had been modified to adapt to the new fashion trends in her host country. In her final response, particular attention was paid to how she had amended her routines and behaviors as a result of living abroad. While not as profoundly articulated as her fellow Group A participants, Olivia began to show signs of early Adaptation stage appropriate intercultural skills by developing an appreciation for fashion and routine differences.

Derek chastised himself for initially adhering to false assumptions about his host culture and asserted that he would now value and understand the cultural patterns of his host country:

In the beginning I was naïve and stood by all the stereotypes and perceptions on what I heard about [host country]. Being [host country ethnicity] I heard a lot of generalizations about the people in the country and believed it. What I didn't realize was that the country is so large that you can't generalize everyone into beliefs or ideas...I see myself a lot more grown up and a lot more open minded...Once I return to the US I will definitely try not to generalize and claim things about [host country] because something's are hard to say and it's a quickly changing country. People may also see things in a different light so it's important to be extremely careful in sharing things I noticed, see or believe.

In the final week, Joaquin used his journal entry to outline his initial rejection of his host country's norms:

I think when I first came to [host country], my natural reaction was to distance myself from the norms here. I tried to avoid eating street food because it was so unsanitary. I avoided taking the metro and refused at all costs to take the bus...

Yet, Joaquin realized he needed to shift his perspective:

Once my discomfort lessened I let down this wall that was preventing me from enjoying all of the things that the country had to offer me. I started trying to live like a local, which forced me to try things that I refused to try when I first arrived.

He recognized that the culture was not going to change to adapt to him, he needed to adapt to it:

When I first arrived in [host country], I could not stop thinking to myself that I hope this country would change because things seemed so backward. Now that I have actually adapted to the way things work here, I finally realize that the systems in place here work for the people that live here. I came here as a stranger that was used to certain norms and attempted to make [host country] change to what I believed was better. I realized that I truly was the one with the backward thinking in hoping the country would change its ways for me.

Joaquin concluded his journal entry by saying:

As I have said before, I was not a big fan of my host nation. I decided to tough it out and simply try my hardest to adapt and it has turned into one of the best decisions of my life...This experience has taught me to always keep an open mind to everything I do.

One does not have to agree with or completely understand a practice in another culture in order to be classified as being in the Adaptation orientation; one simply needs the cognitive flexibility to comprehend and rationalize it without judgment. While Joaquin and Derek still struggled with different cultural practices, their reflective submissions suggest they were willing to grapple with the issues and be empathetic. They began to insert reason into their understanding of the phenomena and put forth theories as to why members of the host culture would engage in certain cultural patterns or behaviors.

Discussion

Throughout the fall 2011 term, the Group A participants moved through exercises aligned with the orientations along the Developmental Model of Intercultural Sensitivity (DMIS) continuum and began to address or in some cases resolve the relevant issues

inherent in each of the five orientations. When an individual moves along the spectrum from a monocultural mindset to an intercultural mindset, one identifies not only with different cultures but also more deeply with him/herself. The reflections presented suggest the Group A participants not only began to identify with their host culture, but also learned a great deal about themselves. Further opportunities to continue to advance personal growth and self-acknowledgment would be needed in order to see long-term effects retained and refined.

Because one sees little regression back to former orientations once the relevant issues are resolved, the findings suggest slight growth and student sophistication were achieved over the course of the semester. As evidenced by the findings, some of the Group A participants reverted back to monocultural mindset skills and coping mechanisms when pushed too hard to move past what was comfortable. This finding indicates that the participants had not yet resolved the preceding orientation issues in order to move forward. It is important to note that intercultural competence is developmental. As the Group A participants were only engaged in three developmental exercises per week, it is improbable to conclude that growth and sophistication were solely due to the semester-long curriculum or that all past orientation issues would be resolved in the span of four months. Yet, some advancement in thinking was recorded and beginning to root. Thus, it can be concluded that with further curricular exposure and engagement in reflection, the participants are likely to see further sophistication and advancement beyond their original developmental orientations.

Section II: Effects of the Curriculum

Effects on the Study Abroad Experience

To specifically address research question two: "What do the participants from Group A say are the effects of a reflective, experiential curriculum on their study abroad experience?" I asked the participants to submit a final, culminating essay response. Additionally, a similar prompt was used during the focus group debriefing sessions. A review of the Group A participant written and focus group responses is presented. Rather than presenting these responses by grouped theme, each participant and his/her responses are introduced separately to allow for interpretation of the individual benefits gained.

Becky

Becky used her final essay response to articulate how she would translate her study abroad experience and the culturally relevant pedagogy readings and exercises into her future classroom pedagogy. She did not address what the effects of the curriculum were on her study abroad experience in general.

Marcus

Marcus specifically addressed the impact the curriculum had on his experience in contrast to a previous semester abroad without the curriculum:

I spent a semester abroad already so I am able to compare and contrast the two experiences (with and without the curriculum). I have to say, I wish I had this curriculum the first semester I went abroad, because I feel like I attained 3 times as much from this experience than what I had before. It allowed me to take even more of initiative to get more out of this short time abroad.

He went on to use an elaborate metaphor to describe the learning he achieved as a result of being engaged in the curriculum:

I suppose it was like drinking a wine with a wine connoisseur that is able to point out all the subtleties to take notice of. The connoisseur in this case of course being the curriculum and the participants being the ones enjoying the wine.

In summation of his experience with the curriculum and to perhaps provide a satisfying response to the researcher, Marcus submitted the following:

There are definitely some classes out there in which you can work really hard, or even breeze by with and gain absolutely nothing from, this was definitely not the case in which I'm VERY grateful for...On I side note, I really do want to say thank you for such a well prepared experience, when I say I received a lot from your curriculum, I really did.

During the first focus group session, Marcus noted it was likely his roommates and friends on his study abroad program also benefitted from the curriculum. He said he would often share the assignments with his roommates and friends and ask them to join him to complete the assignments. He noted:

That was really tricky about this study because you can actually have these little like groups to do the assignment with you and you're like bonding with the other people and the other people are getting more from their study abroad experience as well so yeah, my friends...the times when I had to go out...That's really cool.

While not an anticipated outcome of the study, the evidence provided that a curriculum could influence secondary (periphery) participants is worthy of note and could be considered in future research.

Noelle

Noelle wrote about how the curriculum gave her the courage to talk to her faculty: "The curriculum has forced me to ask my professors questions. I have gotten to know them a bit outside the classroom." She admitted that was directly because of the curriculum: "...without this class I may never had made this happen. It created a more profound experiences here in [host country]." Additionally, she discovered personal benefits even when, "It was tempting at times to ignore or cheat on the work at hand but I knew I would

only be cheating myself.” She ended her reflection by saying, “Over all the class was great and it definitely directed my focus and made me observe and ask questions about the world around me that I may have missed all together.”

Ava

Ava wrote about the time and energy she put into doing the weekly assignments and noted that she enjoyed doing so. Like Marcus, she could have been providing a satisfying response to the researcher when she wrote: “...every answer was sincere and taken seriously...I used these assignments for my personal gain.” She went on to discuss the process of completing the assignments and how it was beneficial to her:

I started to look at things differently whether it was taking a moment to just sit and observe the difference in the way people do life or taking time to tell owners of my favorite place how much they meant to me and taking a picture with them. I felt like I had an excuse to talk to my professors, starting discussions about certain issues. These assignments really gave me a better perspective on what I was doing in [host country]. I really enjoyed doing these assignments and I am grateful to them for making me think deeper.

Joaquin

Not unlike Ava, Joaquin was able to understand the developmental intentionality of the weekly assignments and wrote about the benefit he gained from doing the experiential tasks:

...as time went by and I focused more on the assignments I realized that the assignments were promoting me to do and see things in the city that I may not have done. For example there were many cultural tasks such as visiting museums or churches, things that had it not been for the assignments I would not have had much desire to see them. But since I had to do that assignment I got to know the city and the people from an observational perspective. It was a sort of chain reaction in that the more effort I put into the assignments, the more I was able to personally benefit.

Once again, Joaquin addressed the preconceived notions of culture he had prior to starting the semester and engaging in the curriculum: “The generalizations that I had previously

formed about other countries were not negative per say but after actually spending time around different people, I discovered that they were off base regardless if they were positive or not.” Similarly to Marcus, during the focus group session, Joaquin said he talked to his roommates about the curricular assignments and often invited them to participate:

Yeah, both of my roommates knew about it and I’d say that like 90% of the assignments I did where I had to go out into the city, 90% of the time they were with me so I guess they pretty much experienced the exact same thing as me. Like watching for things...they were right there with me so they maybe they were learning as much as I did this semester.

Derek

Derek spent a great deal of time reflecting on how the curriculum helped him personally, yet he admitted he could have done more. With regards to how the assignments affected his general experience, Derek noted:

Certain weeks I discovered something for a past assignment that I could have written with more passion/interest but would have to completely redo and change my point. For the most part I did enjoy these assignments enough to want to share as much insight as I could...I thought the assignments brought up good points that I would think about afterwards...It’s been a great learning experience getting to learn and read.

Like Joaquin, Derek arrived at his study abroad location with predetermined ideas about the people he would encounter because he believed he shared a similar cultural background. His family originated from the country in which he studied abroad and he believed he knew more about his host country because of that fact. He articulated a change in his perceptions:

I think by studying abroad I’ve grown a good grasp on what [host country] culture is like, beyond how I’ve seen my own family and all the stereotypes I hear about [host country ethnicity], there are things I learned to be true and things I learned to be completely false while here in [host country].

By engaging in the curriculum, Derek noted a benefit:

I think to critically examine your relationship with the locals was interesting, despite both being [host country ethnicity, yet born in America], we grew up from completely different cultures and discovered that we had very different beliefs and ideas about things...we can't assume all the [host country] students act a certain way or follow a certain norm, there are always differences, especially if they were born in different locations.

Olivia

Olivia echoed many of the sentiments stated by her Group A peers and ended her final journal response by saying; "Overall, the assignments helped to positively enhance my experience here in [host country] and made me think of what makes us so different and similar from one country to another." In the second focus group, Olivia mirrored what Marcus and Joaquin noted about roommates and friends being exposed to the curriculum. She often engaged her roommates and friends in the curricular exercises and thought they benefitted as well, even though they were not part of the study.

Discussion

Experiential (read: reflective) learning during traditional, semester long study abroad programs has not been designed for the majority of programs. Yet, students need the opportunity to critically reflect upon and make meaning out of their experiences (Braskamp, et al, 2009; Selby, 2008). Additionally, the experiences need to be related to the greater context of the student's life and the world in which he/she lives and works (Lutterman-Aguilar & Gingerich, 2002). The learning, change and growth that takes place are facilitated by having a "here-and-now experience" (p. 33) and an opportunity to collect information (data and observations) about the experience to contextualize it (Kolb & Fry, 1975). Immediate reflection is a key component of the process. Out of that reflection, conclusions drawn about the experience give the individual cause to act or re-act to modify

behavior, action or thoughts. Thus, the individual engages in the plan-do-check-act learning cycle.

The experiential curriculum used in this study, developed using a constructivist teaching/learning approach, was designed to give students an opportunity to react to their immediate environment and emotions within the context of their overseas experience. The exercises were intentionally structured to present “here-and-now” moments for reflection and analysis. As evidenced by the student responses presented, the Group A participants attempted to make meaning out of their experiences and situate that meaning within the context of their lives and future career endeavors. Perhaps more meaning could have been illuminated for the participants had the researcher facilitated a weekly dialog following each journal submission. As meaning making is an iterative process, a more proactive student engagement model may have better situated the learning for the participants and advanced their intercultural competence development.

Most study abroad programs are devoid of structured and purposeful reflection. As a result, students likely return without being able to articulate newly acquired transferrable skills (Selby, 2008). Unstructured experiences abroad lack assessment and processing and are likely only viewed against the students’ own cultural conditioning (Deardorff, 2008). Without guided reflection students are prone to view their time abroad as fragmented from their holistic undergraduate experience (Hovland and McTighe Musil, et al., 2009). Responses the Group A participants submitted to address “what are the effects of a reflective experiential curriculum on your study abroad experience” are evidence of how the students began to resolve the typical deficiencies found in study abroad programs and contextualize their learning. The study volunteers articulated connections not only to

host culture values, beliefs and practices, but began to understand how those cultural norms might influence their lives and future professional endeavors. The participants' responses to the curriculum and the focus group sessions provided preliminary evidence that they were *beginning* to acquire skills needed to express their learning and translate that new knowledge into culturally sensitive behaviors and mindsets.

Section III: Translation into Culturally Relevant Pedagogy

Anticipated Translation into Culturally Relevant Pedagogy in Future Classroom

A series of culturally relevant pedagogy readings and reflective prompts were woven into the curriculum (See Appendix I). The reflective component of the prompts encouraged the participants to consider how they might incorporate the principles outlined in selected readings into their future pedagogy. To set the stage to answer research question three—How do the participants from Group A anticipate translating their overseas experiences into culturally relevant pedagogy they can share with their K-12 students?—an overview of the exercises and Group A responses to prompts from weeks three, seven, eleven and thirteen is provided.

Culturally Relevant Pedagogy Exercise Responses: Week Three

During week three of the curriculum, the participants from Group A were exposed to the first of a series of culturally relevant pedagogy exercises and readings. For the initial exercise and reflection, an article which outlines components of multicultural education, entitled “Multicultural Education: Characteristics and goals” by Banks (2010) was presented to the participants to read and reflect upon. Banks argues that teachers need to move past content-based ethnic materials and consider five dimensions of multicultural education in order to be successful and effective. The dimensions outlined are: 1. Content

integration; 2. Knowledge construction process; 3. Prejudice reduction; 4. Equity pedagogy; and 5. Empowering school culture and social structure.

When asked if the participants felt K-12 classroom teachers in the United States exemplified the components described by Banks, the predominant response was “No.” The participants felt US teachers made attempts to engage K-12 students in “knowledge construction”; generally bestowed K-12 students with a sense of “empowerment”; and showed “positive images of ethnic groups” yet did not believe the components were fully executed. Their sentiments were only based upon their experiences in US classrooms as students and a cursory exposure to Banks’ five dimensions of multicultural education. The responses presented are not based on expert analysis; rather they are the opinions of inexperienced pre-service teachers having never been engaged in classroom management and teaching methodology. Yet, the exercise got the participants thinking.

Becky’s response summarized the group’s feelings: “I feel that the components are not exemplified completely in the U.S. classrooms today. I think that some components are exemplified better than others.” Joaquin reflected back upon his own experiences in the US education system and noted, “In my own personal experience of growing up through the American education system K-12, I can say that only the smallest minority of my teachers implemented Banks’ components.” Marcus offered a more critical view of US teachers, especially those that have not been exposed to other cultures or have traveled much: “I believe that today it is hard for the US raised teacher to comprehend other cultures let alone incorporate different methods of pedagogy if they have never left the states except for the random all inclusive club in the Caribbean.”

To supplement contemplation of Banks' multicultural education characteristics, the participants were next asked why it might be important for teachers to understand K-12 students' home and community life. This prompt, influenced by Howard's work (2010), challenged the participants to consider their own future classroom practices. Most of the participants stated having an understanding of their students' backgrounds would provide communication advantages and allow for the customization of teaching methods to meet the needs of the individual student. While most participants noted a willingness to engage in these practices, Noelle posited,

I still struggle with the best method to approaching the multicultural students I will face in my future classroom but I believe the best approach is travel and study. Mark Twain said 'the best solution to racism and prejudice is travel.' Through my experiences abroad I come to understand different approaches and see their strengths as well as their weaknesses. I also have something tangible to compare our system against and I now see its strengths and weaknesses.

Culturally Relevant Pedagogy Exercise Responses: Week Seven

Almost mid-way through the semester, students were asked to read "But that's just good teaching! The case for culturally relevant pedagogy" by Ladson-Billings (1995) and reflect upon what efforts teachers can make to address inequality, racism and injustice in the classroom. Additionally, students were asked to watch a short YouTube video on ethnocentrism and discuss strategies they would use in their future classrooms to avoid being ethnocentric. Both exercises encouraged students to forecast solutions and anticipate successful practices.

In an effort to address inequality, racism and injustice, participants concluded that teachers should: have open and analytical discussions about stereotypes; acknowledge difference; and draw upon students' home culture/home language. None of the participants put themselves in the shoes of a practitioner and rationalized how difficult it might be to

achieve what Ladson-Billings suggested. Had the students done so, it would have been evidence of a shift in intercultural mindset and an alignment with the preceding week's intercultural development exercises.

Having never been a classroom instructor himself, Joaquin noted that teachers should “strive to create active citizenship through an academic standpoint which is facilitated through many different avenues...it involves students critically analyzing society.” Noelle and Derek both wrote about the need for teachers to recognize differences. Noelle said, “I believe that it would be powerful to do research on each other's cultures and present it in class.” Derek recalled a technique a primary school teacher used in his class. While perhaps oversimplifying cultural difference, Derek felt the technique was effective and memorable: “Something my 4th grade teacher (favorite teacher of all time) did was cultural months and each month she presented a different culture consistently and we would have ‘food festivals’ where food is brought in from that culture.” Finally, Ava noted, “Teachers can base pedagogy off things these kids know and understand.” Ava postulated what it would mean for teachers to draw upon home culture/language: “If teachers were to cater their teaching strategies to the students they were teaching, making it more understandable, and relevant to them, more minority students would do better academically.”

After watching the YouTube video on ethnocentrism, the participants provided concrete, task-based examples of how they would avoid ethnocentrism in their future classrooms. Becky noted she would “have my students put himself or herself in another person's view so that they are able to see the different perspectives of how people see things and the reason behind why certain people do things a certain way.” Marcus stated,

“In practice, I would form working teams, have groups projects where students have to rely on one another to complete tasks. I would try to make teams as most diverse as possible...”

Noelle has begun using her own resources to combat potential cultural insensitivity in her future classroom:

I have started collecting children’s books in different languages as I travel around. I think it would be fun to have a library of many languages in my future classroom. Maybe I can get the parents to come in and read with their children in their language or have the student translate for the class their book.

Culturally Relevant Pedagogy Exercise Responses: Week Eleven

In the latter half of November 2011, the participants from Group A were asked to write a letter to their future classroom students addressing how they will create a classroom environment and curriculum “that honors and incorporates the cultural and linguistic heritages of all student members” (Meyer, Bevan-Brown, Park & Savage, 2010, p. 353).

While not specifically prompted to refer back to the articles from weeks three and seven, all seven of the Group A participants referenced principles of culturally relevant pedagogy outlined by Banks (2010) and Ladson-Billings (1995) in their week eleven responses. The participants articulated the following in the letters to their future classrooms: 1. An intention to get to know the students personally, a concept outlined in the week three article; 2. A desire to encourage students to ask questions and state opinions, a concept outlined in the Banks and Ladson-Billings articles; 3. A commitment to have students share their own cultural backgrounds and experiences, a concept outlined in the week three reading; and 4. A plan to incorporate students’ language spoken at home, a practice discussed by Ladson-Billings.

The intercultural developmental exercises in the preceding weeks were challenging the students to move past a monocultural mindset and begin to develop an intercultural mindset. The responses are preliminary evidence of a slight progression toward ethnorelative thinking. It is likely the participant's thinking outside the context of their future classrooms and within the context of their daily lives while abroad, may have had an influence on how they answered the week eleven response.

Culturally Relevant Pedagogy Exercise Responses: Week Thirteen

Week thirteen exercises were crafted to align with Acceptance Orientation and while not specifically focused on culturally relevant pedagogy readings, the participants were asked to reflect upon how they would pique the cultural curiosity of students in their future classrooms. For the exercise, cultural curiosity was defined as "the drive to investigate, explore, observe and think about cultural differences."

Many examples of how the pre-service teachers envisioned piquing the cultural curiosity of their students were presented. Six of the seven participants wrote about a desire to illustrate cultural similarities and differences in their classroom practices, whether it was within a prescribed curriculum or outside the program of study. Becky noted, "Being able to show different cultures in different subjects will allow my students to realize that culture is everywhere." The desire to recognize and appreciate cultural differences and commonalities is typical of Acceptance orientation thinking.

Two students discussed bringing cultural artifacts to class. Noelle said she has begun "collecting cultural dress and typical instruments from the different places I have lived and visited." Olivia said, "I will introduce paintings and sculptures from different

cultures.” The ability to situate cultural artifacts within the context of culture rather than ethnicity or race is a skill associated with the Acceptance orientation.

Marcus mentioned that he would replicate a practice used by one of his former teachers:

I think tales of adventure and excitement are always good ways to strike curiosity...if you talk about anything passionately enough, it will strike some degree of curiosity about the subject. I had a teacher who talked about the places he’s seen...which I know for me, I wanted to see these places and experience the cultures.

Echoing Marcus’ aspiration to encourage students to see the world, Noelle concluded her reflection by saying:

My biggest desire is to inspire my students to begin discovering the world outside their own. I desire to cultivate a personal pride in their origins and to go on to University one day and finally on to a study abroad program or work or travel overseas one day.

Culturally Relevant Pedagogy Exercise Response: Final Exercise

As demonstrated by the preceding prompts/responses, the participants were being primed to answer research question three throughout the semester: “How do the pre-service teachers from Group A anticipate translating their overseas experience into culturally relevant pedagogy they can share with their K-12 students?” During the final week, the participants read Gay and Kirkland (2010) “Developing cultural critical consciousness and self reflection in pre-service teacher education.” The authors argue that pre-service teachers need to develop a “critical consciousness” about racial, cultural and ethnic diversity. The authors assert that the consciousness can be gained through guided practice, authentic examples and realistic situations. Thus, the participants were guided to submit a final essay response to address the following questions: “1. As your term abroad comes to a conclusion, how do you plan to incorporate your semester abroad learning into your future classroom pedagogy?; and 2. What benefit has your term abroad and this

curriculum served in preparing you for your future classroom placement?” Rather than presenting these responses by grouped themes, each participant and his/her responses are introduced separately to illustrate how each individual plans to uniquely enact his/her new knowledge within his/her K-12 teaching environment.

Becky

In the first few paragraphs of her final essay, Becky spent a significant amount of time highlighting the differences she witnessed in her host country’s education system. She linked her perceptions to ways she would approach her pedagogy. She detailed the recent influx of immigrants into the host country and speculated why differences might exist, “[Host country] has not needed to address the multicultural issue because before there were so many immigrants coming into the country, they were all pretty much homogenous.” She went on to describe how beneficial it was to be in a country that is adapting to heterogeneous classrooms:

...made me realize that you cannot treat all your students the same way regardless of their race, gender, ethnicity, etc. All children have their own way of learning material and by treating all your students the same way because you think that you are being equal and not discriminating will hurt the children...I was able to see with my own eyes what happens when a child is not taught the level material or when the teacher does not really try to teach the material in a different way. I will definitely think of this when having to work with a child who does not understand the material being taught. I do not want to leave any of my students behind...

Therefore, being in the host country gave her a different vantage point that will benefit her:

I think that coming to [host country] where multicultural classrooms are seen more and more was a real learning experience...I will be able to look at the different ways the [host culture] education system works and handles multiculturalism in the classroom. I would also be able to bring back some of the techniques or methods they use to create a multicultural classroom that may not have been used in the United States.

In addition to the immigration discussion, Becky wrote about language acquisition and how English-language learners in her future classroom might feel. Her response demonstrates empathy, a skill associated with the Adaptation orientation:

Because I was not able to understand or speak my host country's language very well I got to experience what it felt like for a child who was learning English as a second language...being able to experience what it felt like to not be able to understand what everyone is saying really made realize how frustrating and hard it must be for an immigrant child who does not know the English language.

As a result of this acknowledgement, she provided an example of how she planned to integrate that lesson learned into her future classroom practices:

I plan to incorporate my study abroad experience in my future classroom by being more accommodating of the students I am teaching. Children who come from different cultural backgrounds may view certain things differently than I would...because I will be having students from all kinds of cultural backgrounds, one of the many things that may be different for them may be the way I present/teach my material in class...One thing I could relate with the students could be teaching style...

Becky's responses highlight that committing to culturally relevant pedagogy is a lifelong process (Howard, 2010), one that requires dedication to reflection, acknowledgment of difference and celebration of similarities.

Marcus

In the final essay, Marcus detailed his own naïveté and prior misperceptions about culturally relevant pedagogy. After each self-reflective statement, he outlined how he plans to approach his teaching practice. Within the first few paragraphs of the essay, he outlined the new perspectives he gained as a result of engaging in the semester-long curriculum:

Having time to self-reflect after all these experiences and being able to gain a better awareness of my perceptions and philosophies of teaching through this course, I have most certainly changed...I have gained awareness of possible arrogances that I've now been able to spot in a few teachers and in educational institutes.

He acknowledged, “My awareness of cultural differences or even how home cultures truly affect a person and their learning styles, has affectively brought a whole new importance on particular aspects of teaching.” It is plausible Marcus was providing an answer that can be perceived as favorable for the write-up of the study or vying for researcher satisfaction with his progress, when he summarized the paragraphs by saying: “Being strengthened in Culturally Responsive Teaching and other ideas we gained from this course, I couldn’t imagine not having these tools in the process to be the type of educator I hope to someday be.”

In the second part of his response, Marcus noted the importance of culturally responsive teaching and acknowledged his previous naïveté, “Culture is HUGE when it comes to teaching, more than I would have previously expected, one size most definitely does not fit all for teaching a mixed cultural class as has been apparent over this semester.” While not prompted to do so, he referenced the Banks (2010) and Ladson-Billings (1995) readings as well as the ethnocentrism YouTube video from earlier weeks and wrote about the responsibilities he feels teachers have to multicultural classrooms:

...it is an educator’s duty to build curiosity and awareness of other cultures as it is to overcome the barriers to make the effort. Having learned about the knowledge construction process as an educator and combining that with culture awareness is a much-needed combination for any teacher. These competencies further combat racisms or ethnocentrism that is ever prevalent...I realize now, how much of a disservice it is to not take these steps as an educator for the upcoming generations...

Marcus concluded his final essay response by reiterating how engaging in the curriculum has modified his thinking about teaching and helped him personally:

Before this curriculum and after, I definitely had two opposing teaching philosophies. Now with the material and writings I achieved many new insights and revelations about teaching and I am greatly appreciative for. It definitely helped me focus on the subtleties of the culture, my feelings and possible lessons I would have

possibly overlooked. [As a result,] I have signed up to do another semester abroad to further my experience and lessons learned.

His final statement outlines how he plans to use his learning in his future classroom:

I do know that the formation that occurred here will stick with me and how I will take on future endeavors has been further formed during this experience. The only task in which I will be able to incorporate this is would be in my teaching within the US, and being able to speak for experiences rather than theory.

Noelle

Noelle used the final response to elaborate more fully on an experience she had a few weeks prior to the end of the term. She framed conclusions about education in the context of her engagement with the local police and an ATM debacle. As she struggled with the ATM machine and sought assistance from the authorities, she realized the policemen helping her suggested it was not a fault with the ATM, but rather a lack of funds in her account. She understood that the authorities were denouncing her understanding of the problem and not attributing the glitch to a mechanical malfunction with the machine. She knew the issue was with the machine. In her journal response, she chastised the conclusions the policemen made and concluded that the teaching style of instructors in her host country was similar: blame-shifting. She concluded that she would not engage in similar actions with her future students. She noted she would be open to resolving student issues through questioning and probing until the students understood the issue/problem completely. Like Becky, Noelle was demonstrating early signs of Adaptation orientation cognition by exemplifying empathy and expressing/addressing deeper anxiety issues in her journal response. It is beyond the scope of this study to examine whether the participants maintain and/or refine the Adaptation orientation skills obtained and use the lessons learned in their future classrooms.

Ava

Ava spent the first half of her final response, condemning teachers in the United States, yet she has not yet been in a classroom as a practitioner herself. She naively denounced US teachers for lacking “what Gay and Kirkland refer to as the development of critical consciousness and self-reflection.” She noted that developing both those skills, “is imperative in the making of a great teacher, and as we know, there is a shortage of such in California.” Acknowledging that she has never been a K-12 teacher, she went on to illustrate the lessons she has learned throughout her life as a student and offered the example of the bi-lingual curriculum cuts in California schools to make her point:

As a future educator, I can't say that I realized everything pointed out in this article, however as a [ethnic minority] student born of immigrant parents I have seen the reality of these misperceptions and flawed teaching...The truth is that being a student of color has had its challenges, but it has rewarded me with the ability to see these problems.

She then asserted that her ability to be self-reflective through her own experiences prior to study abroad and now through the term overseas and the curriculum have given her a sense of empowerment:

The curriculum set out by [the researcher] and my term abroad have set me up with the knowledge I need to do something about it. The curriculum helped me to focus on certain problems, issues, opportunities and experiences while abroad and my term abroad really gave me something to compare it to...I am better because of both things.

Ava concluded her reflection by outlining how the Gay and Kirkland (2010) article influenced her thinking:

I will focus on using my own personal knowledge to teach and not only that which is set forth in our books. I want to provide opportunities for all students to learn that will enhance their knowledge and not simply cover up their deficiencies...Educators must educate and if one's methods are inefficient then it's time to reflect on what needs to be done and change it...The article really set forth the ideas I want to stay

away from and highlighted those that I should improve on so I may never be an incompetent instructor.

It is important to note that Ava said she would not only use her own experience to shape her pedagogy, but foresees using self-reflection to improve her methods. Engaging in self-reflection may require reshaping and readjusting perceptions in order to be an effective culturally sensitive teacher (Howard, 2010). Ava has noted a willingness to engage in opening herself up to her own critical assessment.

Joaquin

Joaquin referenced the Ladson-Billings (1995) article, the Gay and Kirkland (2010) article and his time abroad to draw conclusions as to how he plans to incorporate culturally relevant pedagogy into his future classroom. He said, "My time abroad has been very beneficial in preparing me with my future teaching aspirations...When I commence my teaching career I will use this experience as a baseline for all my lectures."

Using the framework of culturally relevant pedagogy outlined all semester, Joaquin reflected back upon the teaching styles of his faculty abroad and noted what he believed was effective and what was not effective:

Being abroad has also introduced me to a brand new style of teaching, while the methods of some teachers were great, other teacher's methods were not that great. I will use both as examples of what to do and what not to do.

Joaquin outlined a technique he thought effective through a story about his international finance teacher. He detailed how the faculty member exemplified the techniques and principles asserted by Ladson-Billings, Gay and Kirkland. Joaquin was able to bear witness to what he perceived to be an authentic example of cultural consciousness and noted:

This lecture stuck in my mind because in that lecture I learned more about the culture of many different countries than I did the financial aspects. The background social context that the professor elicited from the students made the entire lecture

more enjoyable and interesting for everyone...In my mind the lecture was personal proof of what Ladson-Billings has stressed in her work: Mixing cultural context and academia maximizes learning opportunities for students.

While certainly not an expert on culturally relevant pedagogy after one semester of selected readings on the topic, Joaquin did note how he plans to integrate some of his learning into his future practice:

I plan to create assignments that require students to learn about other cultures...Open discussions as I have learned this semester are highly effective in making students comfortable about sharing their own experiences.

Derek

At the beginning of his final essay, Derek reflected upon his interactions with culturally diverse students on his study abroad program and thus considered ways in which his future classroom practices might be shaped. He said, "I liked that we all had distinct differences and personalities and got to see how we all blended into each other." He noted that being exposed to different cultures among his friends is "something I'm more knowledgeable about and would better prepare me as a teacher."

Later in the essay, he referred back to the culturally relevant pedagogy readings from week three: "One thing I have more insight into is the concept of finding ways to let students appreciate and enjoy the differences in each other cultures rather than comparing and judging each other's for their differences." As a result of being reflective over the course of the semester and being exposed to different cultures, Derek believes, "My future classroom is for sure now more equipped with how to respond and a teacher that understands the importance to reflect on my decisions than to fall into assumptions and stereotypes."

Olivia

Like Ava, Olivia spent the first half of her response condemning what she believed to be the shortcomings of the US education system. She questioned how she could change an educational system that “prizes prestige but produces mediocrity.” Olivia concluded she could incorporate “lessons in culture” and “help educate our students on the many different communities that exist” and suggested “that a forward step out of mediocrity would be to require that our Elementary school students learn a different language.” She aspires to “help my students realize that the United States of America can be an amazing place...but that doesn’t mean we need to take on a superiority complex.”

Olivia is interested in teaching art at the secondary level and noted, “My time here has assured me that I need to teach my future classroom the importance of art as a means of communication between cultures.” She is particularly interested in exposing her students to art shows, museum exhibitions, different languages and foods, as well as travel and feels by doing so her students will develop an appreciation of different cultures. “I want to instill in them a need to respect the many different cultures and customs instead of fearing them or being oblivious to them.”

In conclusion, Olivia reflected on how her semester abroad and the curriculum prepared her for a diverse classroom. While her response is filled with superlatives and overconfidence in her newly acquired culturally relevant pedagogy skills, it demonstrates her passion for education and the lesson she has learned abroad:

My time here has also taught me that diversity is the most beautiful aspect of being human. It is important, as educators, to acknowledge the rich diversity that exists in this world, as well as in the classroom...this curriculum has prepared me to effectively represent the different cultures that will surely be in my future classrooms.

Discussion

As the participants were pre-service teachers, embedded in the design of the curriculum was not only an emphasis on intercultural sensitivity acquisition through exercises based on the DMIS continuum, but exposure to culturally relevant pedagogy theories and writings. Culturally relevant pedagogy cannot exist without prospective teachers engaging in a cognitive shift. Once the mental shift occurs and pre-service teachers turned full-time teachers engage in the instructional practice, constant efforts to evaluate effectiveness must be engaged. This necessitates extensive reflection on process, outcomes and achievements. As Howard (2010) notes, “it requires opening oneself up to critical inspection, harsh criticisms, and...having to listen to the unflattering assessment of one’s own actions” (p. 118). Therefore, pre-service teachers must be given the tools to conduct this kind of reflection and introspection before full-time placement in the classroom. From the findings, it can only be postulated that these pre-service teachers have *begun* to make that cognitive shift and were provided with preliminary tools needed to conduct on-going reflection. It is outside the scope of this study to assess whether the pre-service teachers actually translate their overseas learning into practical application in their classrooms.

As outlined in the literature review, during a study abroad program, Pence and Macgillivray (2008) used reflective journals and guided conversations grounded in culturally responsive teaching theory as a means to get their study participants to frame their thinking and observations. The researchers intended to encourage their participants to use the theory to shape and re-shape their teaching practices in overseas classrooms. Immediate practical application was the goal. The authors concluded that further research

was necessary regarding how pre-service teachers internalize overseas experiences and translate the lessons learned into culturally sensitive teaching.

This study furthered the Pence and Macgillivray (2008) research. Although the design of this study was different from the Pence and Macgillivray research, it aimed to provide the pre-service teachers with tools to use in their forthcoming practice. Immediate practical application was not the goal of this research, as it had been in the Pence and Macgillivray research. The intention of this research, to equip the pre-service teachers with a strong sense of self and others and belief that all students, regardless of race, class or social position, are capable of academic success was accomplished. Although the participants' responses can be classified as naïve and in need of further shaping and refinement, the foundation for enacting an advocacy stance within a diverse classroom has been laid. Evidence about how the participants internalized their learning and anticipate using their study abroad experience to shape their future pedagogical practices was presented. It is assumed that intercultural skills and culturally sensitive pedagogical tools can be translated into practice in the participants' future classrooms. Further research would be required to authenticate that assumption.

Section IV: Pre- and Post-semester Intercultural Development Inventory (IDI) Survey Profiles

To answer research question one, "What do the pre- and post-semester IDI survey results reveal about the three groups?" the v 3 IDI was administered to each participant in Groups A, B and C before and after the conclusion of the fall 2011 term. The v3 Intercultural Development Inventory (IDI) a 50-item questionnaire, which measures intercultural competence, is based on five dimensions of the Developmental Model of Intercultural Sensitivity (DMIS): Denial, Polarization (Defense or Reversal), Minimization, Acceptance,

and Adaptation (Bennett, 1993). A summary of the orientation descriptions, as outlined in the IDI Profile follows:

Orientation	Description	
Denial	An orientation that likely recognizes more observable cultural differences (e.g., food) but, may not notice deeper cultural differences (e.g., conflict resolution styles), and may avoid or withdraw from cultural differences.	
Polarization	A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of:	
	Defense: An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices	Reversal: An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.
Minimization	An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.	
Acceptance	An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.	
Adaptation	An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.	

In depth graphic profile example found at: <http://idiinventory.com/about.php>

The profile produced upon completion of the survey presents information about a participant’s perceived orientations, his/her developmental orientations and the gap between the two. The Perceived Orientation (PO) is the location along the continuum (See Appendix M) where an individual placed him/herself. The Developmental Orientation (DO) is the location along the continuum as assessed by the IDI. It is possible to score a Perceived Orientation and/or Developmental Orientation at the “Cusp” of a succeeding orientation. The “Cusp” score, a term coined by the designers of the IDI, indicates the individual is just at the beginning of the forthcoming orientation and not fully situated in it. The Orientation Gap (OG) is the difference between the Perceived and Developmental scores. A gap score of seven points or higher indicates a significant misalignment between perception and development. The larger the gap, the greater the spread between what an individual thought of him/herself and what the IDI assessed. A Perceived Orientation score

that is seven points or higher than the Developmental Orientation score suggests that the individual *overestimated* his/her intercultural competence. A Developmental Orientation Score that is seven points or higher than the Perceived Orientation score indicates that that individual *underestimated* his/her intercultural competence. None of the participants in this study underestimated their intercultural competence. All of the participants overestimated their intercultural competence by a margin greater than seven points.

Pre-and Post-Semester Group IDI Profile Scores

This section presents the IDI profile pre- and post- semester scores of all of the participants as situated within their assigned groups. Table 4.1 represents the group Perceived Orientation (PO) pre-/post- semester scores, the Developmental Orientation (DO) pre-/post-semester scores and the Orientation Gap (OG) pre-/post-semester scores for each of the groups (A, B and C). The change between the pre-/post-semester scores is indicated in the Δ columns. A positive change in the PO Δ and DO Δ columns indicates movement along the continuum (See Appendix M) in the direction of an intercultural mindset as perceived by the individual (PO Δ) and the IDI (DO Δ). A negative change in the PO Δ and DO Δ columns indicates a regression along the continuum toward a monocultural mindset. A positive change the in the OG Δ column represents a widening of the Orientation Gap and a negative change signifies a closing of the gap.

Group	n		Pre-PO	Post-PO	Pre/Post PO Δ	Pre-DO	Post-DO	Pre/Post DO Δ	Pre-OG	Post-OG	Pre/Post OG Δ
A	7	Score	119.91	121.90	+1.99	85.15	89.27	+4.12	34.76	32.63	-2.13
		Mean	119.9914	121.8971		85.1529	89.1529		34.7586	32.6257	
		Std. Deviation	3.75903	3.66257		10.07142	9.25888		6.45150	5.8482	
B	2	Score	122.88	121.48	-1.40	90.81	87.98	-2.83	32.07	33.50	+1.43
		Mean	122.8750	121.4800		90.8100	87.9850		32.0650	33.4950	
		Std. Deviation	7.84181	6.16597		22.93854	18.77369		15.0967	12.6077	
C	12	Score	118.16	119.86	+1.70	85.90	88.12	+2.22	32.25	31.74	-0.51
		Mean	118.1567	119.8625		85.9017	88.1183		33.0714	32.2047	
		Std. Deviation	8.57057	5.87198		22.06259	16.93306		11.3590	9.4650	

Table 4.1: Group Pre-Semester Perceived Orientation, Developmental Orientation and Orientation Gap scores

As evidenced by Table 4.1, at the on-set of the study, prior to the commencement of the semester abroad and engagement in the experiential curriculum, the Group A participants overestimated their intercultural competence collectively by 34.76 points (Pre-OG). At the conclusion of the study, the Group A participants overestimated their intercultural competence collectively by 32.63 points (Post-OG). The change data presented in Table 4.1 for Group A outlines a closing of the Orientation Gap occurred at the conclusion of the term (-2.13). This suggests the Group A assessments of themselves were closer in alignment with the assessments of the IDI at the conclusion of the study. The positive gains in the Group A Developmental Orientation score (+4.12) suggests that after engaging in the experiential curriculum, the Group A participants were trending toward positive movement along the continuum in the direction of an intercultural mindset. Additionally, the positive gains in the Group A Perceived Orientation score (+1.99) suggest that after engaging in the experiential curriculum and semester abroad, the participants themselves believed they were making advancements in intercultural competence. This indicates that pre-service teachers who participated in the curriculum during the term

abroad viewed themselves to be more intercultural competent than those who did not participate in the curriculum or study abroad.

At the on-set of the study, prior to the commencement of the fall 2011 semester overseas, the Group B participants overestimated their intercultural competence collectively by 32.07 points (Pre-OG Table 4.1). Following the conclusion of the study and in conjunction with the end of the fall 2011 semester overseas, the Group B participants overestimated their intercultural competence collectively by 33.50 points. The change data presented in Table 4.1 for Group B indicates a widening of the Orientation Gap (+1.43 OG Δ) occurred at the conclusion of the term. This suggests the Group B assessments of themselves were further away from alignment in contrast to the assessments of the IDI at the start of the study. The negative value in the group Developmental Orientation change score (-2.83) suggests that after being abroad without engaging in the experiential curriculum, the Group B participants were trending toward regressive movement along the continuum in the direction of a monocultural mindset. In addition, the negative value in the Perceived Orientation change score at the conclusion of the term (-1.40) suggests that the Group B participants rated themselves lower on the DMIS continuum than when the semester began.

As the data in Table 4.1 illustrates, at the beginning of the fall 2011 term, the Group C participants overestimated their intercultural competence collectively by 32.25 points (Pre-OG). At the conclusion of the fall 2011 term, the Group C participants overestimated their intercultural competence collectively by 31.74 (Post-OG). This represented a closing in the Orientation Gap by .51 points. This suggests the Group C assessments of themselves were minimally closer to alignment in contrast to the assessments of the IDI at the start of

the study (-0.51 OG Δ). The positive value in the Group C Developmental Orientation score (+2.22) suggests that after staying on their home campus, yet engaging in a race and culture specific curriculum, the Group C participants were trending toward positive movement along the continuum in the direction of an intercultural mindset. Yet, the positive gain of +2.22 is 1.9 points lower than the Group A post-semester Developmental Orientation gain. In addition, the positive change score (+1.70) in Perceived Orientation suggests that the participants in Group C rated themselves more interculturally competent following their engagement in the race and culture specific course on the CSU-Northridge campus.

Group A: Pre- and Post-Semester Developmental Orientation Group Profile

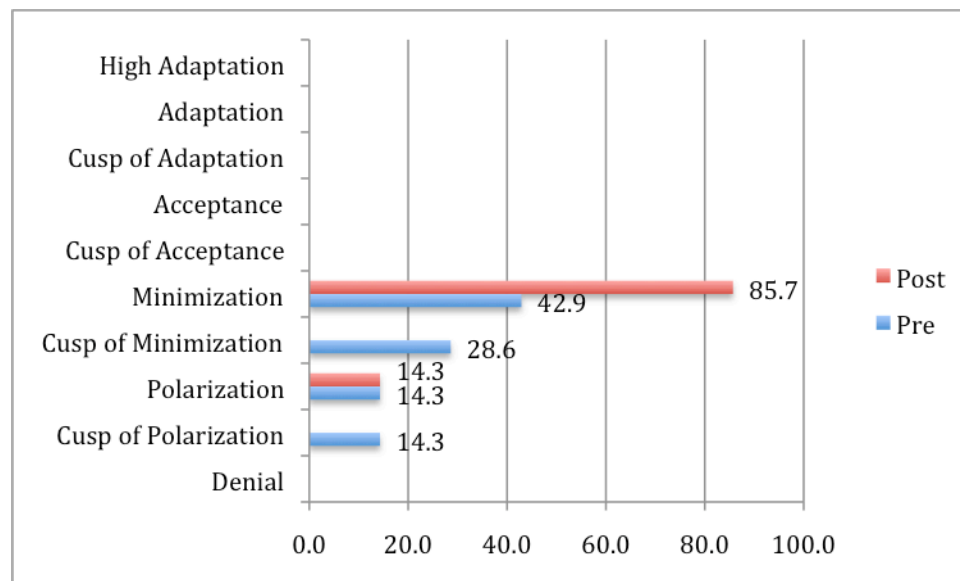


Figure 4.1: Pre-semester and Post-semester IDI Percentage Developmental Orientation for Group A

According to the Developmental Orientation group profile generated at the on-set of the study (Figure 4.1), 42.9% of the participants in Group A fell within the Minimization Orientation, 28.6% were on the cusp of Minimization, 14.3% were in Polarization, and 14.3% were on the cusp of Polarization. Thus, as a group, prior to the start of the term and

engagement in the curriculum, the individual participants in Group A were either in the transitional orientation hovering in the middle of the continuum or on the left side of the continuum in a monocultural mindset (See Appendix M).

At the end of the study, according to the Developmental Orientation group profile generated (Figure 4.1), 85.7% of the participants fell within the Minimization Orientation, whereas at the onset, 42.9% of the participants fall within the Minimization Orientation and 28.6% were on the Cusp of Minimization. Additionally, only 14.3% of the participants remained in Polarization at the end of the fall term, whereas at the start of the study 14.3% were in Polarization, and 14.3% were on the cusp of Polarization.

Thus, as a group, at the conclusion of the term and engagement in the curriculum, the majority of the participants were in the transitional orientation hovering in the middle of the continuum. Only a small percentage remained on the left side of the continuum in a monocultural mindset (See Appendix M) in contrast to where the Group A participants were at the onset of the study. At the conclusion of the study, fewer students were on the Cusps of orientations and more firmly in specific competence orientations.

Group B: Pre- and Post-Semester Developmental Orientation Profile

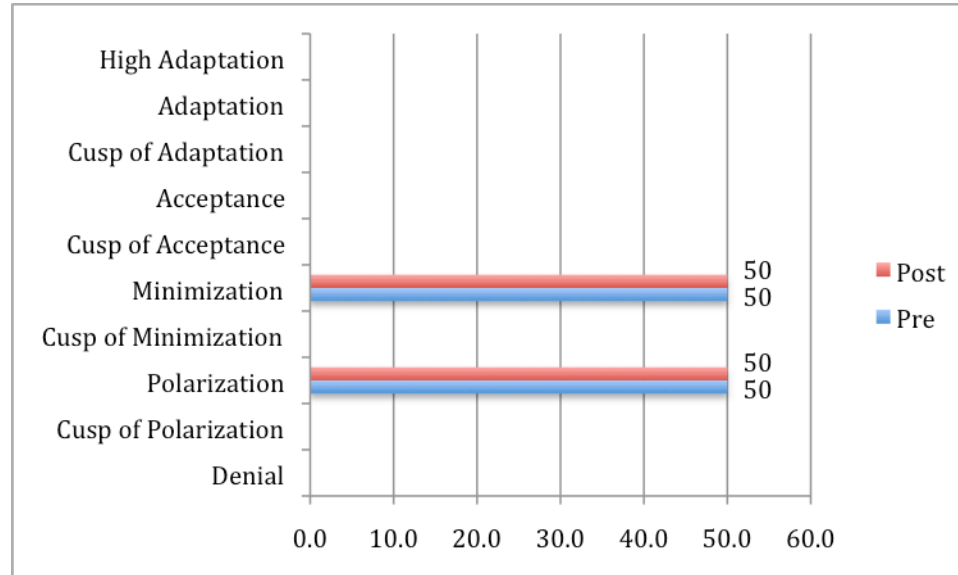


Figure 4.2: Pre-semester and Post-semester IDI Percentage Developmental Orientation for Group B

According to the Developmental Orientation pre-semester group profile generated (Figure 4.2), one of the Group B participants fell within the Minimization Orientation and one was in Polarization. Thus, prior to the start of the term abroad one of the participants was hovering in the middle of the continuum in a transitional orientation and one was hovering on the left side of the continuum in a monocultural mindset (See Appendix M).

According to the post-semester Developmental Orientation group profile generated (Figure 4.2), again one of the Group B participants fell within the Minimization Orientation and one was in Polarization. Thus, there was relatively no change in contrast to the pre-semester results. At the conclusion of the fall semester, one of the participants remained in the middle of the continuum in a transitional orientation and one remained on the left side of the continuum in a monocultural mindset (See Appendix M).

Group C: Pre- and Post-Semester Developmental Orientation Profile

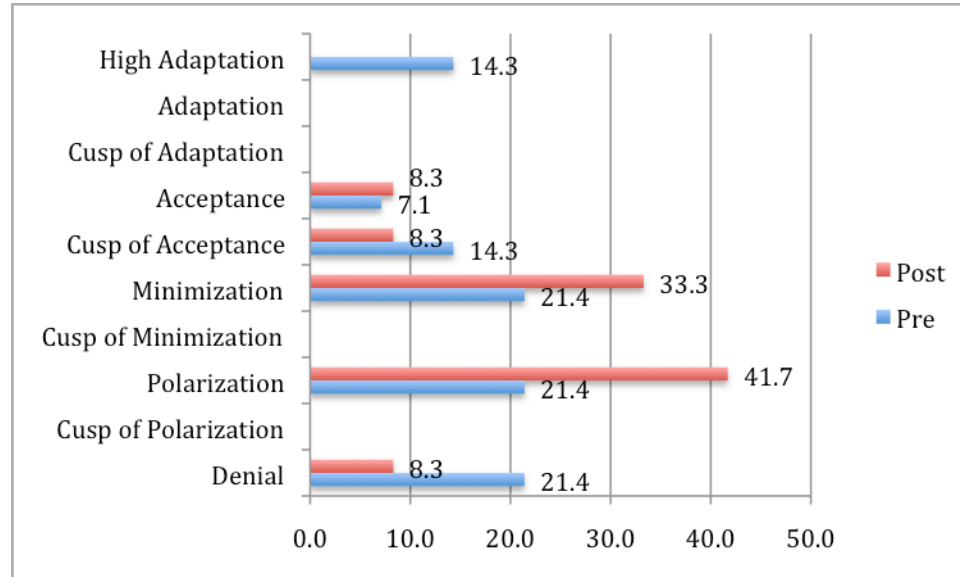


Figure 4.3: Pre-semester and Post-Semester IDI Percentage Developmental Orientation for Group C

According to the Developmental Orientation group profile generated (Figure 4.3), at the start of the term 14.3% of the participants were in High Adaptation, 7.1% were situated in Acceptance, 14.3% in the Cusp of Acceptance and the remaining 64.2% were evenly divided in Minimization (21.4%), Polarization (21.4%) and Denial (21.4%). Thus, at the start of the fall semester 42.8% of the Group C participants were situated on the left side of the continuum in a monocultural mindset, while 21.4% were hovering near the middle or right side (35.7%) of the continuum in an intercultural mindset (See Appendix M).

According to the Group C Developmental Orientation group profile generated at the conclusion of the term (Figure 4.3), 8.3% were situated in Acceptance, 8.3% on the Cusp of Acceptance, 33.3% in Minimization, 41.7% in Polarization and 8.3% in Denial. This was in stark contrast to the 14.3% in High Adaptation, 7.1% in Acceptance, 14.3% in the Cusp of Acceptance and the remaining 64.2% evenly divided in Minimization (21.4%), Polarization (21.4%) and Denial (21.4%) at the start of the fall semester. At the start of the fall semester

42.8% of the Group C participants were situated on the left side of the continuum in a monocultural mindset, while a 57.1% was hovering near the middle or right side of the continuum in an intercultural mindset. At the end of the term, an almost equal percentage (49.9%) was hovering near the middle or right side of the continuum and 50% was situated on the left side in a monocultural mindset (See Appendix M). It is important to note that at the end of the fall term, the percentage of participants at the far left of the spectrum (Denial) shrank by 13.1 percentage points, indicating that while a few participants still remained in a monocultural mindset, a fair number of participants had developed patterns of thought that were beginning to shift slightly toward a more transitional mindset.

Statistical Tests

A paired sample t-test was used to calculate difference among the pre- and post-semester Perceived and Developmental Orientation and Orientation Gap results for each unique group. Analysis of the groups is presented in the next sub-section. Following the paired sample t-tests, the ANOVA statistical test was used to measure changes between the pre- and post-semester IDI scores among all three groups. The ANOVA statistical test was used to calculate for differences in pre- and post- semester IDI Perceived and Developmental Orientation and Orientation Gap scores to see if the experiential curricular intervention had a statistically significant impact on the participants from Group A versus the participants in the control groups (B and C). The ANOVA can calculate the ratio of the actual difference to the difference expected due to chance alone.

Paired Sample t-Test

Group	n		Pre/Post- PO	Pre/Post PO Sig. (2- tailed)	Pre/Post DO	Pre/Post DO Sig. (2- tailed)	Pre/Post OG	Pre/Post OG Sig. (2-tailed)
A	7	Mean	-1.98571	.107	-4.11857	.167	2.13285	.283
		Std. Deviation	2.77367		6.93678		4.78751	
B	2	Mean	1.39500	.448	2.82500	.513	-1.43000	.566
		Std. Deviation	1.67584		2.94500		2.48901	
C	12	Mean	-1.70583	.342	-2.21667	.596	.510833	.841
		Std. Deviation	5.94874		14.04686		8.60252	

Table 4.2: Paired Samples Test: Groups A, B, C Pre- & Post-Semester Perceived Orientation, Developmental Orientation and Orientation Gap

While the data in Table 4.1 outline positive trending change in the direction of an intercultural mindset for the Group A participants, the paired sample t-test run between the pre- and post-semester Group A Perceived and Developmental Orientations and Orientation Gap (Table 4.2) resulted in no statistically significant change because .107 (PO) and .167 (DO) and .283 (OG) are greater than .05 (Table 4.2). Similarly, the Group B Perceived and Developmental Orientation and Orientation Gap data highlights no significant statistical change because .448 (PO), .513 (DO) and .566 (OG) are greater than .05. Finally, while the data in Table 4.1 highlight change between pre- and post-semester Group C Perceived and Developmental Orientations and Orientation Gap trending in a positive direction toward an intercultural mindset, the data presented in Table 4.2 indicated no statistically significant change because .342 (PO), .596 (DO) and .841 (OG) are greater than .05.

ANOVA Statistical Tests

The ANOVA test was run to calculate for difference in pre- and post-semester PO, DO and OG Group scores to examine if the experiential curricular intervention had a statistically significant impact on the participants in Group A versus the participants in the control groups. If statistically significant difference was noted, it could be assumed that the experiential curricular intervention had made an impact and that the change between the pre- and post-semester results was not due to chance alone.

As noted in Table 4.3, the statistical significance of the PO (.684), the DO (.783) and the OG (.806) is greater than .05, thus it cannot be stated that the experiential curriculum had a statistically significant impact on Group A in contrast to the control groups.

Measure	Type III Sum of Squares	df	Mean Square	F	Sig.
PO	9.461	2	4.730	.389	.684
DO	37.830	2	18.915	.275	.763
OG	11.646	2	5.823	.219	.806

Table 4.3: ANOVA: Tests of Within-Subject Effects Groups A, B and C

As evidenced in Table 4.4 no statistical significance exists when the groups are reviewed against one another because in every case the statistical significance (1.0) is greater than .05.

Difference	Group		Mean	Std. Error	Sig.
Post PO – Pre PO	Group A	Group B	3.38071	3.95615	1.0
		Group C	.27988	2.3466	1.0
Post PO – Pre PO	Group B	Group A	-3.38071	3.95615	1.0
		Group C	-3.10083	3.75684	1.0
Post PO – Pre PO	Group C	Group A	-.27988	2.34667	1.0
		Group B	3.10083	3.76854	1.0
Post DO – Pre DO	Group A	Group B	6.94357	9.40463	1.0
		Group C	1.90190	5.57855	1.0
Post DO – Pre DO	Group B	Group C	-6.94357	9.40463	1.0
		Group C	-5.04167	8.95865	1.0
Post DO – Pre DO	Group C	Group A	-1.90190	5.57855	1.0
		Group B	5.04167	8.95865	1.0
Post OG – Pre OG	Group A	Group B	-3.56286	5.84855	1.0
		Group C	-1.62202	3.46919	1.0
Post OG – Pre OG	Group B	Group A	3.56286	5.84855	1.0
		Group C	1.94083	5.57121	1.0
Post OG – Pre OG	Group C	Group A	1.62202	3.46919	1.0
		Group B	-1.94083	5.57121	1.0

Table 4.4: One-Way ANOVA Multiple Comparisons of Differences Between Pre- and Post-Semester Perceived and Developmental Orientation and Orientation Gap Scores

*Group A: Study Abroad Participants with the Experiential Curriculum
Pre-and Post-Semester Individual IDI Profiles*

While the data presented in Table 4.2, Table 4.3 and Table 4.4 highlight no statistical significance in pre- and post-semester intercultural competency development as measured by the Intercultural Development Inventory (IDI) when viewed as collective groups and between groups, it is important to highlight the individual pre- and post-semester scores of the participants in Group A so as to supplement the qualitative data presented. What follows is a descriptive analysis of the pre- and post-semester IDI profiles for each individual in Group A.

Table 4.5 depicts the pre- and post-semester Perceived and Developmental Orientation and Orientation Gap scores of the Group A participants. The data is presented so as to highlight where along the DMIS continuum the student placed her/himself (Perceived Orientation-PO) and where the IDI placed the student (Developmental

Orientation-DO). The gaps between the two scores, Orientation Gap (OG) are presented in the final column.

Group A Participant	DO/PO	Denial 55-70	Polarization 71-85	Minimization 86-115	Acceptance 116-130	Adaptation 131-145	Orientation Gap
Olivia	PO _{Pre}				124.19		26.92 _{Pre}
	DO _{Pre}			97.27			
	PO _{Post}				127.72		20.95 _{Post}
	DO _{Post}			106.77			
Derek	PO _{Pre}			114.61 _{Cusp}			45.28 _{Pre}
	DO _{Pre}	69.33 _{Cusp}					
	PO _{Post}			115.20			40.07 _{Post}
	DO _{Post}		75.13				
Noelle	PO _{Pre}				123.19		32.13 _{Pre}
	DO _{Pre}			91.06			
	PO _{Post}				122.29		34.55 _{Post}
	DO _{Post}			87.74			
Joaquin	PO _{Pre}				123.65		28.75 _{Pre}
	DO _{Pre}			94.90			
	PO _{Post}				121.96		34.65 _{Post}
	DO _{Post}			87.31			
Marcus	PO _{Pre}				117.28		34.29 _{Pre}
	DO _{Pre}		82.99 _{Cusp}				
	PO _{Post}				122.80		33.44 _{Post}
	DO _{Post}			98.36			
Ava	PO _{Pre}				117.50		40.59 _{Pre}
	DO _{Pre}		76.91				
	PO _{Post}				122.22		33.92 _{Post}
	DO _{Post}			88.30			
Becky	PO _{Pre}				118.96		35.35 _{Pre}
	DO _{Pre}		83.61 _{Cusp}				
	PO _{Post}				121.09		30.80 _{Post}
	DO _{Post}			90.29			

Table 4.5: Individual Pre-and Post-Semester Perceived Orientation, Developmental Orientation and Orientation Gap scores for Group A

The data in Table 4.6 represents the Group A individual Perceived Orientation (PO) pre-/post- semester scores, the Developmental Orientation (DO) pre-/post-semester scores and the Orientation Gap (OG) pre-/post-semester scores. Just as in Table 4.1, the difference between the pre-/post-semester scores is indicated in the Δ columns. A positive value in the PO Δ and DO Δ columns indicates movement along the continuum in the direction of an intercultural mindset (See Appendix M) as perceived by the individual (PO Δ) and the IDI (DO Δ). A negative value in the PO Δ and DO Δ columns indicates a regression along the continuum toward a monocultural mindset. A positive value the in the OG Δ

column represents a widening of the Orientation Gap and a negative value signifies a closing of the gap.

Group	Name	PO Pre	PO Post	PO Δ	DO Pre	DO Post	DO Δ	OG Pre	OG Post	OG Δ
A	Olivia	124.19	127.72	+3.53	97.27	106.77	+9.50	26.92	20.95	-5.97
A	Derek	114.61	115.20	+0.59	69.33	75.13	+5.80	45.28	40.07	-5.21
A	Noelle	123.19	122.29	-0.90	91.06	87.74	-3.32	32.13	34.55	+2.42
A	Joaquin	123.65	121.96	-1.69	94.90	87.31	-7.59	28.75	34.65	+5.90
A	Marcus	117.28	122.80	+5.52	82.99	89.36	+6.37	34.29	33.44	-0.85
A	Ava	117.50	122.22	+4.72	76.91	88.30	+11.39	40.59	33.92	-6.67
A	Becky	118.96	121.09	+2.13	83.61	90.29	+6.68	35.35	30.80	-4.55

Table 4.6: Group A Pre- and Post-Semester IDI Scores and Change

Olivia

Before embarking on her study abroad semester and engaging in the curriculum, Olivia placed herself in Acceptance with a Perceived Orientation score of 124.19 (Table 4.5). This perceived score was the highest among the Group A members, indicating that she rated herself with an ability to understand and appropriately adapt to cultural differences. Yet, the IDI Developmental Orientation score of 97.27 placed her within Minimization, indicating that she had a tendency to only highlight cultural commonalities and sometimes neglected to recognize cultural differences.

After embarking on the study abroad semester and engaging in the curriculum, Olivia placed herself in Adaptation (127.72), higher than her pre-semester Perceived Orientation rating in Acceptance of 124.19. Yet, the IDI Developmental Orientation score of 106.77, higher than her pre-semester score of 97.27 still placed her within Minimization (Table 4.5). While still within the same Developmental Orientation as when she began, Olivia had one of the highest Developmental Orientation changes, a +9.50 gain (Table 4.6).

While evidenced by her latter journal responses, Olivia was capable of shifting her cultural perspective, a trait associated with Adaptation, yet her final journal response

highlighted the similarities and differences of her host culture in contrast to US culture, a trait associated with Minimization. Given the positive gain in Olivia's post-semester Developmental Orientation score and the trending toward a more intercultural mindset, it is possible Olivia benefitted from the experiential curriculum taken as part of her semester abroad. Certainly her post-semester Perceived Orientation score gain indicated she felt positive gains.

Derek

Initially, Derek placed himself at the Cusp of Acceptance and achieved a Perceived Orientation score of 114.61, the lowest among the Group A participants (Table 4.5). He assessed himself to have cultural specific knowledge, a cognitive flexibility, knowledge of other cultures, a contextual knowledge of other cultures, respect for others' values and beliefs and a tolerance for ambiguity. The IDI placed him at the Cusp of Polarization (69.33 Developmental Orientation) thus indicating he had early expressions of an "us and them" judgmental viewpoint toward cultural differences. This standpoint can manifest itself in negative judgments towards other cultural groups in contrast to valuing one's own cultural group's values, perceptions and behaviors. Since Derek was at the Cusp of Polarization, it was likely that he had Denial tendencies yet unresolved. Therefore, as evidenced in his early responses, he struggled with noticing deeper than observational cultural differences and was inclined to avoid or withdraw from cultural differences.

At the conclusion of the term, Derek placed himself within Acceptance. The post-semester Perceived Orientation score of 115.20 is only slightly higher than his pre-semester score. At the conclusion of the term abroad and engagement in the curriculum, his Developmental Orientation score jumped to 75.33, putting him squarely in

Minimization. He had a positive gain of +5.80 (Table 4.6), moving him closer to the intercultural mindset side of the continuum.

As highlighted in Derek's journal responses toward the second half of the semester, he began to reconcile his pre-conceived notions and perceptions about his host culture and its people. He progressed from a Polarization stance of "us vs. them" to a more culturally aware, Minimization viewpoint. His ability to be less critical of both his own home culture and his host culture was supported by a number of his journal responses. Given the positive change in his pre- and post-semester Developmental Orientation scores, it is possible Derek achieved a heightened level of intercultural competence following his engagement in the experiential curriculum and study abroad semester.

Noelle

Not unlike Olivia and Derek, at the onset of the study Noelle believed she possessed the ability to adapt to cultural differences, had an appreciation of cultural patterns and a tolerance for ambiguity. Her preliminary Perceived Orientation score of 123.19 put her more squarely into Acceptance than Derek, yet her Developmental Orientation score of 91.06 indicated she was more aligned with intercultural skills akin to Minimization (Table 4.5). Thus, at the on-set of the semester, the IDI reflected her tendency to highlight commonalities across cultures yet it was likely she often masked important cultural differences. The Minimization tendency to emphasize universalism was prevalent in Noelle's initial journal responses.

At the conclusion of the term, Noelle rated herself slightly lower (122.29), yet she still believed she fell within the Acceptance Orientation. While her initial Developmental Orientation score of 91.06 indicated she was aligned in Minimization, Noelle's post

semester DO score declined to 87.74. Thus, at the end of her term abroad and engagement in the experiential curriculum, the IDI and her own journal responses still reflected her tendency to highlight commonalities across cultures and it was likely she still masked important cultural differences. The decline suggests the Minimization tendencies were even more prevalent than initially assessed. Thus, Noelle was one of two students in Group A with a positive value pre/post Orientation Gap change score (+2.42) indicating her assessment of herself and the assessment of the IDI were further apart at the end of the study than when it began (Table 4.6).

Joaquin

Joaquin initially placed himself along the continuum at the Acceptance stage. His pre-semester Perceived Orientation score of 123.65 was only slightly lower than Olivia's and thus he too believed he possessed the ability to appropriately understand and adapt to cultural differences and appreciate patterns of cultural difference (Table 4.5). His pre-semester Developmental Orientation score of 94.90 indicated he overestimated his abilities and placed him more in line with Minimization intercultural competency. Developmentally, according to the IDI, he tended to place too much emphasis on cultural commonalities and ignored cultural differences. This was evident in his initial journal responses.

Joaquin's post-semester Perceived Orientation score of 121.96 indicated a slight dip in his own assessment. His preliminary Developmental Orientation was slightly higher than his concluding score of 87.31 (Table 4.5). While still in Minimization at the end of the term, the regression could indicate he still overestimated his abilities to value cultural similarities and differences. Thus, Joaquin is the other of the two students in Group A with a positive value pre/post Orientation Gap change score (+5.90). This suggests his assessment

of himself and the assessment of the IDI were further apart at the conclusion of the term than when it began (Table 4.6).

In Joaquin's case, the quantitative scores do not agree with his qualitative responses. The journal entries Joaquin submitted indicate he saw great growth in himself at the conclusion of the term. Through his written responses, it appeared that Joaquin had done a significant amount of reconciling his initial sentiments about the beliefs, actions and values of his host country and its people. Perhaps the dip in the Perceived Orientation post-semester score could be viewed as less of a regression and more of a recalibration of his own acknowledgement of cultural similarities and differences.

Marcus

Marcus had one of the lower pre-semester Perceived Orientation scores in Acceptance, 117.28, yet that score still indicated he believed he was capable of cultural tolerance, understanding cultures and adapting. His initial Developmental Orientation score of 82.99, close to the group average, placed him at the Cusp of Minimization (Table 4.5). Like many of the other Group A participants, according to the IDI, at the onset of the study Marcus was developmentally masking cultural differences and placing too much emphasis on cultural commonalities.

At the conclusion of the term Marcus rated himself higher within the Acceptance Orientation with a score of 122.80. In his final responses, he discussed his curiosity and desire to explore different countries and cultures, traits associated with Acceptance Orientation. Upon finishing the semester abroad and the curricular exercises, Marcus' Developmental Orientation score moved +6.37 in the direction of an intercultural mindset

(Table 4.6). His 89.36 post-semester DO score placed him squarely in Minimization, rather than on the Cusp of Minimization where he first began.

As a result of his engagement in the developmental curriculum during his semester abroad, Marcus articulated he grew more aware of cultural similarities and differences and began to shift his perspectives. This is evidenced by the positive growth in his Developmental Orientation at the conclusion of the term.

Ava

Initially Ava had a Perceived Orientation score of 117.50, rating herself in Acceptance, yet she had one of the lowest Developmental Orientation scores, 76.91, placing her within Polarization (Table 4.5). Ava's initial Developmental Orientation score was only slightly higher than Derek's Developmental Orientation score. According to the pre-semester IDI, Ava initially maintained an "us and them" judgmental viewpoint toward cultural differences and negatively evaluated values, perceptions and behaviors associated with culturally different groups.

At the conclusion of the study Ava rated herself in Acceptance, with a score of 122.22. Initially, she had one of the lowest Developmental Orientation scores, yet at the conclusion of the study, Ava's Developmental Orientation score was 88.30, demonstrating one of the highest positive gains toward an intercultural mindset. In the end, the IDI indicated she moved from Polarization to Minimization (+11.39). Ava also had the most significant gap closing of the entire Group A participant cohort (-6.67) (Table 4.6).

In her concluding journal responses, Ava articulated her own growth and development as a result of being abroad and engaging in the experiential curriculum. She noted not only her newfound confidence, but also a sense of empowerment to implement

change within the field of education. She felt the curriculum had given her tools to continue to move toward an intercultural mindset.

Becky

At the onset of the study, Becky rated herself in Acceptance with a Perceived Orientation score of 118.96. Like all of her Group A colleagues, she believed she was capable of understanding cultural differences and tolerant of ambiguity. Yet, her initial Developmental Orientation score of 83.61 put her at the Cusp of Minimization (Table 4.5). This meant she had likely not resolved the Polarization tendencies of maintaining a judgmental view toward cultural differences, an uncritical view toward one's own cultural values and practices or even perhaps an overly critical view of one's own cultural values and practices. As she placed developmentally at the Cusp of Minimization, she was in the early stages of highlighting cultural commonalities, yet also masking cultural differences. This is evidenced in her early journal responses when she draws attention to the differences viewed in her host country but does not associate contextual meaning or value to the differences.

After the semester abroad, Becky's Perceived Orientation score was 121.09, still in Acceptance. Her post-semester Developmental Score of 90.29 indicated a move toward a more intercultural mindset, placing her firmly in Minimization (Table 4.5) with a gain of +6.68 (Table 4.6). At the end of the term, she was no longer on the Cusp of Minimization and the journal responses submitted in the latter half of the semester provided evidence of Becky's progression firmly into Minimization. It was likely, as a result of being abroad and engaging in the curriculum, that Becky had reconciled her earlier tendencies to maintain a

critical view toward both her own and her host culture's values and practices and was moving toward recognizing and valuing cultural similarities and differences.

In summary, five of the seven Group A participants (Becky, Ava, Marcus, Derek and Olivia) demonstrated positive movement along the continuum, toward a more intercultural mindset as indicated by their post-semester Perceived and Developmental change scores (Table 4.6). While the remaining two Group A participants (Noelle and Joaquin) not only rated themselves lower on the continuum as evidenced by their negative change scores in the Perceived Orientation change column, their IDI assessed Developmental Orientation scores in the post-test were also less than their original scores (Table 4.6). While the quantitative data indicates positive growth for only five of the seven, all of the Group A participants articulated some level of personal growth and recognition of new professional tools to be used in their forthcoming practice in their qualitative journal responses.

Conclusions

Supporting literature provides evidence that pre-service teachers engaged in international experiences may *begin* to shift thinking about themselves, their students and their pedagogy. An intentionally structured environment, such as a custom designed, experiential and intercultural curriculum, concurrent with an international experience that challenges students to engage in critical reflection and strategic thinking, is considered an effective strategy for shifting thinking. At the beginning of this chapter, examples of Group A participants' responses to various Developmental Model of Intercultural Sensitivity (DMIS) developmental curricular exercises were reviewed. The next section addressed the effects the experiential curriculum had on the Group A participants' overseas experience as a whole. The third section highlighted Group A responses to the culturally relevant

pedagogy exercises embedded into the curriculum and how they planned to use their overseas learning and engagement in the curriculum in their future classrooms. At the end of this chapter, a discussion of the data produced via the Intercultural Development Inventory (IDI) profiles generated by all study participants both before the start of and immediately following the fall 2011 term was presented. The quantitative data suggested no statistically significant growth or movement along the DMIS continuum toward a more intercultural mindset when viewed among the groups, yet the individual Group A IDI pre- and post-semester data and the qualitative responses to the curriculum suggested modest positive gains.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

Introduction

When the goal is to *shift* the thinking of pre-service teachers from monocultural to intercultural, evidence found through this study provides limited support for an intentional, experiential curriculum designed to align with the principles of intercultural competency development and culturally relevant pedagogy conducted during a semester-long overseas experience. The findings from this study affirm that if pre-service teachers participate in study abroad programs with an intentional curriculum designed to encourage reflection upon culture and pedagogy, individual pre-service teachers *can* become better equipped to work with diverse students in their classrooms.

This chapter begins with a summary of the findings broken down by group and in some cases by individuals within the group. Then a discussion of the limitations of the study is presented. The next section highlights the significance of the findings for faculty in teacher training programs and study abroad practitioners. To address implications for practice among faculty in teacher training programs, a model that outlines a new pathway for pre-service teachers to follow as they progress toward becoming an interculturally competent certified teacher is presented. The chapter culminates with suggestions for future research and final conclusions.

Summary of Findings

Group A

At the beginning of the fall 2011 term, the participants in Group A (studied abroad with curriculum, n=7) clustered in the middle or just left of center side of the Developmental Model of Intercultural Sensitivity (DMIS) continuum, suggesting that the participants tended to have a transitional or slightly monocultural mindset. Study abroad

students, a self-selected group of those pre-disposed to going overseas and experiencing cultural difference, often initially place in midrange orientations. Thus, it is not surprising that the majority of participants in Group A clustered near Polarization and Minimization as evidenced by the pre-semester Intercultural Development Inventory (IDI). It can be reasoned that the initial Group A IDI scores provide insight into how and why the participants answered the initial weekly prompts in the ways they did.

As the semester progressed and the prompts pushed the participants to think more deeply about their own skills, attitudes and beliefs, there is evidence of a shift, or in some cases a regression, in their abilities to grapple with cultural patterns, values and differences. The individual weekly responses provided support for whether or not the participant reconciled/resolved stereotypes, assumptions, preconceived notions or fell back into comfortable preceding orientation patterns. In addition, throughout the term, the participants forecasted how they would incorporate/translate their learning into culturally relevant pedagogy in their future classrooms. As the semester neared completion and the participants were asked to describe the effects the study abroad experience with the curriculum had on their learning, the participants reported a positive impact. As indicated by the post-semester IDI scores, it is clear that the majority of the Group A participants moved past their original orientations by the end of the semester, while a few had not. When viewed retrospectively, the post-semester IDI scores shed light on how and why the participants answered the final weeks' developmental prompts in the ways they did.

What follows is a summary of the developmental progress made by each of the Group A participants. Through these summaries, we bear witness to what the initial IDI

scores, progression through the DMIS and culturally relevant pedagogy exercises, and the final IDI scores reveal for each participant and his or her own growth.

Becky

At the onset of the semester, Becky's Developmental Orientation score of 83.61 put her at the Cusp of Minimization. This meant she had not resolved the Polarization tendencies of maintaining a judgmental view toward cultural differences. She maintained an uncritical view toward one's own cultural values and practices or even perhaps an overly critical view of one's own cultural values and practices. As she placed developmentally at the Cusp of Minimization, she was in the early stages of highlighting cultural commonalities, yet also masking cultural differences. Supported by her initial weekly responses, Becky did not demonstrate deep thinking about the cultural similarities and differences and only noted that they existed.

In analyzing reflections submitted in the latter half of the term, it seems as though her writing illustrated a move toward a more intercultural mindset. As the exercises pushed her to move outside her comfort zone, Becky demonstrated evidence of a perspective change and signs of deeper reflection. As she moved through the curriculum and engaged in the culturally relevant pedagogy exercises, Becky began to think about how students with different abilities and backgrounds might perform in her future classroom. In contrast to her earlier reflections, she deeply reflected upon issues such as immigration and cultural migration from outside her normal vantage point. She ruminated on how her host country teachers would need to change their pedagogy to accommodate for heterogeneous classroom populations in light of a shift from a homogenous population. In the latter half of the semester, Becky moved beyond compassion and demonstrated

empathy, a trait typical of Adaptation, when describing how it felt to be a second-language learner. As a result of her experiences abroad and exposure to the culturally relevant pedagogy exercises, Becky articulated a plan as to how she would incorporate her learning into her teaching.

By the end of the term abroad, Becky appeared to be able to make sense of cultural differences and commonalities based on her own experiences; used cultural generalizations to make meaning of her surroundings; and demonstrated more complex perceptions of host country culture. She was exhibiting traits associated with Minimization and her post-semester IDI Developmental score of 90.20 placed her firmly in that orientation. From the pre- to post-semester score, Becky achieved a gain of +6.68, thus a shift in her cognitive understanding and behavioral practice seemed to have occurred.

Marcus

At the beginning of the fall 2011 term, Marcus had a Developmental Orientation score of 82.99, which placed him at the Cusp of Minimization. Like many of the other Group A participants, according to the IDI, Marcus was developmentally masking cultural differences and placing too much emphasis on cultural commonalities. As evidenced by his early reflections, Marcus was grappling with cultural immersion issues, such as language acquisition, the host culture's emphasis on time and being a silent observer. Most of his early reflections noted how he would take steps to resolve his frustrations in order to move forward and demonstrated an ability to manage anxiety, a typical Polarization skill.

As Marcus neared the mid-semester point, his reflections contained scant evidence of leftover Polarization tendencies (the "us vs. them" interpretive stance) and were beginning to demonstrate more intercultural mindset thinking. In the latter half of the

term, he was often very self-reflective and in some cases condemning of how his previous behaviors, attitudes and values influenced his thinking. He commented on how his own thinking was being modified and influenced by his cultural surroundings and engagement in the curriculum. He admitted, prior to engagement in the curriculum, he was unfamiliar with culturally relevant pedagogy principles, yet could understand the value. He provided naïve interpretations of how the principles of culturally relevant pedagogy would play out in his future classroom, but did so understanding the need for the pedagogical practice.

Upon finishing the semester abroad and the curricular exercises, Marcus's Developmental Orientation score moved +6.37 in the direction of an intercultural mindset. At the conclusion of the term, he achieved a Developmental Orientation score of 89.36, a Minimization orientation. His positive growth was evidenced not only by the post-semester IDI score, but articulated in his later reflections and responses to the prompts.

Noelle

Initially, Noelle believed she possessed the ability to adapt to cultural differences, had an appreciation of cultural patterns and a tolerance for ambiguity. Her pre-semester Perceived Orientation score of 123.19 put her squarely into Acceptance, yet her Developmental Orientation score of 91.06 indicated she was more aligned with intercultural skills akin to Minimization. She believed she was more advanced in her intercultural thinking than what was assessed by the IDI. Thus, at the beginning of the term the IDI reflected her tendency to highlight commonalities across cultures yet it was likely she often masked important cultural differences.

While Noelle indicated at the end of the term that she had completed all the curricular exercises to the best of her abilities, given the time constraints of the weekly due

dates and her travel schedule, her reflections throughout the term were not as deep nor as thoughtful as the other participants in Group A. The responses were devoid of real processing and only provided limited evidence of both her engagement in the curriculum and developmental progression along the intercultural developmental continuum. It was often challenging for the researcher to glean information about growth and development from the reflections Noelle submitted.

Noelle mentioned on numerous occasions that she was collecting cultural artifacts and books written in different languages that she could use in her future classroom, but did not go further to describe how those “tools” would be useful to the students under her future tutelage. She often missed opportunities to elaborate further and describe how her overseas experiences and the cultural take-aways she was collecting could shape and influence her pedagogy.

At the conclusion of the term, Noelle rated herself slightly lower (122.29 PO), yet she still believed she fell within the Acceptance Orientation. While her initial Developmental Orientation score of 91.06 indicated she was aligned in Minimization, Noelle’s post-semester DO score declined to 87.74. Thus, at the end of her term abroad and engagement in the experiential curriculum, the IDI reflected a slight regression and continued tendency to highlight commonalities across cultures. She still masked important cultural differences and had not demonstrated development in orientation that was fundamentally different from the beginning of the semester. It was possible her Minimization tendencies were even more prevalent than initially assessed. The decline could be due to the fact that Noelle did not engage fully in the developmental exercises and

did not take advantage of the opportunity to bear witness to her own cognitive shifts. It could also be reasoned that the experience abroad and the curriculum had a negative effect.

Ava

While Ava had a pre-semester Perceived Orientation score of 117.50, rating herself in Acceptance, she had one of the lowest initial Developmental Orientation scores, 76.91, placing her within Polarization. According to the IDI, Ava maintained an “us vs. them” judgmental viewpoint toward cultural differences and negatively evaluated values, perceptions and behaviors associated with culturally different groups. Yet, her initial reflection responses highlighted a sincere desire to use the experience abroad with the developmental curriculum as a means to grow and push herself to be more outgoing and vigilant of cultural differences and similarities. Many of her early writings highlighted her move away from maintaining her normally shy stance. She often articulated and ruminated about how she was pushing herself to be more outgoing. Her thinking moved to metacognition when she commented on the recognition of her own development.

In the latter half of the semester, Ava wrote often about her ability to shift thinking about cultural phenomena that she did not previously understand. Some of her reflections (siesta and kissing greetings) are evidence of this shift. Additionally, she acknowledged her own growth in confidence and self-security in many of her later reflections. She then translated that self-assurance into discussions of classroom empowerment. Ultimately, by the end of the term, Ava noted she had been given tools to engage in culturally relevant pedagogical practices in her future classroom. In fact, she used her final reflection submission as a means to stand on her own “soapbox” and espouse the benefits of

culturally sensitive teaching. She noted that she would not have had the courage to do so previously.

At the outset of the study Ava had a Perceived Orientation score of 117.50. At the conclusion of the study Ava rated herself in Acceptance, with a score of 122.22. Initially, she had one of the lowest Developmental Orientation scores, 76.91, placing her within Polarization. Yet, at the conclusion of the study, Ava's Developmental Orientation score was 88.30, demonstrating one of the highest positive gains toward an intercultural mindset. In the end, the IDI indicated she moved from Polarization to Minimization (+11.39). A jump in Developmental Orientation score of +8 or more points along the continuum demonstrates a significant change in perception, resolution of former orientation issues and a deeper understanding of cultural similarities and differences. When looking back upon the reflective submissions submitted by Ava, she appears to have made significant gains in her abilities to move past the monocultural mindset. She was cognizant of the privilege of dominant groups and articulated a means to challenge the status quo in her future classroom.

Joaquin

As the participants above, Joaquin initially placed himself along the continuum at the Acceptance stage. His Perceived Orientation score of 123.65 indicated he believed he possessed the ability to appropriately understand and adapt to cultural differences and appreciate patterns of cultural difference. His Developmental Orientation score of 94.90 indicated he overestimated his abilities and placed him more in line with Minimization orientation.

Throughout the semester, Joaquin was the most vocal about the challenges he faced in his host country. While his initial reflections were often negative, they were deeply self-reflective and provided evidence of a desire to understand himself and his surroundings. Early in the term, he struggled with cultural differences and often harshly criticized the practices, values, beliefs and behaviors of his host country nationals. He wrote about how he felt stared at or singled out, could not communicate effectively in the language and did not understand how or if his host country nationals could or would accept him. Initially, he was unsure whether he would have a positive experience abroad. While he wrote that he would maintain an open mind about the experience, he provided consistent written evidence of his tendencies to engage in a monocultural mindset.

As the semester progressed, Joaquin's reflections provide further indication that he desired to shift his thinking and modify his original criticisms of his host country. He reflected back upon some of his earlier writings and provided rationale as to why some of the cultural phenomena had frustrated him, yet did not offer evidence of a major shift forward. Towards the end of the term, he realized that he was the one that needed to shift his perspective and adapt to the environment rather than expect others to adapt to him but he did not articulate how he would accomplish that shift.

Joaquin did not often articulate how he would incorporate culturally relevant pedagogy into his future classroom teaching. In the end, he provided an example of what he thought was an effective technique employed by his finance instructor and stated that the technique could stand as a "baseline" for his practice. He did not provide concrete examples of how he would adjust his teaching style to accommodate for difference other than to say he would require his students to learn about different cultures.

Ultimately, at the end of the semester, Joaquin scored an 87.31 on the IDI, a dip of -7.59 points in contrast to his preliminary Developmental Orientation score of 94.90. While still in Minimization at the end of the term, the regression indicated he continued to overestimate his abilities to value cultural similarities and differences and had not moved past his ingrained monocultural mindset tendencies. While he fully engaged in the developmental exercises throughout the semester and provided thoughtful responses about how he personally was dealing with culture shock, according to the IDI he was not developmentally ready to leave his current orientation and engage in a cognitive shift about culture and pedagogy. It is entirely possible the curriculum was ineffective for this participant. The developmental exercises may have lacked a form and structure that would produce a cognitive shift. Further assessment of the design and impact of the exercises is necessary.

Derek

At the onset of the study, the IDI placed Derek at the Cusp of Polarization (69.33 Developmental Orientation) thus indicating he had very early expressions of an “us vs. them” judgmental viewpoint toward cultural differences. Since Derek was at the Cusp of Polarization, it was likely that he had Denial tendencies yet unresolved. Therefore, it is possible he struggled with noticing deeper than observational cultural differences and was inclined to avoid or withdraw from cultural differences. This Cusp standpoint can manifest itself in either negative judgments towards other cultural groups in contrast to valuing one’s own cultural group’s values, perceptions and behaviors or the opposite, negative judgments of one’s own cultural group in contrast to overvaluing other cultural groups’ values, perceptions and behaviors.

Early reflections were indicative of his monocultural mindset and often placed value on his preconceived notions of culture rather than acknowledgement of the cultural phenomena happening around him. As Derek was culturally and ethnically related to his host country nationals, he often overlooked subtle similarities and differences because he was convinced he already knew them. His responses to the culturally relevant pedagogy exercises often highlighted the need to accentuate students' difference as a means to understand one another. This demonstrated that he neglected to see that students' cultural similarities could also be used as a means to understand one another.

Toward the end of the semester, Derek waffled back and forth between rationalizing cultural differences and condemning them, which provided evidence that he was grappling with issues that could push a cognitive shift. He did achieve a jump along the continuum, but he had the most modest positive gain of +5.80. While this gain moved him slightly closer to the intercultural mindset side of the continuum, he still remained in the Polarization orientation. Thus, as indicated by both the IDI and his reflections, he still maintained less complex perceptions of and experiences with cultural similarities and differences and still used broad stereotypes to explain cultural phenomena.

Olivia

At the onset of the study, Olivia placed herself in Acceptance with a Perceived Orientation score of 124.19 indicating that she rated herself with an ability to understand and appropriately adapt to cultural differences. Yet, the IDI Developmental Orientation score of 97.27 placed her within Minimization, indicating that she had a tendency to only highlight cultural commonalities and sometimes neglected to recognize cultural differences.

In analyzing Olivia's responses throughout the semester, it is evident she embraced cultural similarities and differences and ultimately did not want to leave her host country. She relished her new-found freedom and confidence and lamented going back to the United States and its' "fast paced routine." Ultimately, she started to show signs of early Adaptation stage appropriate intercultural skills. By developing an appreciation for the beliefs, values and behaviors held by and associated with host country nationals, Olivia was evidencing cognitive flexibility and openness.

Even her reflections regarding culturally relevant pedagogy demonstrated an ability to maintain an open mind and nonjudgmental standpoint. While she did not agree with her art teacher's practices, she was able to rationalize why he maintained his perspectives and did not condemn his practices. This led her to develop her own views on practice and ultimately gave her a platform to develop her own opinions about how she would teach in her future classroom. Out of all the Group A participants, Olivia was most successful at articulating how she would infuse her classroom with the culturally relevant pedagogy principles highlighted throughout the term. She demonstrated an ability to translate her learning into ideas for future practice by providing examples of what she would do to instill respect for other cultures in her classroom.

When Olivia's developmental progression is viewed holistically and over the course of the term, it is clear why the IDI Developmental Orientation score of 106.77 at the end of the semester was higher than her pre-semester score of 97.27. While the post-semester IDI score still placed her within Minimization, she was close to Adaptation orientation. As Olivia had one of the highest Developmental Orientation changes, a +9.50 gain, it can be

reasoned she engaged in a cognitive shift while abroad and through her engagement in the curriculum.

It was not expected that the participants who participated in the curriculum master the skills associated with the most intercultural orientation (Adaptation) by the end of the term. Rather, the goal was to engage the participants in a self-reflective, metacognitive process that would *begin* to shift their ethnocentric thinking to ethnorelative thinking. I argue that if pre-service teachers *begin* to change their thinking about working with diverse students in their classrooms they can develop pedagogical strategies that encourage minority students' learning. One way to encourage a shift in thinking is through a semester-long study abroad program coupled with an intentional, developmental curriculum.

It was not intended for the participants to engage in retroactive reflection without an opportunity to modify their assumptions, views and/or behaviors before returning to the United States. In-country reflection and mindset change would allow the participants to make subsequent decisions based on prior knowledge and processing and test their newly developed assumptions and views to see if further modifications needed to be made. As evidenced, most of the Group A participants were able to accomplish a progressive move along the developmental continuum. Five of seven utilized the opportunity to self-reflect to deeply analyze their preconceived notions of culture and move past surface interpretations of other and difference. Those that produced regressive developmental scores either did not fully engage in the curriculum or perhaps were not ready to resolve fundamental cultural issues related to their ingrained mindset orientations. While it is easy to attribute the regression to "user error", it must be recognized that the curriculum design and

ineffectiveness may have contributed to developmental regression. Further testing of the form and structure of the curricular exercises is necessary.

Group B

The pre-service teachers in Group B (n=2) participated in a study abroad program during the fall 2011, but did not engage in the developmental curriculum. This control group was established to test the effectiveness of the curriculum while maintaining the study abroad aspect as the constant. If the participants in Group B saw similar developmental achievements as the participants with the curriculum, then it could be reasoned that the experiential curricular intervention did not assist in intercultural competency development. It might further be concluded that the immersion experience alone was the sole factor in developmental achievement. If the participants in Group B did not achieve similar developmental achievements as those in Group A, it could be reasoned that the curriculum assisted in intercultural competency development.

At the on-set of the study, the Developmental Orientation group profile generated for Group B indicated that one of the participants fell within the Minimization Orientation and one was in Polarization. These pre-semester orientation results, mirror the orientation placements of the students in Group A. Again, students who self-select cultural immersion (i.e. study abroad) are more likely to initially place in Polarization and Minimization orientations because they already acknowledge some degree of cultural similarity and difference, enough to want to explore more through an overseas experience.

According to the post-semester Developmental Orientation group profile generated, the participants remained within the same Minimization and Polarization orientations. Thus, there was no change along the developmental continuum in contrast to the pre-

semester results. The negative value in the group Developmental Orientation change score (-2.83) from pre- to post-semester suggests that after being abroad without engaging in the experiential curriculum, the Group B participants were trending toward regressive movement along the continuum in the direction of a monocultural mindset. Yet, it is difficult to make assertions when the n of a control group is two. More students in the non-treatment group would be needed to better discern whether there are indeed differences between Groups A and B and whether the curriculum was an influential factor for gains.

While the n of the control group in this study was only two, the results achieved by the Group B participants mirror the results of one of the most influential studies conducted on intercultural competency achievement during a study abroad experience: The Georgetown Consortium study. The previous research study employed the use of the IDI as a pre- and post-semester abroad measurement of intercultural competency development with 1,300 study abroad students in 61 different countries around the globe. The 1,300 participants in this study went abroad, yet did not engage in an experiential curriculum. In a research paper that analyzed the results of the Georgetown Consortium project, the principle researcher concluded: "Being exposed to a different culture did not, for a very large number of students in this study, prove to be a sufficient condition for advancing their learning" (Vande Berg, M., 2009, p. 20).

The designers of the Georgetown Consortium study also concluded that students participating on cultural immersion programs were in need of "cultural mentors" who could assist in shaping their intercultural competency development. The researchers called upon the cultural mentors to "intervene" in the students' learning so as to help the learner become more interculturally competent. This suggestion can be interpreted in many ways,

yet one useful mode of “intervention” could be an interactive, experiential course, designed to assist the learner in moving along the developmental continuum.

Perhaps the Group B participants could have benefited from a curricular intervention during their semester overseas. While my study had a control group n of two, the Georgetown Consortium study had a much larger group population. Therefore, it can be reasoned that if we want to see significant gains along the developmental continuum during a study abroad semester, an effective mode is to combine the cultural experience with an intercultural, experiential curriculum. Just putting oneself in the cultural environment (exposure) does not produce gains in intercultural competence. Engagement in an intentional, experiential curriculum, shaped by developmental principles aligned with the DMIS can be a catalyst for change to an intercultural mindset.

Group C

The participants in Group C (n=12) were pre-service teachers engaged in an “Urban Education in American Society” course on the CSU-Northridge campus during the fall 2011 term. This control group was established as a contrast to the Group A participants, for they neither received the custom-designed curriculum nor studied abroad. By setting up the contrast control group, I was able to test whether the custom-designed curriculum used in this study and the notion that study abroad serve as determining factors in intercultural competency development. According to the Developmental Orientation group profile generated at the start of the fall semester, 42.8% of the Group C participants were situated on the left side of the continuum in a monocultural mindset, while 21.4% were hovering near the middle and 35.7% were near the right side of the continuum in an intercultural mindset (See Appendix M).

At the end of the term, an almost equal percentage (49.9%) was hovering near the middle or right side of the continuum and 50% was situated on the left side in a monocultural mindset (See Appendix M). It is important to note that at the end of the fall term, the percentage of participants at the far left of the spectrum (Denial) shrank by 13.1 percentage points, indicating that while a few participants still remained in a monocultural mindset, a fair number of participants had developed patterns of thought that were beginning to shift slightly toward a more transitional mindset.

The positive value in the Group C Developmental Orientation change score (+2.22) suggests that after staying on the home campus yet engaging in a race and culture specific curriculum, the Group C participants were trending toward positive movement along the continuum in the direction of an intercultural mindset. Thus, if students cannot study abroad for whatever reason, an experience in a course on cultural sensitivity could be substituted if necessary.

Yet, as Villegas and Lucas (2002) assert, adding a course or two on multiculturalism or urban education does not go far enough. If intercultural sensitivity development is an intended student learning outcome of a teacher preparation curriculum, the developmental advancements made at home in an intercultural course may not be as great in comparison to an immersion experience abroad with an intentional experiential curriculum designed to elicit growth along the intercultural competency continuum. The entire teacher preparation curricula must reinforce and expand pre-service teachers' beliefs about and attitudes toward culturally responsive teaching.

Limitations

There are several limitations of the study that deserve attention. First, the sample size of each of the groups was small and not representative of all pre-service teachers in California State University programs. While the participants in each group were ethnically diverse, had a range of experience with cultural/race related classes, spoke a number of languages other than English, had a range of experience in other countries, and were drawn from diverse CSU campuses near Los Angeles, the total sample size was small (n=21) and could hinder the generalizability of the study's findings. When the paired sample t-test and ANOVA results are reviewed, there is no statistical significance when the groups are looked at individually (pre- and post-semester IDI scores for each Group) and when the groups are looked at in contrast to one another (A:B:C). The small group size (A: n=7; B: n=2; C: n=12) could be a contributing factor to the lack of statistical significance. A larger sample would need to be assembled in order for definitive conclusions to be drawn. Future research should consider this limitation and work to convene a larger group of participants.

There were a higher number of student volunteers recruited for Group C as a result of a face-to-face meeting with the members of the fall ELPS 203-Urban Education in American Society course at California State University Northridge. The volunteers for Groups A and B were solicited via an email recruitment letter sent out by study abroad professionals at CSU-Long Beach, CSU-Fullerton, Cal Poly San Luis Obispo, San Diego State University and the California State University Chancellor's Office. The researcher asked the study abroad professionals to send the email twice before the start of the fall term, but one of the professionals indicated it was not possible to accomplish the request according to the timeline and the message did not go out to that group of students. Additionally, the

email request could have gone unseen by potential participants or been accidentally delivered to a SPAM box folder. In order to recruit additional volunteers for Groups A and B, the researcher could have attended pre-departure orientation meetings at the California State University campuses in advance of the fall term to ask for student assistance with the study.

Another limitation of the study could have been the limited interaction the researcher had with the participants in Group A. As the researcher was interested in assessing the effectiveness of the curriculum on it's own, the researcher did not host preliminary IDI feedback sessions or discussions with the students following the submission of journal responses. The results of the Group A post-semester IDI may have indicated more positive growth in the direction of an intercultural mindset had the researcher considered and engaged in these critical interaction points throughout the term.

Research supports the use of a preliminary IDI feedback session to “provide understanding of the process of intercultural development and gives insight into one’s own current developmental strengths and challenges” (DeJaeghere, J.G and Zhang, Y., 2008). By outlining the developmental stages associated with the DMIS and how the IDI assesses those developmental stages, participants can have a greater understanding of how to move from one orientation to another. The stage appropriate intercultural skills and the knowledge and attitude shifts necessary to make progress along the continuum towards a more intercultural mindset need to be outlined for the participant to develop appropriate learning outcomes and strategies.

Research has shown that students increase intercultural competency during a study abroad term when guided learning and facilitation by a faculty member is included as part

of the intentional coursework (Lou, K. H., & Weber Bosley, G., In Press). The researcher missed the opportunity to probe and ask further questions about the students' responses in order to elicit deeper student understanding of the cultural phenomena and culturally relevant pedagogy principles outlined within the course.

Future Research

I am unable to assess whether the participants from Group A actually implement intercultural skills and/or culturally relevant pedagogy in their classroom environments because that analysis is outside the scope of this study. Yet, longitudinal research with these same participants could be considered. The subsequent research could follow these teacher candidates into their future classrooms to ascertain whether they engage in pedagogical practices shaped and influenced by their experiences overseas and engagement in the curriculum.

The research design for this study may be utilized in the future, but with greater time and effort (which was not possible for this study) placed on ensuring large enough samples to run meaningful statistical analysis. While this study points to some key findings, lack of statistical significance limits the potential conclusions to be drawn. Future research could potentially rectify this problem.

In addition to a larger sample, future use of the curriculum with the addition of "culture-mentor"-led facilitation should be considered. Incorporating facilitation may lead to increases in competency gains as measured by the IDI and it would be worth investigating to ascertain if that change to the design strengthens the effectiveness of the course and produces the desired results. Again, larger numbers of students in the various groups would be needed in order to test this hypothesis.

Also, future research could include modifications to the curriculum proposed here, as well as additional research on culturally relevant pedagogy. As the work in cross-cultural education progresses, future research on study abroad curricular interventions should make use of such research.

Significance of Findings to Various Groups/Implications for Practice

Implications for Teacher Training Programs

As highlighted in the literature, there is a need for teachers to be better prepared to work in culturally diverse K-12 classrooms (Cushner & Mahon, 2002; Mills & Ballantyne, 2010; Willard-Holt, 2001). This study and supporting literature provides evidence that pre-service teachers engaged in international experiences may *begin* to shift thinking about themselves, their students and the design of their curriculum if guided through an intentional, experiential course designed to produce such outcomes. It must be acknowledged that pre-service teachers need to be shepherded through a reflective overseas experience while abroad. Education faculty can be those shepherds or “cultural mentors”. Student affairs practitioners well schooled in cross-cultural education might also fit such roles.

Yet many education students are bound by rigid state-determined curricula that offer little flexibility to participate in overseas courses (Cushner and Mahon, 2002). While a small percentage of teacher education programs offer teach abroad opportunities, few students attend because by and large, faculty discourage their participation (Cushner and Mahon, 2002). The faculty instructing pre-service teachers fear that sending students abroad will run counter to state and national agency mandates regarding professional preparation (Kissock, 2007).

The findings from this study offer some comfort to education faculty worried about study abroad learning outcomes and alignment to State of California professional preparation mandates. As noted in Chapter Two of this work, the passage of Assembly Bill 1059 (Chap. 711, Stats. 1999) in California mandates that any teacher admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002, must develop an understanding of culture and diversity through coursework. The Crosscultural, Language and Academic Development (CLAD) Certificate program coursework requires teacher candidates to explore how minority acculturation into mainstream society is impacted by power, status and economic factors. The course offered to pre-service teachers during this study encourages pre-service educators to acknowledge the impact culture has on a student's success. The curriculum challenged pre-service teachers to analyze how intercultural competencies and culturally relevant pedagogy could be incorporated into classroom practices so as to enhance student performance.

I, as well as others, contend it will take a concerted effort on the part of many to infuse teacher preparation programs with the spirit of global and international education. In addition, I assert that culturally relevant pedagogy and the teaching of its principles should be intentionally woven into teacher preparation programs. No longer can the underexposed and inexperienced teacher rely on stereotypical conceptions of diversity and play those biases out in the classroom. This has led to increasing concerns that teachers are unable to apply the National Standards of Academic Excellence in an equitable manner (Bennett, 1995; Van Hook, 2004). School leaders and policy makers can no longer stand for inequality in our classrooms. Yet, university education programs can equip our future teachers with the skills, attitudes and beliefs necessary to meet the diverse needs of our

student population. This means abandoning the archaic and reductionist view of “diversity” and instead embracing new techniques that will allow teachers to challenge their own beliefs, reflect upon their experiences, and apply their newfound understanding practically in their classrooms to ensure the success of all students. While the effort required to change teacher preparation programs will be great, it is necessary if future teachers are to provide a quality education to all the students in our classrooms.

Therefore, a new model for educating our future teachers must be considered. The following model and ensuing suggestions are presented to evoke discussion among education leaders as to how we can better equip our future teachers with the skills, attitudes and tools necessary to translate intercultural sensitivity into culturally relevant pedagogy in our classrooms. The model is based on the findings gleaned from this study, years of practice in the field, a thorough grounding in the existing research literature and discussions with a veteran CSU-Northridge College of Education faculty member.

Pathway Model for Interculturally Competent Teacher Certification

The model presented represents a significant shift in the current paradigm for educating future teachers. Incorporated within the model are critical points for assessing intercultural competence using the IDI and culturally responsive teacher self-efficacy using the Culturally Responsive Teacher Self-Efficacy scale designed by Siwatu (2006a); feedback sessions to understand and interpret the results of the intercultural competence and self-efficacy assessments; signature courses aligned with intercultural competency acquisition, instruction in the principles associated with culturally relevant pedagogy, teaching and motivational strategies for diverse classrooms, etc.; a pre-departure orientation program; experience in a cultural setting with a reflective curriculum (overseas or domestic); a

practicum/student teaching experience; and finally completion of teacher certification requirements.

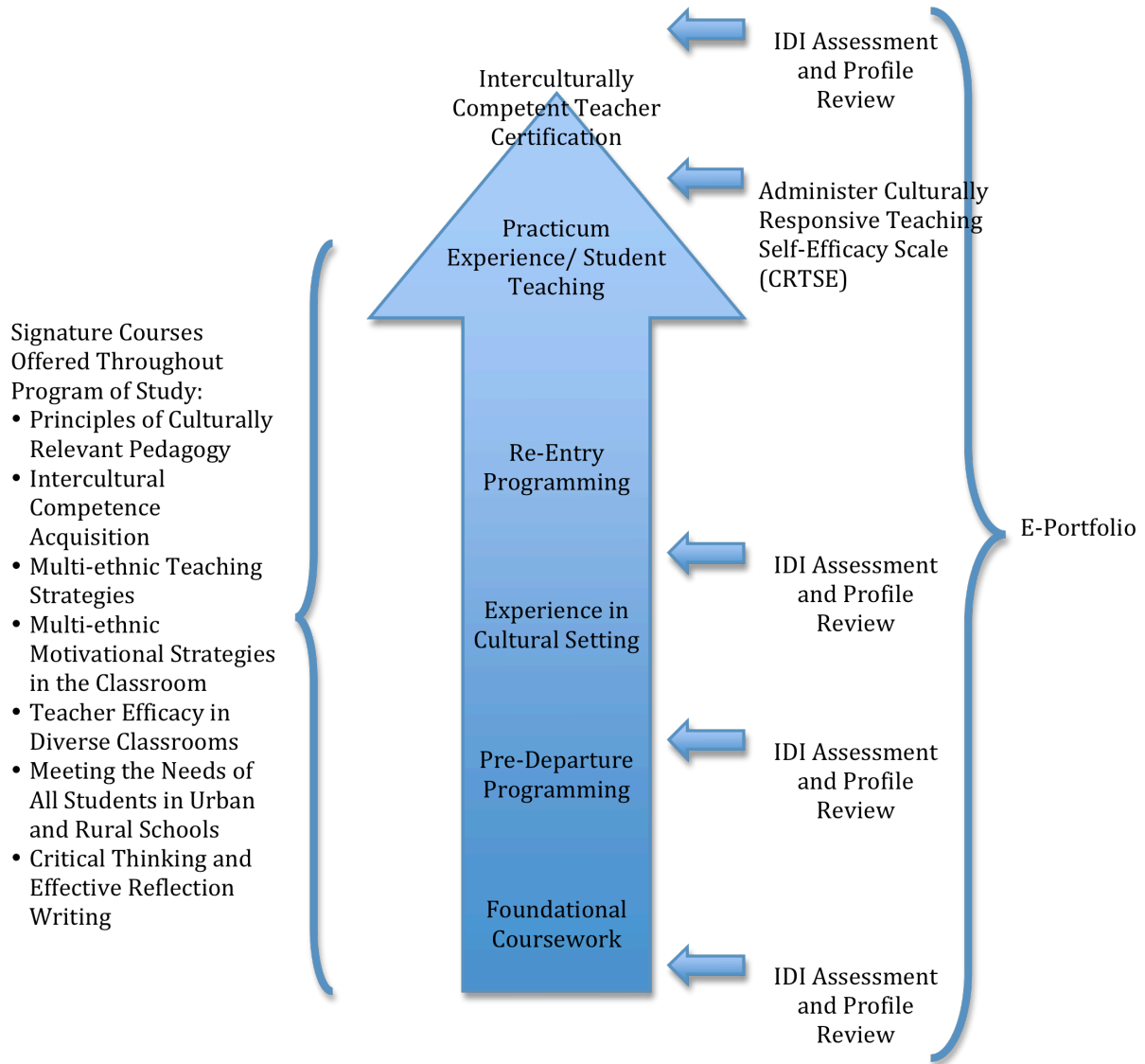


Figure 5.1 Pathway Model for Interculturally Competent Teacher Certification

Each stage of the pathway is developmental and based on the preceding learning, ultimately leading to an ability to demonstrate intercultural competence and pedagogical practices associated with culturally responsive teaching. Throughout the pathway, students are encouraged to “capture their learning” at various points by submitting coursework,

their IDI assessments and profiles, reflections and practicum supervisor notes to an e-portfolio. The e-portfolio thus serves as a repository for demonstrations of learning and an area to be reviewed and examined at multiple points throughout the progression toward certification by both the faculty and the pre-service teacher.

The success of the model hinges on the collaborative efforts of the student, education faculty and study abroad professionals. As the pathway model calls for the inclusion of an overseas experience (or in specially approved cases, an experience in a cultural setting close to the home campus) education faculty and the professionals in the international education office must work together to provide sojourn experiences appropriate for the student and the desired learning outcomes. To achieve the aims of the model, open communication and extensive cross training are necessary. The study abroad professionals must have an understanding of the goals of the model and work with education faculty to provide appropriate overseas placements. The education faculty must have an understanding of the study abroad application process, pre-departure preparation and re-entry issues. All faculty and study abroad professionals associated with the education of the future teachers will need to be trained in the theoretical underpinnings, administration and interpretation of the Intercultural Development Inventory (IDI).

The Intercultural Development Inventory was used for this study because of its ability to assess developmental progress along the Developmental Model of Intercultural Sensitivity (DMIS) continuum (Bennett, 1993). The curriculum used in this study was designed to move participants along the DMIS continuum and therefore the IDI was an appropriate tool used to assess progression. Yet, the IDI is not the only intercultural assessment tool available to education faculty and study abroad professionals. The Global

Perspectives Inventory (GPI) developed by Braskamp, Carter Merrill and Engberg (2010) measures a person's perspectives in three dimensions of global learning and development—cognitive, intrapersonal, and interpersonal. The Beliefs, Events and Values Inventory (BEVI) was designed in the 1990s to "explain the processes by which beliefs, values, and 'worldviews' are acquired and maintained, why their alteration is typically resisted, and how and under what circumstances their modification occurs" (Shealy, 2004, p. 1075). These instruments could be used to assess worldview perspectives in a similar way the IDI was used to assess development along the intercultural continuum. Yet, whichever instrument is used to calculate growth and development over time, it is imperative the student learning objectives align with what is being measured and assessed.

The model is suggested as a "possibility" for university teacher education programs seeking to develop intercultural competence consistent more with an increasingly global environment. The pathway is designed for students entering higher education following graduation from secondary school with expectations to become a teacher. It is outside the scope of the model's design and this discussion to consider students transferring into teacher preparation programs during second, third or fourth year stages. Yet, education faculty should consider the implications for transferring students and design an accommodating model.

Foundational Coursework and Preliminary IDI Assessment

During the freshmen year of undergraduate studies, students who have declared education/liberal studies as their major (or education emphasis within the context of another major) would be encouraged not only to enroll in general education courses to satisfy institutional requirements, but would also be introduced to the principles

associated with intercultural competence and culturally relevant pedagogy through foundational coursework offered through education faculty.

At the very onset of the foundation year, the pre-service teacher would take the Intercultural Development Inventory (IDI) and attend a feedback session wherein the results of the preliminary IDI profile are reviewed with an education faculty advisor or study abroad professional, trained in the administration and interpretation of the IDI. This would establish a baseline IDI score and familiarize the student with the language associated with the instrument, necessary if the student is going to develop learning objectives associated with progression along the continuum.

During the feedback session, the student and faculty advisor would develop achievable student learning outcomes for the freshmen year in conjunction with the foundational coursework and a plan for a semester overseas or if unable to participate in a study abroad semester, an experience in a cultural community near the home campus. Study abroad professionals should be encouraged to attend the feedback and planning sessions so as to provide another resource person to the student and assist with any questions regarding the overseas host institution, transfer of courses, financial implications and tips for a successful international experience. The initial IDI profile and the learning objectives developed would be submitted to the student's e-portfolio.

Pre-Departure Programming

In the semester before the overseas (or domestic) sojourn, the pre-service teachers/study abroad participants need to attend a comprehensive pre-departure orientation program to set the stage for expected intercultural learning, safety abroad and general overseas preparedness. In conjunction with study abroad professionals, education

faculty can design an orientation program that supports and encourages the students' abilities to make successful cultural adjustments before arriving in the host country, lay the foundation for the semester overseas and preview their return.

The faculty and study abroad professionals can then introduce the experiential course and the concept of asynchronous learning to the students. Asynchronous learning is a student-centered teaching method that utilizes an online environment to promote learning and community regardless of time or space among a group of people. As the students will be participating in the online course designed to engage them in the plan-do-check-act model of learning (Kolb and Fry, 1975), students need to be encouraged to participate full in the online learning environment and lessons about effective journal writing need to be introduced prior to engagement in the curriculum. As Kolb and Fry mention, experience needs to be envisioned or articulated—the “plan”. Then the learning, change and growth that takes place is facilitated by having a “here-and-now experience” (p. 33)—the “do”. Next an opportunity to collect information (data and observations) about the experience to contextualize it—the “check” needs to happen. Reflection is a key component of the process. Out of that reflection, conclusions drawn about the experience give the individual cause to act or re-act to modify behavior, action or thoughts—the “act”. The students need to be acquainted with the notion of “meaning-making” and how one assigns meaning to a cultural phenomena or occurrence. Additionally, it should be articulated to the students that the faculty member teaching the course would be a fully engaged participant in the online learning environment. As mentioned earlier, it is imperative faculty not only be engaged in the administration of the curriculum to the

students in the online environment, but should also be fully engaged in facilitating or shepherding the learning throughout the term.

Experience in the Cultural Setting

Just prior to departure or immediately upon arrival in the host country/domestic environment, the IDI should once again be administered to the student participants. Review of the IDI profile should take place via the online environment so students have an understanding of the growth achieved during the first year of study (resulting from the foundational curriculum and preliminary goal-setting) as well as set the baseline orientation point for the semester in the cultural setting. The IDI profile should be submitted to the student's e-portfolio as evidence of growth and development when viewed in contrast to the initial assessment. Additional strategies for further intercultural competency development should be addressed and the resulting learning objective statements should also be submitted to the e-portfolio.

The school of education faculty would then administer the curriculum to the students abroad via the online environment in the same way the curriculum was administered for this study. Throughout the term, the faculty can comment on student reflections and probe for deeper learning. Select reflections from the term can be submitted to the e-portfolio to add to the growing body of developmental evidence.

Following the conclusion of the term, the IDI would again be administered and statistical tests run to account for pre- and post-semester growth and development. Once again, the IDI profile should be shared with the student and the results stored in the e-portfolio.

Re-Entry Programming

The emotional and behavioral metamorphoses that take place abroad need to be reinforced upon return. Further, pre-service teachers who engage in a cognitive paradigm shift and modified thinking as a result of a reflective experience abroad are most successful in incorporating that learning into successful classroom pedagogies (Cushner, 2009; Cushner and Mahon, 2002) when provided with assistance in translating their learning. Therefore, education faculty and collaborating study abroad professionals can design a structured program to assist the returning students with contextualizing the learning and experiences, while addressing general re-entry issues. Models of successful returned student programming exist and the Standards for Best Practice outlined by the Forum on Education Abroad can provide a comprehensive overview of suitable program formats and desired outcomes.

Practicum Experience/Student Teaching

All along the pathway, students will be engaged in coursework that provides the foundation for a successful practicum/student teaching experience. The coursework will complement or in some cases replicate what is currently being offered in the state. Yet, translating the proposed pathway theoretical coursework into practical application in the classroom will require guidance from an experienced practicum supervisor. "Exposure to a competent model [teacher] is vital since research has shown that individuals are likely to imitate the behavior of those they believe are competent" (Siwatu, 2006b). Ideally, the supervisor will be trained in the principles associated with intercultural competence acquisition and culturally relevant pedagogy in order to stand as a model for the teacher in training.

Following the conclusion of the practicum/student teaching experience, education faculty can administer the Culturally Responsive Teaching Self-Efficacy (CRTSE) assessment tool to the pre-service teacher. “There is a need for teacher educators to insure that teacher education candidates 1. are efficacious in their ability to execute the practices of culturally responsive teaching and 2. believe in the positive outcomes associated with this pedagogical approach” (Siwatu, 2006b). The scale, designed by Siwatu (2006a) and based on the theoretical work of Bandura (1977), measures the belief a person has in his/her ability to take his/her knowledge, skills and competencies and put them to use. At this stage, it would be important for both the student and the faculty to have an understanding of the confidence level the student has to turn his/her training into practice. It is reasoned that the belief a person has in his/her own confidence to implement culturally relevant pedagogical practices in the classroom may predict whether he/she actually does (Siwatu, 2006b). The results of the CRTSE and a plan for increasing efficacy (if necessary) can be added to the e-portfolio along with notes, recommendations and an overall evaluation from the practicum supervisor.

Interculturally Competent Teacher Certification

This pathway model demonstrates that principles associated with intercultural competency acquisition and culturally relevant pedagogy (and its practical application) can be woven into the teacher certification track. The design encourages participation in a study abroad program and highlights the need to assess the learning that takes place along the entire pathway, not just in the overseas environment. The intentional coursework, sojourn and practicum/student teaching experience culminate in the acquisition of a teacher certification, but not without the participant having a clear understanding of

his/her learning trajectory and abilities to translate that learning into practice. The journey is documented in the e-portfolio with opportunity to take reflective looks back upon growth and development. The cycle of plan-do-check-act is integral throughout the pathway and provides opportunity for reflection, reassessment and engagement in order to further expand learning and growth. This pathway model presents a roadmap to provide an international education to future teachers so those teachers in turn can provide instruction to pupils to meet the needs of a 21st century global citizenry and job market.

Implications for Study Abroad Practitioners

All citizens and employees of the 21st century, not just future educators, need to be prepared to live and work in a globalized society and be interculturally competent (Partnership for 21st century skills; Trooboff, Vande Berg, Rayman, 2008; Yang, 2005). Future leaders need to have diverse cultural sensitivities, foreign language skills and knowledge that spans beyond their home borders. Parents need to teach their children the value of diversity and see it not as a threat, but an asset. Additionally, we know employers desire employees who can respectfully interact with diverse populations of co-workers whose values, perspectives and behaviors may be radically different from their own. Citizens and employees have long needed to critically analyze situations, draw ideas from multiple and diverse sources and creatively apply learned skills. We need to be globally competent and translate that knowledge into efficiency and productivity in the home and workplace.

“International education has evolved to the point where providing the opportunities for experiential learning within a cultural context is only the first step” (Lou, K. H., & Weber Bosley, G., In Press). In order to meet the needs of a 21st century global citizenry and

workforce, I contend that international education professionals need to design more intentionally structured environments (formal didactic classroom instruction or experiences) that challenge the growing number of study abroad students to engage in critical reflection, strategic thinking and practical application of lessons learned. While the curriculum used in this study was designed for pre-service teachers, study abroad professionals can adapt/amend the curriculum and associated learning outcomes to meet the needs of any undergraduate student, majoring in any field of study.

The design and implementation of a purposeful, experiential curriculum for study abroad participants is an undertaking to be done in the spirit of collaboration. Faculty, study abroad professionals, administration, and curriculum review boards must work together to establish the learning objectives for the course that relate to the broader context of the degree achieved. Careful assessment of study abroad student learning, in line with undergraduate courses of study, department student learning outcomes and institutional mission must be part of the equation.

As noted in the limitations of this study, facilitation of student learning in the overseas environment is key if intercultural competency acquisition is to take place. We have seen through the evidence provided in this study and other research, that intercultural learning does not take place to a great extent through mere exposure to the cultural environment. Therefore, cultural mentoring along with assessment is imperative for the achievement of student growth and development.

As a study abroad practitioner myself, I have taken into consideration all the lessons learned through conducting this study. As a result, I have amended the curriculum I designed and submitted it to the curriculum review board at the college where I work for

approval as a credit-bearing course. The course was approved; therefore beginning in fall 2012, I will teach a course entitled “A Reflective Experiential Sojourn” every semester for the students participating on college approved semester-long study abroad programs. The experiential, reflective contents of the course remain intact, yet the emphasis on pre-service teachers and culturally relevant pedagogy have been removed so as to appeal to a larger audience of study abroad students made up of business, liberal arts and arts and media majors. The credit-bearing course will be offered online and I will facilitate the learning throughout the semester. Prior to the commencement of the term abroad, I will ask the study abroad participants to take the IDI. Following receipt of the results, I will schedule individual meetings with the participants to review the IDI profile and develop personalized learning outcomes. The pre-semester IDI results and the learning objectives will be saved in the students’ e-portfolio. More emphasis on structured “culture mentoring” will occur throughout the semester; therefore I will intervene at various times to engage the students in dialogs that challenge them to move beyond their initial orientations and closer to an intercultural mindset. Following the culmination of the term, the participants will take the IDI once again. Post-semester profiles will be reviewed and discussed so as to outline growth or regression. Finally, after returning to the US, the student participants will be encouraged to attend the Los Angeles Lessons from Abroad Conference. This day-long conference will serve as a foray into their re-entry process and provide the participants opportunities to contextualize their experience with other returned study abroad students from colleges and universities in and around Los Angeles.

Conclusion

This research found that study abroad with an intentional, experiential curriculum can have a transformational impact on the pre-service teacher participants which may result in a diversified worldview, a better understanding of self and an acknowledgement of self-growth. The learning, change and growth that took place was facilitated by having a “here-and-now experience” and an opportunity to collect information about the experience to contextualize it. Reflection was a key component of the process. Out of that reflection, conclusions drawn about the experience gave the individual cause to act or re-act to modify behavior, action or thoughts and develop culturally sensitive teaching strategies for use in their future classrooms.

Teachers are accountable for equipping citizens and employees with 21st century education abilities, yet we know that many pre-service teachers are leaving preparation programs unable to adequately analyze issues from a global perspective and translate that reflection into culturally relevant pedagogy in the K-12 classroom. Using a reflective, culturally relevant curriculum during an overseas sojourn engaged a select group of California State University pre-service teachers in exercises, writing and dialog that appeared to develop their intercultural competence, contextualized their overseas experience and encouraged meaning making, for themselves and their future students.

Appendix A
Research Questions, Methods and Analysis Chart

Research Question	Data Collection Method	Data Analysis Method
<p>Question 1: What do pre- and post-semester abroad Intercultural Development Inventory (IDI) survey results reveal about the intercultural competencies of the participants from each of the three groups?</p> <ul style="list-style-type: none"> • Group A: Study abroad participants with curricular intervention ○ Group B: Study abroad participants with no curricular intervention ○ Group C: Home campus students who do not study abroad and do not receive curricular intervention 	<ul style="list-style-type: none"> • Pre- and post-semester IDI administration 	<ul style="list-style-type: none"> • ANOVA statistical test • Paired Sample t-test
<p>Question 2: What do the participants from Group A say are the effects of a reflective, experiential curriculum on their study abroad experience?</p> <ul style="list-style-type: none"> ○ Did the curricular intervention positively or negatively impact the level of competence achieved by the pre-service teachers in contrast to the control groups? 	<ul style="list-style-type: none"> • Reflective Curriculum Assignments: <ul style="list-style-type: none"> ○ Journal Entries ○ Short Essays ○ Experiential activities in the host environment • Short Essay Question • Focus Group • Pre- and post-semester IDI administration 	<ul style="list-style-type: none"> • IDI Continuum/Rubric • Culturally Relevant Pedagogy Theory • Coded themes analysis • ANOVA statistical test
<p>Question 3: How do the pre-service teachers from Group A anticipate translating their overseas experiences into culturally relevant pedagogy they can share with their K-12 students?</p>	<ul style="list-style-type: none"> • Reflective Curriculum Assignments <ul style="list-style-type: none"> ○ Journal Entries ○ Short Essays ○ Experiential activities in the host environment • Short Essay Question • Focus Group 	<ul style="list-style-type: none"> • IDI Continuum/Rubric • Culturally Relevant Pedagogy Theory • Coded themes analysis

Appendix B
Memo of Understanding

DATE: April 25, 2011

TO: CSU-Campus Office of Study Abroad Director

FROM: Katie Roller, UCLA Educational Leadership Program Doctoral Student
(Herein, "Researcher")

SUBJECT: Memorandum of Understanding to Conduct Research

MIXED METHODS RESEACH PROJECT:

This study will examine whether having a stand-apart course curriculum, grounded in intercultural competency theory, experiential learning theory and culturally relevant pedagogy influences the level of intercultural competence achieved by a group of California State University pre-service teachers participating in a traditional, semester-long study abroad program during the fall 2011 term. Ultimately, my aim is to utilize the study abroad experience and reflective nature of my curriculum to shape or re-shape the thinking of future teachers as to how *they* may relate to multicultural pupils' commonalities and differences and then use culturally relevant pedagogy theory in their classrooms so as to improve student success.

STATEMENT OF PROBLEM:

As study abroad has proven to be a life-changing and impactful experience for undergraduates, often shifting ethnocentric thinking to ethnorelative thinking and increasing intercultural competence (Anderson, Lawton, Rexeisen & Hubbard, 2006; Paige, Cohen & Shively, 2004; Pascarella & Terenzini, 2005), this experience has particular implications for future teachers.

Emphasis on international education and intercultural competence has been lacking in teacher preparation programs; yet many researchers affirm the need for teachers to be better prepared to work in culturally diverse K-12 classrooms (Cushner & Mahon, 2002; Mills & Ballantyne, 2010; and Willard-Holt, 2001). Researchers assert that field based experiences offer pre-service teachers the means to improve their understanding of students with diverse backgrounds for getting out of the classroom and into the environment to witness culture first-hand, gives teachers the ability to work directly with multicultural students (Bradfield-Kreider, 1999; Pohan, 1996; Sleeter, 1995; Villegas and Lucas, 2002).

Minority students often lag behind their majority counterparts on academic achievement standards (Ladson-Billings, 2009). Yet, researchers conclude that when teachers incorporate culturally relevant pedagogy into instructional practices, minority students succeed (Jordan Irvine, 2009; Boutte & Hill, 2006; Au & Kawakami, 1994; Gay,

2002). Au and Jordan (1981) referred to the practice as “culturally appropriate” teaching and saw reading achievement increase with Hawaiian students. Mohatt and Erickson (1984) referred to the practice as “culturally congruent” teaching and witnessed achievement success with Native American students.

Various studies have demonstrated that study abroad has the potential to be widely impactful, both on academic--knowledge and skill development--and non-academic learning outcomes--affective and attitudinal, developmental and self-awareness (Medina-Lopez Portillo, 2004; Paige, Cohen, et al., 2004; Rubin & Sutton, 2001; Savicki, et al, 2008; Whalley, 1996, as cited by Hoff (2008)). In each study, researchers found that study abroad had a transformational impact on the student, resulting in an increased worldview, better understanding of self and an acknowledgement of self-growth. Recently, qualitative studies of pre-service teachers on study abroad programs or engaged in overseas teaching placements have relied on questionnaires and surveys to measure anecdotal personal and professional growth (Milner, et al, 2003; Pence & Macgillivray, 2008; Willard-Holt, 2001; Kushner, C. 2002). A few studies have incorporated self-monitoring interviews (Allen and Herron, 2003, as cited by Jackson (2005); Murphy-Lejeune, 2003 as cited by Jackson (2005)), diaries (Callen, 1999, as cited by Jackson (2005); Duenas-Tancred and Weber-Newth, 1995, as cited by Jackson (2005)) and self-reports (Pellegrino, 1998, as cited by Jackson (2005)) into the sojourn experience. To date, research has not been conducted with pre-service teachers on study abroad programs to assess intercultural competence along a developmental continuum.

RESEARCH QUESTIONS:

- What do pre- and post-semester abroad Intercultural Development Inventory (IDI) survey results reveal about the intercultural competencies of the participants from each of the three groups?
 - Group A: Study abroad participants with curricular intervention
 - Group B: Study abroad participants with no curricular intervention
 - Group C: Home campus students who do not study abroad and do not receive curricular intervention
- What do the participants from Group A say are the effects of a reflective, experiential curriculum on their study abroad experience?
 - Did the curricular intervention positively or negatively impact the level of competence achieved by the pre-service teachers in contrast to the control groups?
- How do the pre-service teachers from Group A anticipate translating their overseas experiences into culturally relevant pedagogy they can share with their K-12 students?

RESEARCH METHODS:

As part of the study, the Researcher will do the following:

- Administer the IDI to student volunteers both before and after participation in a fall 2011 study abroad program (Groups A & B)
- Take a randomly selected group of student volunteers through my experiential, developmental curriculum (Group A)
- Analyze IDI results and provide feedback to study participants following the conclusion of the semester abroad
- Respond weekly in writing to the students participating in the curriculum, so as to provide feedback and further reflection points
- Conduct a post-sojourn focus group meeting with students (Group A)
- Write an Executive Summary of the findings for deans and faculty of CSU Schools of Education and CSU Study Abroad professionals

COLLABORATIVE EFFORT:

Researcher agrees to collaborate in the following ways:

- Ethically recruit and retain all study participants in accordance with Regulations and Ethical Guidelines as overseen by UCLA Office for Protection of Research Subjects (OPRS)
- Assure study abroad directors and/or advisors of study programs that participation in study will not negatively impact participant's ability to successfully complete course requirements for study abroad programs

Office Director of the CSU-Campus Study Abroad Office will collaborate in the following ways:

- Approve study collaboration and or obtain necessary clearances for the completion of the project, including permission to conduct research
- Provide researcher the names and email addresses of students enrolled in education programs participating in fall 2011 study abroad programs

TIMELINE FOR THE PROJECT:

Month of April 2011

- Memorandum of Understanding submitted to Director
- Contact study abroad professionals at selected CSU campuses for additional approval

Month of MAY 2011

- Submit dissertation proposal draft to faculty committee for review

Month of JUNE 2011

- June 1, 2011, Propose Dissertation to Faculty Committee
- Recruit study volunteers

Month of JULY 2011

- Outline study requirements and participant guidelines to volunteers

Month of AUGUST 2011

- Administer IDI questionnaire to study participants as baseline assessment
- Aggregate data

Months of SEPTEMBER-DECEMBER 2011

- Oversee course curriculum and respond to student responses
- Log data from student responses

Month of DECEMBER 2011

- Administer IDI questionnaire to study participants as culminating assessment
- Aggregate data
- Conduct Focus Group (or January 2012)

Months of JANUARY-JUNE 2012

- Further aggregate data
- Write Analysis and Conclusions
- Defend Dissertation Study with Faculty Committee
- Submit Executive Summary to CSU-Campus

SIGNATURES:

CSU Campus, Director of Study Abroad

Date

Kathleen M. Roller (Katie), Researcher

Date

Appendix C
Recruitment Email

Dear Study Abroad Colleague:

My name is Kathleen (aka: Katie) Roller and I am a doctoral student in the Educational Leadership Program at UCLA. I am also a fellow study abroad professional and would sincerely appreciate your assistance.

For my dissertation, I am conducting research on the intercultural competence of study abroad students as measured by the Intercultural Development Inventory (IDI) and a custom-designed experiential curriculum.

I would like to solicit volunteers to participate in my study from your fall 2011 approved participant list, but as you are aware, due to FERPA regulations, I am not allowed to contact your students directly.

Therefore, would you be so kind as to forward the message below (minus this outlining introduction) to your outbound students both now and again in two weeks? Should the students elect to participate in the study, they should contact me directly.

Thank you in advance for your assistance.

Sincerely,

Katie Roller

rollerstudy4ucladissertation@gmail.com

414-803-2548

Dear Fall 2011 Study Abroad Student:

I am a student at the University of California, Los Angeles undertaking a Doctoral degree in Educational Leadership. I am required to conduct a research study as part of my dissertation. I will be evaluating the intercultural competence of study abroad participants using an assessment instrument called the Intercultural Development Inventory and an experiential, developmental curriculum that I designed just for this study.

It would be of immense help to me if you would be able to participate in this research. I am particularly interested in working with fall 2011 study abroad students who have an interest in teaching in the K-12 school system following the completion of a bachelor's degree.

If selected to participate in the study and engage in the experiential, developmental curriculum, you will be given an iPad2 (with Wi-Fi). The requirements include:

- Complete a pre- and post-semester Intercultural Development Inventory; and
- Participate in a modular curriculum that will involve reflective journal writing, observations, interviews and other developmental exercises. The curriculum will be

administered electronically via the Internet and responses will be uploaded to a secure data management system (i.e. Box.net); and

- Submit a short essay response at the end of the semester abroad; and
- Volunteer to participate in a focus group following the conclusion of the semester abroad and return to the United States.

If you complete all the study requirements, you will get to keep the iPad2.

If selected to participate in the study without the experiential, developmental curriculum and you complete all the other study requirements, you will be given a \$20 iTunes Gift Card. The study requirements include:

- Complete a pre- and post-semester Intercultural Development Inventory; and
- Submit a short essay response at the end of the semester abroad

If you would be willing to participate in my research I would ask you to email me at rollerstudy4ucladissertation@gmail.com An information sheet giving full details about the research will sent to you. University regulations require that research participants give explicit consent to participate. It will be considered that you have given your consent by providing me a response following the receipt of the information sheet.

If you would like to participate please email me as soon as possible.

Thank you for considering this request.

Katie Roller

rollerstudy4ucladissertation@gmail.com

414-803-2548

Appendix D
Consent Forms

Consent Form: Group A

University of California, Los Angeles

RESEARCH INFORMATION SHEET

Pre-Service Teachers and Study Abroad:

A reflective, experiential sojourn to increase intercultural competence and translate the experience into culturally relevant pedagogy

You are asked to participate in a research study conducted by Kathleen (aka: Katie) Roller, Doctorate of Education candidate from the Educational Leadership Program at the University of California, Los Angeles. You were selected as a possible participant in this study because you are planning to study abroad during the fall 2011 term and have indicated a desire to teach in the K-12 school system following the completion of your bachelor's degree and credential program. Your participation in this research study is voluntary.

Why is this study being done?

This study is being conducted to investigate the level of intercultural competence achieved by pre-service teachers before and after participating in:

- A study abroad semester with a curricular intervention
- A study abroad semester with no curricular intervention
- A multicultural course taught on at the home campus and no receipt of a curricular intervention

What will happen if I take part in this research study?

If you volunteer to participate in this study, the researcher will ask you to do the following:

- Complete a pre- and post-semester Intercultural Development Inventory; and
- Participate in a modular curriculum that will involve reflective journal writing, observations, interviews and other developmental exercises. The curriculum will be administered electronically via the Internet and responses will be uploaded to a secure data management system (i.e. Box.net); and
- Submit a short essay response at the end of the semester abroad; and
- Volunteer to participate in a focus group following the conclusion of the semester abroad and return to the United States.

How long will I be in the research study?

Prior to your departure and upon your return, you will be asked to take the Intercultural Development Inventory online. This inventory takes 20-30 minutes to complete.

Participation in the modular curriculum will take a total of 1-2 hours/week over a period of 15 weeks once the semester abroad commences. Shortly after your return, if you volunteer to take part in the focus group, participation will take 60 minutes. The focus group gathering will serve as an opportunity to debrief about your study abroad semester and your interaction with the experiential, developmental curriculum. The focus group session will be recorded and transcribed by the researcher, but individual participants will have the right to clarify personal statements or remove personal comments from inclusion in the study data. If you request a copy of the transcript, it will be emailed to you.

Are there any potential risks or discomforts that I can expect from this study?

There are no anticipated risks or discomforts.

Are there any potential benefits if I participate?

You may benefit from the study by increasing your intercultural competence and knowledge of culturally relevant pedagogy.

The results of the research may: increase your ability to critically reflect upon your study abroad experience; increase your capability to shift cultural perspective and adapt your behavior to cultural contexts; and develop a number of strategies to help diverse K-12 students achieve.

Will I receive any payment if I participate in this study?

To participate in the study, you will be given an iPad2 (with Wi-Fi). If you complete all the study requirements, you will get to keep the iPad2.

Will information about me and my participation be kept confidential?

Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of associating unique identifiers with your pre- and post-semester Intercultural Development Inventory results and private response folders on Box.net. The researcher will be the only person responding to course assignments, reading the results of the IDI assessment and coding the results. Pseudonyms will be used for all participants when drawing and writing conclusions about growth and development in dissertation chapters.

Withdrawal of participation by the investigator

The investigator may withdraw you from participating in this research if circumstances arise which warrant doing so. If you are dismissed from your study abroad program for violation of program rules, guidelines, etc. or violate laws associated with your host country and are asked to return to the United States you may have to drop out, even if you would like to continue. The investigator will make the decision and let you know if it is not possible for you to continue.

What are my rights if I take part in this study?

You may withdraw your consent at any time and discontinue participation without penalty or loss of benefits to which you were otherwise entitled. The researcher will pay for the return of the iPad by providing you with a pre-paid, insured FedEx box.

You can choose whether or not you want to be in this study. If you volunteer to be in this study, you may leave the study at any time without consequences of any kind. You are not waiving any of your legal rights if you choose to be in this research study. You may refuse to answer any questions that you do not want to answer and still remain in the study.

Future Research Participation

During your initial consent to participate, you can elect to participate in future research with the below named researcher. Longitudinal effects of your participation in this current research may be explored and the researcher named below may contact you to participate in future research. You do not have to volunteer to participate in future research in order to participate in the current research study. Please indicate in your initial response email to the researcher whether you are interested in participating in future research.

Who can answer questions I might have about this study?

If you have any questions, comments or concerns about the research, you can talk to the researcher. Please contact:

Kathleen (aka: Katie) Roller
414-803-2548 (when abroad: 011-414-803-2548)
rollerstudy4ucladissertation@gmail.com
1212 E. 3rd Street #9
Long Beach, CA 90802 USA

If you wish to ask questions about your rights as a research participant or if you wish to voice any problems or concerns you may have about the study to someone other than the researcher, please call the Office of the Human Research Protection Program at (310) 825-7122 or write to Office of the Human Research Protection Program, UCLA, 11000 Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694.

Consent Form: Group B

University of California, Los Angeles

RESEARCH INFORMATION SHEET

*Pre-Service Teachers and Study Abroad:
A reflective, experiential sojourn to increase intercultural competence and
translate the experience into culturally relevant pedagogy*

You are asked to participate in a research study conducted by Kathleen (aka: Katie) Roller, Doctorate of Education candidate from the Educational Leadership Program at the University of California, Los Angeles. You were selected as a possible participant in this study because you are planning to study abroad during the fall 2011 term and have indicated a desire to teach in the K-12 school system following the completion of your bachelor's degree and credential program. Your participation in this research study is voluntary.

Why is this study being done?

This study is being conducted to investigate the level of intercultural competence achieved by pre-service teachers before and after participating in:

- A study abroad semester with a curricular intervention
- A study abroad semester with no curricular intervention
- A multicultural course taught on at the home campus and no receipt of a curricular intervention

What will happen if I take part in this research study?

If you volunteer to participate in this study, the researcher will ask you to do the following:

- Complete a pre- and post-semester Intercultural Development Inventory; and
- Submit a short essay response at the end of the semester abroad

How long will I be in the research study?

Prior to your departure and upon your return, you will be asked to take the Intercultural Development Inventory online. This inventory takes 20-30 minutes to complete.

Are there any potential risks or discomforts that I can expect from this study?

There are no anticipated risks or discomforts.

Are there any potential benefits if I participate?

You may benefit from the study by increasing your intercultural competence.

Will I receive any payment if I participate in this study?

If you complete all the study requirements, you will receive a \$20 iTunes Gift Card.

Will information about me and my participation be kept confidential?

Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of associating unique identifiers with your pre- and post-semester Intercultural Development Inventory results and private response folders on Box.net. The researcher will be the only person reading the results of the IDI assessment and coding the essay submission. Pseudonyms will be used for all participants when drawing and writing conclusions about growth and development in dissertation chapters.

Withdrawal of participation by the investigator

The investigator may withdraw you from participating in this research if circumstances arise which warrant doing so. If you are dismissed from your study abroad program for violation of program rules, guidelines, etc. or violate laws associated with your host country and are asked to return to the United States you may have to drop out, even if you would like to continue. The investigator will make the decision and let you know if it is not possible for you to continue.

What are my rights if I take part in this study?

You may withdraw your consent at any time and discontinue participation without penalty or loss of benefits to which you were otherwise entitled.

You can choose whether or not you want to be in this study. If you volunteer to be in this study, you may leave the study at any time without consequences of any kind. You are not waiving any of your legal rights if you choose to be in this research study. You may refuse to answer any questions that you do not want to answer and still remain in the study.

Future Research Participation

During your initial consent to participate, you can elect to participate in future research with the below named researcher. Longitudinal effects of your participation in this current research may be explored and the researcher named below may contact you to participate in future research. You do not have to volunteer to participate in future research in order to participate in the current research study. Please indicate in your initial response email to the researcher whether you are interested in participating in future research.

Who can answer questions I might have about this study?

If you have any questions, comments or concerns about the research, you can talk to the researcher. Please contact:

Kathleen (aka: Katie) Roller

414-803-2548 (when abroad: 011-414-803-2548)

rollerstudy4ucladissertation@gmail.com

1212 E. 3rd Street #9

Long Beach, CA 90802 USA

If you wish to ask questions about your rights as a research participant or if you wish to voice any problems or concerns you may have about the study to someone other than the researcher, please call the Office of the Human Research Protection Program at (310) 825-7122 or write to Office of the Human Research Protection Program, UCLA, 11000 Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694.

Consent Form: Group C

University of California, Los Angeles

RESEARCH INFORMATION SHEET

*Pre-Service Teachers and Study Abroad:
A reflective, experiential sojourn to increase intercultural competence and
translate the experience into culturally relevant pedagogy*

You are asked to participate in a research study conducted by Kathleen (aka: Katie) Roller, Doctorate of Education candidate from the Educational Leadership Program at the University of California, Los Angeles. You were selected as a possible participant in this study because you are planning to take ELPS-203 "Urban Education in American Society" at CSU-Northridge during the fall 2011 term and have indicated a desire to teach in the K-12 school system following the completion of your bachelor's degree and credential program. Your participation in this research study is voluntary.

Why is this study being done?

This study is being conducted to investigate the level of intercultural competence achieved by pre-service teachers before and after participating in:

- A study abroad semester with a curricular intervention
- A study abroad semester with no curricular intervention
- A multicultural course taught on at the home campus and no receipt of a curricular intervention

What will happen if I take part in this research study?

If you volunteer to participate in this study, the researcher will ask you to do the following:

- Complete a pre- and post-semester Intercultural Development Inventory

How long will I be in the research study?

At the start of the fall 2011 and shortly after its conclusion, you will be asked to take the Intercultural Development Inventory online. This inventory takes 20-30 minutes to complete.

Are there any potential risks or discomforts that I can expect from this study?

There are no anticipated risks or discomforts.

Are there any potential benefits if I participate?

You may benefit from the study by increasing your intercultural competence.

Will I receive any payment if I participate in this study?

If you complete all the study requirements, you will receive a \$20 iTunes Gift Card.

Will information about me and my participation be kept confidential?

Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of associating unique identifiers with your pre- and post-semester Intercultural Development Inventory results and private response folders on Box.net. The researcher will be the only person reading the results of the IDI assessment and coding the essay submission. Pseudonyms will be used for all participants when drawing and writing conclusions about growth and development in dissertation chapters.

Withdrawal of participation by the investigator

The investigator may withdraw you from participating in this research if circumstances arise which warrant doing so. If you are dismissed from your study abroad program for violation of program rules, guidelines, etc. or violate laws associated with your host country and are asked to return to the United States you may have to drop out, even if you would like to continue. The investigator will make the decision and let you know if it is not possible for you to continue.

What are my rights if I take part in this study?

You may withdraw your consent at any time and discontinue participation without penalty or loss of benefits to which you were otherwise entitled.

You can choose whether or not you want to be in this study. If you volunteer to be in this study, you may leave the study at any time without consequences of any kind. You are not waiving any of your legal rights if you choose to be in this research study. You may refuse to answer any questions that you do not want to answer and still remain in the study.

Future Research Participation

During your initial consent to participate, you can elect to participate in future research with the below named researcher. Longitudinal effects of your participation in this current research may be explored and the researcher named below may contact you to participate in future research. You do not have to volunteer to participate in future research in order to participate in the current research study. Please indicate in your initial response email to the researcher whether you are interested in participating in future research.

Who can answer questions I might have about this study?

If you have any questions, comments or concerns about the research, you can talk to the researcher. Please contact:

Kathleen (aka: Katie) Roller

414-803-2548 (when abroad: 011-414-803-2548)

rollerstudy4ucladissertation@gmail.com

1212 E. 3rd Street #9

Long Beach, CA 90802 USA

If you wish to ask questions about your rights as a research participant or if you wish to voice any problems or concerns you may have about the study to someone other than the researcher, please call the Office of the Human Research Protection Program at (310) 825-7122 or write to Office of the Human Research Protection Program, UCLA, 11000 Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694.

Appendix E
Letter to Group A Participants Regarding iPad and Apps

Dear Fall 2011 Study Participants:

Thank you for providing your consent to participate in my dissertation study.

Please confirm receipt of this iPad immediately to rollerstudy4ucladissertation@gmail.com

Please note that you are responsible for this iPad and therefore it will NOT be replaced if lost or stolen during your time in the study or after.

Please set your iPad up to your liking and feel free to get a cover, screen protector, or sleeve to protect it. Should you elect to outfit your iPad with a cover, screen protector, sleeve or fee based applications (apps), you will be responsible for those expenses.

To assist in participating in this study, I suggest you download the following free apps:

Box.net, Noterize, Skype

Please make sure you are downloading the iPad app and not the ones for the iPhone or iPod.

You will be asked to upload weekly interactions to Box.net and Noterize is an application that allows you to write journal entries on you iPad and then directly upload them to your Box.net folder. You are NOT required to use this method, it is simply an option for you to consider. Instructions and tutorials for using the Noterize app are provided within the app.

Unfortunately, I have not found a way to upload photos taken on the iPad directly to Box.net. Therefore, I suggest you download the photos to your computer and upload them via the Box.net website. If you discover a way to upload directly from the iPad, please share it with me.

You will receive an email invite to join a "Course Materials" and individual folder on Box.net. Please accept those invitations immediately. Your personal folder will contain two folders that have been pre-set for you. One is called "Baseline" and the other is called "Week 2". You'll be asked to complete a baseline assignment either right before or shortly after your arrival abroad. Please upload your response to the "Baseline" folder.

Each week's "assignments" will be uploaded to the Course Materials folder for you to work on throughout the week. Please upload them to the corresponding folder for that week. You can create more folders within your personal folder as the weeks progress. Please don't work ahead! The weeks are specifically planned out and should be done in order and not ahead of time.

Box.net allows for us to have on-going dialogs about materials that you submit. Feel free to write responses back and forth with me. I will be using my own iPad2 to review your submitted materials and correspond with you.

If you have any questions, please don't hesitate to contact me.

Kindly,

Katie Roller

414-803-2548

rollerstudy4ucladissertation@gmail.com

Appendix F
Recruitment Script for Group C

Recruitment script to be read during visit to ELPS-203 Course at CSU-Northridge:

“Hello. My name is Katie Roller and I am a doctoral candidate in the Educational Leadership Program at UCLA. I am here today to inquire if you are willing to participate in my dissertation research. You were identified as possible participants in this study because you are enrolled in ELPS-203 “Urban Education in American Society” at CSU-Northridge during the fall 2011 term.

I am particularly interested in working with volunteers who have intentions to teach in the K-12 school system after the completion of a bachelor’s degree and teacher certification. If you elect to participate, your participation in this research study is voluntary.

My study is being conducted to investigate the level of intercultural competence achieved by pre-service teachers before and after participating in:

- A study abroad semester with a curricular intervention
- A study abroad semester with no curricular intervention
- A multicultural course taught on at the home campus and no receipt of a curricular intervention

If you volunteer to participate in this study, I will ask you to do the following:

- Complete a pre- and post-semester Intercultural Development Inventory. This inventory takes 20-30 minutes to complete and can be done online.

If you complete both the pre- and post-semester Intercultural Development Inventory, you will receive a \$20 iTunes Gift Card.

If you would be willing to participate in my research I would ask you to email me at rollerstudy4ucladissertation@gmail.com I will write my email address here on the board and leave business cards with the email address and my contact details here on the desk.

An information sheet giving full details about the research will be sent to you via email following your initial contact with me. University regulations require that research participants give explicit consent to participate. It will be considered that you have given your consent by providing me a response following the receipt of the information sheet.

If you would like to participate please email me as soon as possible.

Thank you for considering this request. Enjoy your class.”

Appendix G
IDI Individual Profile Report Sample Summary



Intercultural Development
Inventory v.3 (IDI)

ORGANIZATION
INDIVIDUAL PROFILE
REPORT

Prepared for:

Susan

Prepared by:

Dr. Mitch Hammer, IDI, LLC, Oct. 1, 2009

In conjunction with Mitchell R. Hammer, Ph.D.
IDI, LLC

For information or ordering the
IDI, contact:

www.idiinventory.com

The IDI v.3 is developed and copyrighted (2007, 2009) by
Mitchell R. Hammer, Ph.D.,
IDI, LLC,
P.O. Box 1388
Berlin, Maryland 21811
USA

Introduction

Success in the 21st century in our corporations and nonprofit organizations demands the *development of intercultural competence*. Intercultural competence spans both international and domestic workplace contexts and is essential for leaders and staff in our organizations.

A Profile Specific to Your Experience

Your IDI Individual Profile Report provides valuable information about your own *orientations toward cultural difference and commonality*. Please be assured that the Intercultural Development Inventory (IDI) is a cross-culturally valid and reliable assessment of intercultural competence. It is developed using rigorous psychometric protocols with over 5,000 respondents from a wide range of cultures. Further, “back translation” procedures were followed in accurately translating the IDI into a number of languages.

The IDI Individual Profile can help you reflect on your experiences around cultural differences and similarities. As you review your IDI profile results, consider past situations in which you attempted to make sense of cultural differences and similarities. Re-framing your understanding of *past events* in this way can help you uncover assumptions that may have guided your actions in these situations. In addition, you may wish to focus on a situation or challenge you are *currently facing* in which cultural differences and similarities have emerged. In the workplace, these challenges can range from changing community demographics, achieving organizational profit or human resource goals, creating a diverse and inclusive work environment, globalizing your organization’s service or product offerings, maintaining safety within all global operations, facilitating successful mergers and acquisitions, selecting and preparing expatriates for international assignments, and global leadership development. As an individual, cross-cultural challenges in the workplace can arise around manager-employee relations, developing cooperative relations with other key executives, motivating others toward increased effectiveness and efficiency in achieving identified goals, and successful leadership of a diverse workforce. Your IDI Profile results can help you proactively address these and other concerns as well as increase your cultural “self-awareness” of your own, unique experiences around cultural differences and commonalities. As you reflect on your IDI Group Profile results, consider the following:

- Did you respond to each of the statements in the IDI honestly? If so, then the IDI profile will be an accurate indicator of your approach for dealing with cultural differences.
- Did you think about your culture group and other cultures with which you have had the most experience when responding to the IDI? For example, if you thought of some idealized “other culture” with which you have had little experience, then you might consider re-taking the IDI.
- Have you had or are currently experiencing a significant professional or personal transitional experience (e.g., moving to another country, traumatic event)? If so, in some cases, your responses to the IDI may reflect your struggle with this transitional situation rather than your more stable orientation toward cultural differences. If this is the case, you may consider re-taking the IDI at a later date.

Intercultural Development Continuum

Intercultural competence is *the capability to accurately understand and adapt behavior to cultural difference and commonality*. Intercultural competence reflects the degree to which cultural differences and commonalities in values, expectations, beliefs, and practices are effectively bridged, an inclusive environment is achieved, and specific differences that exist in your organization are addressed from a “mutual adaptation” perspective.

People are not alike in their capabilities to recognize and effectively respond to cultural differences and commonalities. The intercultural development continuum (figure 1 below), adapted from the Developmental Model of Intercultural Sensitivity originally proposed by Dr. Milton Bennett, identifies specific orientations that range from more monocultural to more intercultural or global mindsets.

This continuum indicates that individuals who have a more intercultural mindset have a greater capability for responding effectively to cultural differences and recognizing and building upon true commonalities. That is, your success in achieving workplace goals is better served when you are able to more deeply understand culturally learned differences, recognize commonalities between yourself and others, and act on this increased insight in culturally appropriate ways that facilitate performance, learning and personal growth among diverse groups.

Monocultural Mindsets

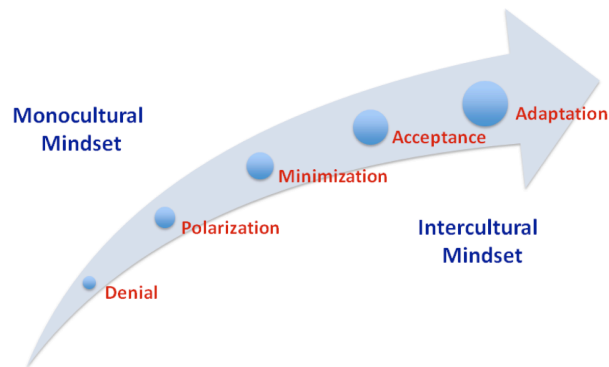
- ✎ Makes sense of cultural differences and commonalities based on one’s own cultural values and practices
- ✎ Uses broad stereotypes to identify cultural difference
- ✎ Supports less complex perceptions and experiences of cultural difference and commonality

Intercultural/Global Mindsets

- ✎ Makes sense of cultural differences and commonalities based on one’s own *and* other culture’s values and practices
- ✎ Uses cultural generalizations to recognize cultural difference
- ✎ Supports more complex perceptions and experiences of cultural difference and commonality

The specific competence orientations identified in the developmental continuum are Denial, Polarization (Defense & Reversal), Minimization, Acceptance, and Adaptation (figure 1). The IDI also measures Cultural Disengagement as a separate dimension. Cultural Disengagement is not a dimension of intercultural competence along the continuum. Nevertheless, it is an important aspect of how people relate to their own culture group and other cultures.

Intercultural Development Continuum



SUMMARY ORIENTATION DESCRIPTIONS

Denial	<i>An orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.</i>
Polarization	<i>A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of:</i>
Defense	<i>An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices.</i>
Reversal	<i>An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.</i>
Minimization	<i>An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.</i>
Acceptance	<i>An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.</i>
Adaptation	<i>An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.</i>
Cultural Disengagement	<i>A sense of disconnection or detachment from a primary cultural group.</i>

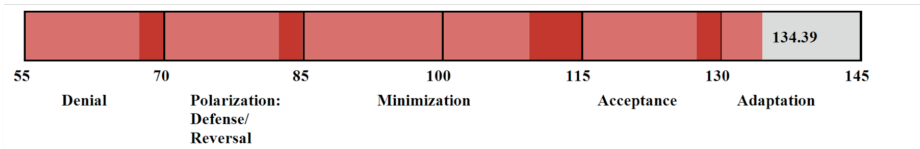
How to Interpret the IDI Profile

The IDI Profile presents information about how you make sense of and respond to cultural differences and commonalities. In addition to demographic and statistical summaries, the IDI profile presents the following information:

- ✦ **Perceived Orientation (PO):** Your Perceived Orientation (PO) reflects where you *place yourself* along the intercultural development continuum. Your Perceived Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- ✦ **Developmental Orientation (DO):** The Developmental Orientation (DO) indicates your primary orientation toward cultural differences and commonalities along the continuum *as assessed by the IDI*. The DO is the perspective you most likely use in those situations where cultural differences and commonalities need to be bridged. Your Developmental Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- ✦ **Orientation Gap (OG):** The Orientation Gap (OG) is the difference along the continuum between your Perceived Orientation and Developmental Orientation. A gap score of *seven points or higher* indicates a meaningful difference between the Perceived Orientation and the assessed Developmental Orientation. The larger the gap, the more likely you may be “surprised” by the discrepancy between your Perceived Orientation score and Developmental Orientation score.
 - A Perceived Orientation score that is seven points or higher than the Developmental Orientation score indicates an *overestimation* of your intercultural competence.
 - A Developmental Orientation score that is seven points or higher than the Perceived Orientation score indicates an *underestimation* of your intercultural competence.
- ✦ **Trailing Orientations (TO):** *Trailing orientations* are those orientations that are “in back of” your Developmental Orientation (DO) on the intercultural continuum *that are not “resolved”*. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular *times*, around certain *topics*, or in specific *situations*. Trailing Orientations, when they arise, tend to “pull you back” from your Developmental Orientation for dealing with cultural differences and commonalities. The IDI identifies the *level of resolution* you have attained regarding possible Trailing Orientations.
- ✦ **Leading Orientations (LO):** *Leading Orientations* are those orientations that are immediately “in front” of your Developmental Orientation (DO). A Leading Orientation is the next step to take in further development of intercultural competence. For example, if your Developmental Orientation is Minimization, then your Leading Orientations (LO) would be Acceptance and Adaptation.
- ✦ **Cultural Disengagement (CD):** The *Cultural Disengagement* score indicates how connected or disconnected you feel toward your own cultural community. Cultural Disengagement is *not* a dimension of intercultural competence along the developmental continuum. Rather, it is a separate dimension of how disconnected or detached people feel toward their own cultural group.

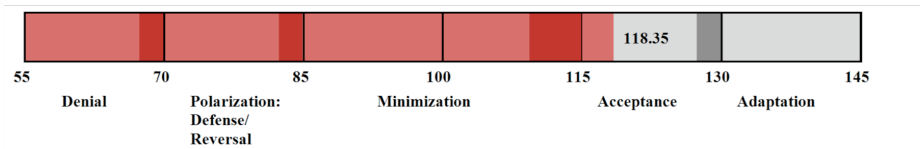
IDI Individual Profile

Perceived Orientation (PO)



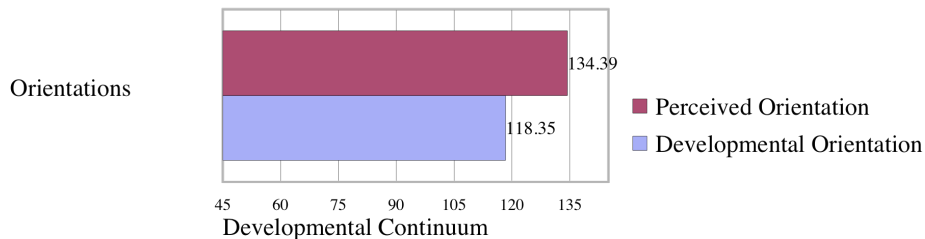
Your **Perceived Orientation Score** indicates that you rate your own capability in understanding and appropriately adapting to cultural differences within Adaptation, reflecting a capability to deeply understand, shift cultural perspective, and adapt behavior across cultural differences and commonalities. This capability may be reflective of individuals and groups who are bi-cultural in their experiences.

Developmental Orientation (DO)



Your **Developmental Orientation Score** indicates that your primary orientation toward cultural differences is within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions and behaviors.

Orientation Gap (OG)



The **Orientation Gap** between your Perceived Orientation score and Developmental Orientation score is 16.04 points. A gap score of 7 points or higher can be considered a meaningful difference between where you perceive “you are” on the developmental continuum and where the IDI places your level of intercultural competence.

A Perceived Orientation score that is 7 or more points higher than the Developmental Orientation score indicates you have overestimated your level of intercultural competence. A DO score that is 7 points or more than the PO score indicates that you have underestimated your intercultural competence. **You overestimate your level of intercultural competence and may be surprised your DO score is not higher.**

An Organization Example

Assume “Mary” is a manager of a diverse work team and her Developmental Orientation is within Acceptance. She is likely able to describe a number of strategies she is using to make sure “everyone has the opportunity to contribute to the accomplishment of our goals”. Her Developmental Orientation of Acceptance suggests she is likely attending to how cultural differences and commonalities need to be recognized within the group in order to accomplish team goals. However, her blind spot focuses on how to identify and implement effective adaptations within the group so that all members can fully contribute. For instance, Mary may observe that a number of her team members “are not participating in the same way other team members participate in brainstorming sessions”. In fact, Mary may well sense that there are different “culturally learned” ways her staff engage in verbal dialogue. However, Mary may likely experience difficulties in identifying creative, mutually adaptive strategies for leading these sessions that result in full contributions from her culturally diverse team. In this instance, Mary may be challenged to engage in adaptation strategies around cultural differences in order to achieve team objectives and more effectively manage her team.

Trailing Orientations

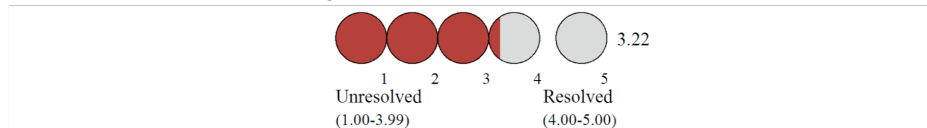
Trailing Orientations are those orientations that are “in back of” your Developmental Orientation (DO) on the intercultural continuum that are not “resolved”. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular times, around certain topics, or in specific situations.

Trailing Orientations essentially represent alternative “currents” that flow through your varied experiences with cultural differences and commonalities. Not everyone has “trailing orientations”. However, when individuals have Trailing Orientations, they may respond to a specific situation from the perspective of this “earlier” orientation rather than the Developmental Orientation or mindset that characterizes their predominant way of dealing with cultural difference challenges. When this happens, there may be a sense at times of “going two steps forward and one step back.” When individuals have trailing orientations, it is not uncommon for “progress” in building intercultural competence to have a “back and forth” quality in an organization, when these earlier orientations arise. As you begin to “move past” or resolve the trailing orientations, a more consistent sense of progress and “shared focus” emerges.

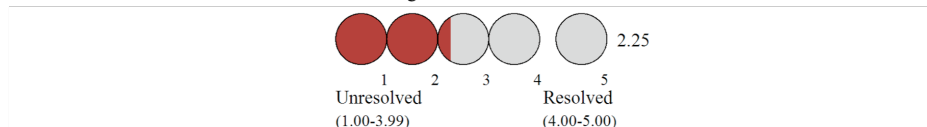
Below are graphs for each of the orientations that come before your Developmental Orientation *that remain unresolved*. That is, scores of less than 4.00 indicate a Trailing Orientation for you because they are not “resolved”.

Trailing or secondary orientations for you are

Minimization Trailing Orientation

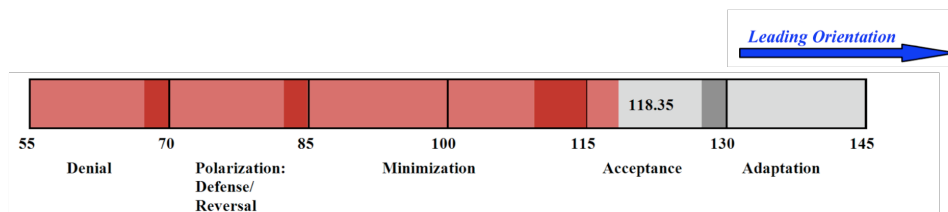


• Universalism Trailing Orientation



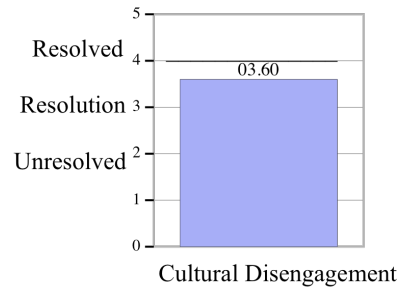
As a Trailing Orientation, there are certain times, topics or situations that Minimization may arise (an orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences). This can take one of two forms: (1) highlighting commonality that masks equal recognition of cultural differences due to less cultural self-awareness, more commonly experienced among dominant group members within a cultural community, or (2) highlighting commonalities that masks recognition of cultural differences that functions as a strategy for navigating values and practices largely determined by the dominant culture group, more commonly experienced among non-dominant group members within a larger cultural community.

Leading Orientations



Leading Orientations are the orientations immediately “in front” of your primary (developmental) orientation. The Leading Orientations for you are **Adaptation**. Adaptation is focused on both increasing capability to shift deeply into one or more cultural perspectives and to appropriately adapt behavior when in other cultural communities.

Cultural Disengagement



Cultural Disengagement is a sense of disconnection or detachment from one's cultural group. Scores of less than 4.00 indicate you are not "resolved" and may be experiencing to some degree a lack of involvement in core aspects of being a member of a cultural community. Overall, your Cultural Disengagement score is 3.6, indicating you are Unresolved.

IDI Individual Profile**Demographic Information**

1. First (Given) Name **Last (Family) Name** **Identification Number**
Susan

2. Gender
Female

3. Age category:
51-60

4. Total amount of time you have lived in another country:
3-5 years

5. Education level (completed):
Post Secondary (university) graduate

6. In what world region did you primarily live during your formative years to age 18 (please select one):
North America

7. Are you a member of an ethnic minority in your country?
No

8. Country of citizenship (passport country). Indicate the country that you consider your primary country of citizenship.
UNITED STATES

9. Current position in your organization:
Upper management (vice president or higher)

10. Name of organization

11. General organizational sector:
Educational organization

12. Specific occupational sector of the organization:
Education

13. Percentage of customers or clients who are international and from minority (underrepresented) populations:
76-100%

14. Number of full-time managers and employees (staff):

1,001-10,000 full-time staff

15. Percentage of managers and employees (staff) in your organization who are from minority (underrepresented) populations:

0-10%

16. Percentage of managers and employees (staff) in your organization who are from other countries (i.e., international visa holders):

0-10%

Contexting Questions Summary (if completed)

What is your background (e.g., nationality, ethnicity) around cultural differences?

I am a white American female from Mesa, Arizona, a suburb of Phoenix. I grew up with little cultural diversity and my school was pretty much all white. I learned about real cultural differences when I joined the Peace Corp after college. I spent two years in Chang Rei, Thailand, near the Burmese border. I helped the local community with water purification mostly.

What is most challenging for you in working with people from other cultures (e.g., nationality, ethnicity)?

I found most interesting, the cultural differences in how children are raised and how people in a community in Thailand relate to one another to be very different from what I learned when I grew up in Mesa. I do not believe in cultural relativity when you know some people are violating basic human values. We cannot say "Pol Pot" is cultural anymore than we could say Sadaam Hussein is cultural. Both men were evil dictators who were responsible for the genocide of so many, many people. I think there are some core values and needs, like Maslow, that transcend culture. There is something in all religions about the value of human life, peace and justice.

What are key goals, responsibilities or tasks you and/or your team have, if any, in which cultural differences need to be successfully navigated?

I am Assistant Supervisor of education for the Acme school district in our city. I am responsible for providing educational leadership to our school administrators (and some faculty) in fulfilling state guidelines and mandates. I am also the chair of our district Diversity and Inclusion committee. Our district has changed from a predominately European American student base to 60% people of color, although our administrators and faculty are still 90% white.

Please give examples of situations you were personally involved with or observed where cultural differences needed to be addressed within your organization, and:

The situation ended negatively—that is, was not successfully resolved. Please describe where and when the situation took place, who was involved (please do not use actual names), what happened and the final result.

We have some real problems when our teachers and principals and assistant principals have to deal with parents of students who are not achieving; particularly when the student and parent are culturally different from our white administrators and faculty. We seem to not be able to work as well as we would like with African American parents and also, Vietnamese and Somali parents. We try to be fair with everyone, but some of the parents simply do not come to the parent teacher

meetings, and others come with a real chip on their shoulder, and armed for argument. It demoralizes our teachers and obviously is not a positive experience for the student or his/her parents.

The situation ended positively—that is, was successfully resolved. Please describe where and when the situation took place, who was involved (please do not use actual names), what happened and the final result.

We brought in a Japanese drum group for an assembly. They were very energetic and the students seemed to really like the way they played and the rhythms they created.

Please write a brief description of your participation

N/A

Did you and/or your team achieve specific outcomes or goal accomplishments that were influenced by or resulted from your participation in this program? If so, please describe.

N/A

Did you and/or your team achieve other (e.g., unplanned, unintended) outcomes that were influenced by or resulted from your participation in this program? If so, please describe.

N/A

Appendix H Course Outline

A Reflective, Experiential Sojourn Fall 2011 Course Outline

Introduction: This is a non-credit study course taken during a study abroad semester designed for students intending to enter the K-12 teaching profession following the conclusion of a Bachelor's Degree. This course is designed as part of a dissertation research study and is completely optional. This course intends to supplement the overseas experience and required coursework taken by the study abroad student, yet participation is completely voluntary.

Researcher (Principal Investigator):

Kathleen (aka: Katie) Roller
414-803-2548 (when abroad: 011-414-803-2548)
rollerstudy4ucladissertation@gmail.com
1212 E. 3rd Street #9
Long Beach, CA 90802 USA

Textbooks and Supplies: There are no textbooks associated with this course. Reading materials will be uploaded to Box.net as PDF documents. Participants are furnished with an iPad2 (distributed prior to departure).

Course Design: This course will be administered completely online, via Box.net. Prior to your departure, you will have been provided a private, secure Box.net account. All responses to curricular activities will be submitted to Box.net. Each week, 3 curricular exercises will be uploaded to the "Course Activities" folder on Box.net. It is expected that you take no more than 1-2 hours per week to complete the activities and upload the responses to your personal Box.net folder. Ongoing dialog with the researcher will ensue via the private Box.net comments section.

Participation: You have volunteered to be a participant in this experiential course. You may withdraw your consent at any time and discontinue participation without penalty or loss of benefits to which you were otherwise entitled. The researcher will pay for the return of the iPad by providing you with a pre-paid, insured FedEx box.

You can choose whether or not you want to be in this study. If you volunteer to be in this study, you may leave the study at any time without consequences of any kind. You are not waiving any of your legal rights if you choose to be in this research study. You may refuse to answer any questions that you do not want to answer and still remain in the study.

Grades and Academic Credit: There are no grades and no academic credit awarded for participating in this voluntary study course.

Appendix I Course Curriculum Grid

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
N/A	D	CRP	Pd	Pr	Pr	CRP	Pr	Pr	M	CRP	M	Ac	Ac	Ac
N/A	Pd	CRP	Pr	M	M	CRP	M	M	M	CRP	Ac	Ac	Ac	A
N/A	Pr	N/A	M	M	M	N/A	Ac	Ac	Ac	N/A	Ac	Ac	A	A and E

D = Denial Developmental Exercise

Pd = Polarization (Defense) Developmental Exercise

Pr = Polarization (Reversal) Developmental Exercise

M = Minimization Developmental Exercise

Ac = Acceptance Developmental Exercise

A = Adaptation Developmental Exercise

CRP = Culturally Relevant Pedagogy Reading or Developmental Exercise

E = Short Essay Submission

N/A = No Assignment

Appendix J
Weekly Course Assignments

Week TWO:

Please complete each of the three tasks listed below and post as separate responses into Week 2 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Take 5 or more pictures of statues, public art pieces, and/or culturally relevant landmarks. Label each photo with the name/title of the item depicted.
2. Chat with a college-age host country national. Identify how they are like you. Write a two-paragraph synopsis of your interview.
Questions to consider:
 - What are they studying at university?
 - Do they listen to similar music?
 - Do they belong to clubs or organizations you can identify with?
 - What similarities can you identify between you and your peer?
 - How (if at all) has the “American Youth Culture” impacted your interviewee?
3. Think of a creative interest, hobby, sport, skill, talent, etc. that you have. Find 2 or more friends to participate or share in your activity with you. Submit to Box.net the best three photos that capture the events and be sure to include captions.

Week THREE:

Please complete each of the two tasks listed below and post as separate responses into Week 3 folder in Box.net.

1. Read pages 20-22 of Banks, J. A. (2010). Multicultural Education: Characteristics and goals. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and perspectives* (Vol. Seventh Edition, pp. 3-30). Hoboken, NJ: John Wiley & Sons, Inc.
Answer the following questions in a 3-4 paragraph response:
 - What three components of multicultural education outlined by Banks do you most identify with and why?
 - Do you feel these components are exemplified by US teachers in today’s classrooms? If so, how? If not, why not?

2. Answer the following questions in a 3-4-paragraph response:

- What are the factors that shape students' understandings of school? (Be sure to reflect upon *all* the students who may be in your future classrooms—your classrooms are likely to be multicultural.)
- Why would it be important for you to learn more about your future students' home and community life?
- What impact does students' home/community life have on their success in the classroom?

(From Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. New York, NY: Teachers College Press.)

Week FOUR:

Please complete each of the three tasks listed below and post as separate responses into Week 4 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. You've been in your host culture for a few weeks and are likely adapting to a number of new situations, circumstances, routines, etc... These are cultural differences/practices. In a few paragraphs, address the following:
 - Express your concerns and what is challenging for you.
 - What are you worried about?
 - What has frustrated you in the last few weeks?
 - How are you trying to resolve your worries?
 - Would you classify what you are experiencing as culture shock?
 - Has the experience so far been harder/easier than you expected?
2. Go to a children's play area (a public park, a playground, school courtyard, etc.) and observe how children from your host culture dress, interact and socialize. After summarizing where you were, generate a list of how the children abroad are like children in the US.
3. Pretend your best friend from grade school is coming to visit you. What would you show him/her about your overseas home? Take him/her on a visual tour of your favorite places in your host city. Post 5-10 pictures into Box.net. When you label the pictures, finish this statement: "This is one of my favorite sites/locations/etc. because..."

Week FIVE:

Please complete each of the three tasks listed below and post as separate responses into Week 5 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Make a list (5-10 items) or take pictures (5-10 photos) of the ways in which your home culture and your host country culture are similar.
You may want to consider the following:
 - How does each culture wash clothes?
 - Where do individuals grocery shop?
 - How do commuters get to work each morning?
 - How do individuals (or families) spend weekends?
2. Interview one of your professors/instructors and inquire about the following:
 - How did he/she come to choose teaching as a profession?
 - Where did he/she receive their formal education?
 - Describe any unique features of educational training that were highlighted.Write a few sentences to answer each question.
3. Around the world, people practice different kinds of religious worship. Go on a walking tour of your host city/town and take photos of the different “houses of worship” from dominant and non-dominant cultures. These could be cathedrals, temples, churches, mosques, synagogues, houses of assembly, etc. Pay special attention to the ornamentation, religious symbols and artifacts that are present. When submitting to Box.net make sure to include the proper name of the building and what the photo depicts in the caption.

Week SIX:

Please complete each of the three tasks listed below and post as separate responses into Week 6 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Find a place to do an hour’s worth of “people-watching”. (You can break this up into two ½ hour long sessions if need be.) For the duration of time, write down your observations of the interactions people have with one another. Summarize your observations in a few paragraphs or make a list to answer the following questions:
 - What do you notice about how people communicate with one another?
 - Are you in a typically tourist area? What do you notice about peoples’ interactions with tourists?
2. Take 5 photos of how you would visually represent the following statement:
“Customs differ but when you really get to know them they’re pretty much like us.”
Label photos with a caption that illustrates how you represented the statement.

3. Take 2 photos of two different local newspapers and 3 photos of three different magazine headlines that strike you as those that might capture how the host country nationals view the world.

Week SEVEN:

Please complete each of the two tasks listed below and post as separate responses into Week 7 folder in Box.net.

1. Read: Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy *Theory into Practice*, 34(3), 159-165.

Answer the following questions in 4-5 paragraphs:

- What does culturally relevant teaching have to do with “questioning (and preparing students to question) the structural, inequality, the racism and the injustice that exists in society?” (p. 140)
- What instances of inequality, racism and injustice have you personally experienced or observed in classrooms and the wider society?
- What efforts might teachers make to correct those societal and individual failings?

(From Ladson-Billings, G. (2009). *The dream-keepers: Successful teachers of African American children* (2nd ed.) p. 225)

2. What is your definition of ethnocentrism?

- View Ethnocentrism Video by Fallon Burke
<http://www.youtube.com/watch?v=zSJFBeVFtak>
- In 1-2 paragraphs, discuss why one photo used in the first 1:20 of the video is a demonstration of ethnocentrism
- In 1-2 paragraphs, discuss what strategies you would use in the classroom to avoid being ethnocentric

Week EIGHT:

Please complete each of the three tasks listed below and post as separate responses into Week 8 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Some students who have been in-country awhile report feelings of “going native”—the sense that you belong more to the host country culture than you do your own. Answer the following questions:

- Have you experienced this feeling? If so, has your behavior changed? How?
- Does this make you comfortable or uncomfortable?

2. At this point in the semester, it's likely that you've identified a favorite coffee shop, café, restaurant, local eatery, newsstand, etc. that you frequent often. You've likely developed a routine of going there and have made the acquaintance of the owner, barista or wait staff. Do they know your name and where you're from? (If not, introduce yourself.) Ask to take a picture with that person. Post the photo to Box.net and label with the name of the individual and the establishment.
3. Interview a professor/instructor and inquire about the following:
 - What is the cultural context of education in the host country? (i.e. How is education valued? What social status do educators/teachers have in the host country?)
 - Ask the professor/instructor to identify one major issue/problem plaguing the education system in the host country. (What is that issue/problem? Why is it a problem?)
 - Is the education system in the host country better, worse or just different than the US?

Write one paragraph to answer each question.

Week NINE:

Please complete each of the three tasks listed below and post as separate responses into Week 9 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Write a letter, poem or short narrative about aspects of home that you appreciate and miss. Include details that would convince someone from your host country to visit.
2. Listening/Observing Exercise: During the day attend a cultural event, go to a local museum or walk around a cultural/heritage/religious site. Go to observe and listen. While it might be tempting, try to restrict your verbal interactions with others. This will test your ability to pay attention to non-verbal cultural cues. In a short journal entry (2-3 paragraphs) consider the following:
 - How did it feel to be silent and observational?
 - What did you learn at the site?
3. Take 5-10 photos of representations of cultural differences that you have come to understand and appreciate. Be sure these photos represent differences that you initially questioned or felt uncomfortable with when you first arrived in country. Label each photo with a brief caption as to why you now appreciate the difference.

Week TEN:

Please complete each of the three tasks listed below and post as separate responses into Week 10 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Many times it is stated that the US doesn't have a "culture". If you were to describe US culture to a host country national, what would you say?
2. Interview a professor/instructor and inquire about the following:
 - Has he/she had to modify his/her teaching to accommodate the Americans in the classroom? If so, how and why?Write 2 paragraphs to answer these questions.
3. You've had the opportunity to explore your host city and take photos of *your* favorite locations. Now go on tour around the city with one of your host country friends. Take pictures of *their* favorite locations. Submit their top 5 to Box.net and label the photos with captions they quote to you.

Week ELEVEN:

Please complete each of the three tasks listed below and post as separate responses into Week 11 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. How might a culturally sensitive teacher take issue with the following statements?
 - "I don't really see color, I just see children."
 - "I don't care if they're red, green, or polka dot, I just treat them all like children."

If a teacher makes these statements, what is he/she ignoring?:

(From Ladson-Billings, G. (2009). *The dream-keepers: Successful teachers of African American children* (2nd ed.).)

2. Write a letter to your future classroom of students. Outline how you will create a classroom environment and curriculum "that honors and incorporates the cultural and linguistic heritages of all student members" (p. 353).

(From Meyer, L. H., Bevan-Brown, J. M., Park, H.-S., & Savage, C. (2010). School inclusion and multicultural issues in special education. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 343-368). Hoboken, NJ: John Wiley & Sons, Inc.)

Week TWELVE:

Please complete each of the three tasks listed below and post as separate responses into Week 12 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Explain the US tradition of Thanksgiving Dinner to a host country national. Try to cook one dish that your family would typically serve at your Thanksgiving Dinner and invite a host country national to share it with you. Take photos of your dish and your dinner party. Submit the best 5 photos to Box.net and include captions.
2. Interview the parent(s) of a school-aged student. Inquire about the following:
 - What do the parent(s) think of the quality of the education their student is receiving?Write a few paragraphs about what you learned.
3. Write a letter to a friend or relative and explain how this sentence might be true for you: "My life is enriched by my relationships with people from different backgrounds and experiences." (From "Maximizing Study Abroad" by R. Michael Paige, et. al)

Week THIRTEEN:

Please complete each of the three tasks listed below and post as separate responses into Week 13 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Write a letter to a loved one(s) back in the US (i.e. a friend, your significant other, your parents, grandparents, etc.) Describe what might be the toughest challenge you will face as you integrate back into your "normal" US life. Why would this be challenging?
2. It's likely at this point in the semester your curiosity about various cultures has been piqued. Write a short journal entry regarding the ways you plan to maintain your cultural curiosity once you return to the US.
3. Cultural Curiosity: The drive to investigate, explore, observe and think about cultural differences. Think about how you developed a cultural curiosity over this semester. Write a short journal entry about how you would pique the cultural curiosity of students in your future classroom.

Week FOURTEEN:

Please complete each of the three tasks listed below and post as separate responses into Week 14 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Working with Stereotypes and Testing Hypothesis from Maximizing Study Abroad (p. 57-61)
 - Use framework provided to craft a stereotype about your host culture; change the statement to a generalization; then change it to a hypothesis
 - Examine how you might make a stereotype comment about a diverse group of students in your future classroom; change the statement to a generalization; then change it to a hypothesis; finally, answer the questions that you posed in your hypothesis using the CRP framework
2. Engage in a lively discussion about a social, political or economic issue that is directly impacting the host country. Listen carefully to the opinions of your host country friends. What are their beliefs/values about the topic? What did you learn from the conversation? What are you going to take away from the discussion? Write a journal entry reflecting upon this discussion.
3. Creative Exercise:
 - Take 5-10 pictures of the top 5-10 things you will miss the most about/from your host culture once you return to the US.
 - Take 5-10 pictures of the top 5-10 things that your host country friends will miss about you. (Give those photos to your friends.)
 - Reflect on why you will miss the top 5-10 things and your new friends. Write 2-3 paragraphs on this reflection.

Week FIFTEEN:

Please complete each of the three tasks listed below and post as separate responses into Week 15 folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2, #3).

1. Analyzing Worldview: Answer the following questions (2-3 paragraphs):
 - What worldview differences are prevalent in the classes you're taking while abroad? (Consider race, culture, learning styles, communication styles, behaviors, beliefs, values, etc.)
 - How have those differences contributed to your growth this semester?

2. Reflect upon the journal entry you wrote in week 4 regarding a cultural difference/practice you were struggling with. In a new journal entry, write a few paragraphs about whether or not you're still struggling with that cultural difference/practice.

Answer the following questions:

- Do you truly understand the cultural difference/practice?
- Has your thinking about this practice shifted?
- Can you see its relevance to the host culture?

3. In a short journal entry (3-4 paragraphs) identify ways in which you've made accommodations to your host culture's norms. Consider the following:

- How have your actions changed over the course of the semester?
- Have your behaviors, thinking, actions shifted?
- What do you now do (say, think, etc.) that is different from the start of the term?
- What new perceptions about yourself and your host culture do you have?
- How will you incorporate this learning into your life once you return to the US?

Appendix K
Short Essay Prompts

FINAL ASSIGNMENT: Short Essay Prompts

Please complete each of the two tasks listed below and post as separate responses into Week Final folder in Box.net. Please label each response with the appropriate number that corresponds to the task (i.e. #1, #2).

1. Read: Gay, G., & Kirkland, K. (2010). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory into Practice*, 42(3), 181-187.

Answer the following in a 2-3 page essay response.

The authors state: "...teacher education students have few high-quality opportunities for guided practice in self-reflection" (p. 182).

- As your term abroad comes to a conclusion, how do you plan to incorporate your semester abroad learning into your future classroom pedagogy?
- What benefit has your term abroad and this curriculum served in preparing you for your future classroom placement?

Please provide a frank synopsis (1-2 paragraphs) of the effort you put in to this curriculum and the assignments throughout the course of the term. The researcher is trying to understand your participation as a whole therefore, please indicate as honestly as possible.

Appendix L Focus Group Protocol

Volunteers from Group A

Script read by Researcher (Kathleen Roller) at beginning of focus group session:
“Welcome Back! This focus group gathering will serve as an opportunity to debrief about your study abroad semester and your interaction with the experiential, developmental curriculum. This 60-minute session is being recorded to allow the researcher (me) to go back and review comments made during this hour. Additionally, the researcher will take handwritten notes. The researcher herself will transcribe the recording of this session. You are welcome to a transcript of the recording and have the right to clarify your statements or remove your comments from inclusion in the study data. If you request a copy of the transcript, it will be emailed to you.

The researcher will keep all comments made during this session confidential and will assign pseudonyms should comments be quoted/referenced in dissertation chapters.”

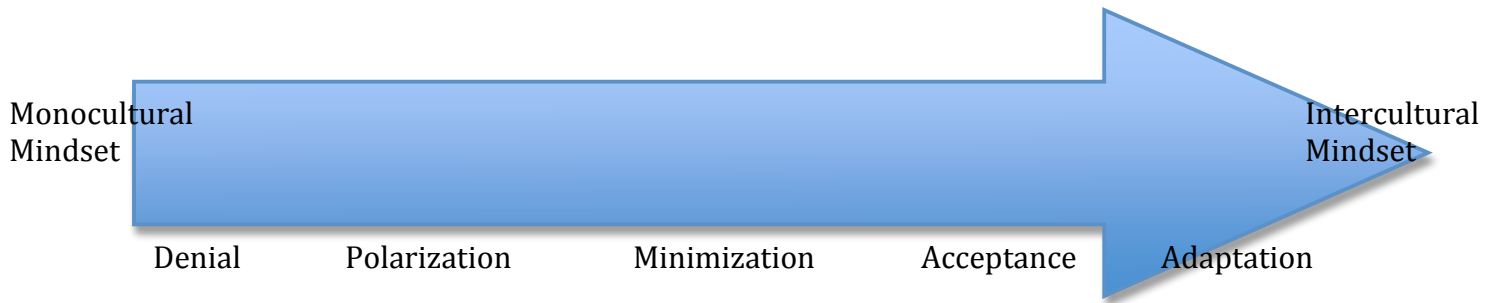
1. For the sake of accurately transcribing this recorded session and for voice recognition purposes, please tell me your name, home campus and study abroad location.
2. In what ways would you say the curriculum influenced your experiences?
 - a. Please be specific as to whether it positively or negatively impacted your experience and/or your cultural sensitivities. (Tell me your thoughts/reactions.)
 - b. Do you feel you would have gotten the same effects (results) had you not participated in the curriculum? (If so, why?)
3. How has being abroad while engaged in the reflective, experiential curriculum changed your view of education in the United States?
 - a. How do you see this impacting your teaching?

Now we are going to talk about culturally relevant pedagogy:

4. To what degree do you see the CRP readings having an impact on your study abroad experience?
 - a. To what degree do you see the impact of the curriculum on your notions of culturally relevant pedagogy?
 - b. How do you anticipate translating your overseas experiences into culturally relevant pedagogy you can share with your K-12 students?
 - c. Can you provide some specific examples as a result of engaging in the curriculum last semester?
5. Is there anything else you'd to mention about your semester abroad with this curriculum?

Appendix M
IDI Continuum Diagram

Intercultural Development Continuum



Stage	Stage Appropriate Intercultural Skills
Denial	<ul style="list-style-type: none"> • The ability to gather appropriate information about culture • The initiative to explore aspects of subjective culture • Trust, friendliness, cooperation • The ability to recognize difference
Polarization (Defense and Reversal)	<ul style="list-style-type: none"> • The discipline to maintain personal control • The ability to manage anxiety • Tolerance and Patience
Minimization	<ul style="list-style-type: none"> • Cultural general knowledge • Open-mindedness • Knowledge of their own culture • Listening skills • The ability to perceive others accurately • The ability to maintain a nonjudgmental interaction posture
Acceptance	<ul style="list-style-type: none"> • Cultural specific knowledge • Cognitive flexibility • Knowledge of other cultures • Contextual knowledge • Respect for others' values and beliefs • Tolerance of ambiguity
Adaptation	<ul style="list-style-type: none"> • Empathy • Risk-taking skills • Problem-solving skills • Interaction management skills • Flexibility

From: Bennett, M. J. (1993). Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Page (Ed.), *Education for the Intercultural Experience* (pp. 21-71). Yarmouth, Maine: Intercultural Press, Inc.

Appendix N Statistical Analysis of IDI

Summary Statistics of the Development of the IDI v.3: 2007; 2009 Mitchell R. Hammer, Ph.D.

Summary on the Validation Samples Used in Developing the IDI:

The 50-item Intercultural Development Inventory (IDI v2) was developed based on a cross-cultural sample of 591 respondents (see Hammer, M.R., Bennett, M.J. & Wiseman, R., 2003, *The Intercultural Development Inventory: A measure of intercultural sensitivity*. In M. Paige, Guest Editor, *International Journal of Intercultural Relations*, 27, 421-443). In 2007, a second (IDI v.3) cross-cultural sample of 4,763 respondents included a wide range of age groups and professions. All 4,763 of the respondents completed the IDI in their native language (six language versions) using rigorously back-translated versions of the IDI.

Standard Error of Measurement of the IDI

The Standard Error of Measurement (SEM) of a test refers to the standard deviation of test scores that would have been obtained from a single respondent had that respondent been tested multiple times. It is a measure of the "spread" of scores within a respondent had the respondent been tested repeatedly and ad infinitum. That is, if a single respondent were to take the same test repeatedly (with no new learning taking place between testings and no memory of question effects), the standard deviation of his/her repeated test scores is denoted as the Standard Error of Measurement. The SEM of the Developmental Orientation scale is 3.66 and 3.49 for the Perceived Orientation.

Validity and Reliability of the IDI

The 50-item IDI v.2 underwent rigorous validity and reliability testing (see Hammer, M.R., Bennett, M.J. & Wiseman, R., 2003). Further testing of the IDI v.3 with a sample of 4,763 in 2007 identified the following unidimensional scales (using Confirmatory Factor Analysis) along with their overall reliability (Coefficient Alpha):

Perceived Orientation (PO) Scale (.82) * Developmental Orientation (DO) Scale (.83) * Denial Sub-scale (.66) * Defense Sub-scale (.72) * Reversal Sub-scale (.78) * Minimization Sub-scale (.74) * Acceptance Sub-scale (.69) * Adaptation Sub-scale (.71) * Cultural Disengagement Sub-scale (.79)

Correlations among the Seven Sub-scales of the IDI

Table 1 below presents the intercorrelations among the seven dimensions of the 50-item IDI v.3. There is a strong correlation between Defense and Denial ($r = .83$) and between Acceptance and Adaptation ($r = .64$). Reversal is positively correlated with Denial (.36) and with Defense (.38) and not significantly correlated with Acceptance (.01) or Adaptation (.12). Minimization is not significantly correlated with either the more Monocultural orientations (Denial, Defense, Reversal) or the more Intercultural Orientations (Acceptance, Adaptation), suggesting Minimization exists as a transitional orientation between the more Monocultural and Intercultural orientations. Finally, there are negative correlations between Defense and Denial scales and the Acceptance and Adaptation scales. These findings provide support for the intercultural development continuum. The Cultural Disengagement scale, while not located within the intercultural development continuum, is correlated most strongly with Reversal, consistent with the conceptualization of Cultural Disengagement as a disconnection with one's own culture.

Table 1
Correlations among Seven Orientations (Latent Variables): Sample: 4,763 Respondents

Denial	1.000						
Defense	.830	1.000					
Reversal	.358	.367	1.000				
Minim	-.033	.062	.036	1.000			
Accept	-.169	-.111	.012	.014	1.000		
Adapt	-.185	-.084	.124	.144	.638	1.000	
Cul. Disengage	.227	.110	.433	.007	-.073	.033	1.000
	Denial	Defense	Reversal	Minim	Accept	Adapt	Cul. Dis

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