Developing Intercultural Capacity

What are Students Learning?

Garson, K. (2017). Internationalization and intercultural learning: A mixed method inquiry. In Pérez, G. M. G. & Rojas-Primus, C. (Eds.) *Promoting Intercultural Communication Competencies in Higher Education*. IGI Global: Hershey, PA.

Roadmap for this session

- Review current demographic trends, priorities and mandates in HE

- BC research on students' intercultural development and perceptions of intercultural and global learning

- Consider interventions to enhance multicultural group work for intercultural learning

Canada's Performance and Potential in International Education
International Students in Canada 2018

494,525 international students in Canada at all levels of study in **2017**[1]

Where do inbound students come from?

- France **4%**
- USA **3%**
- Mexico **1%**
- Brazil **2%**
- Nigeria **2%**
- Saudi Arabia **2%**
- Iran **2%**
- Pakistan **1%**
- China **28%**
- India **25%**
- Bangladesh **1%**
- Vietnam **3%**
- Japan **2%**
- South Korea **5%**
- Taiwan **1%**

**119%** increase in international students in Canada between 2010-2017

20% increase over the previous year
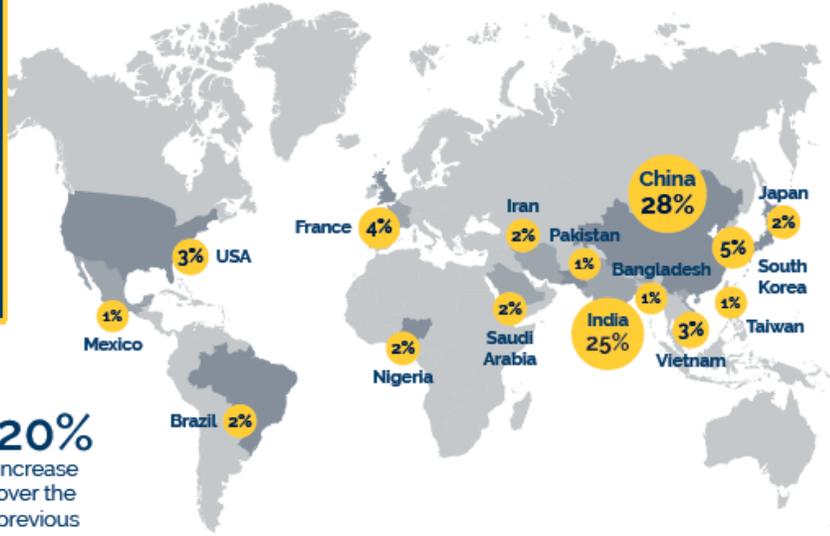
> "The most positive part of my study experience in Canada has been the guidance I received from my professors. The quality of education is outstanding."
> — Natural Sciences student from Egypt

Fastest-growing countries of origin, 2016-17

- +89% Vietnam
- +63% India
- +45% Iran
- +41% Bangladesh
- +28% Brazil
- +16% Mexico
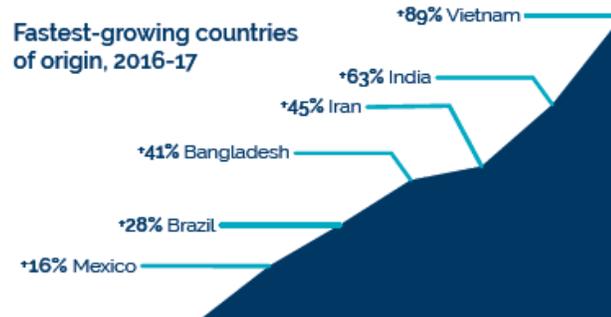
Top **3** reasons international students choose Canada[2]

1. The **quality** of the Canadian education system
2. Canada's reputation as a **tolerant** and **non-discriminatory** society
3. Canada's reputation as a **safe** country

95% of international students **recommend Canada** as a study destination[3]

51% of international students plan to apply for **permanent residence** in **Canada**[4]

1 Unless otherwise specified, CBIE uses Immigration, Refugees and Citizenship Canada (IRCC) data
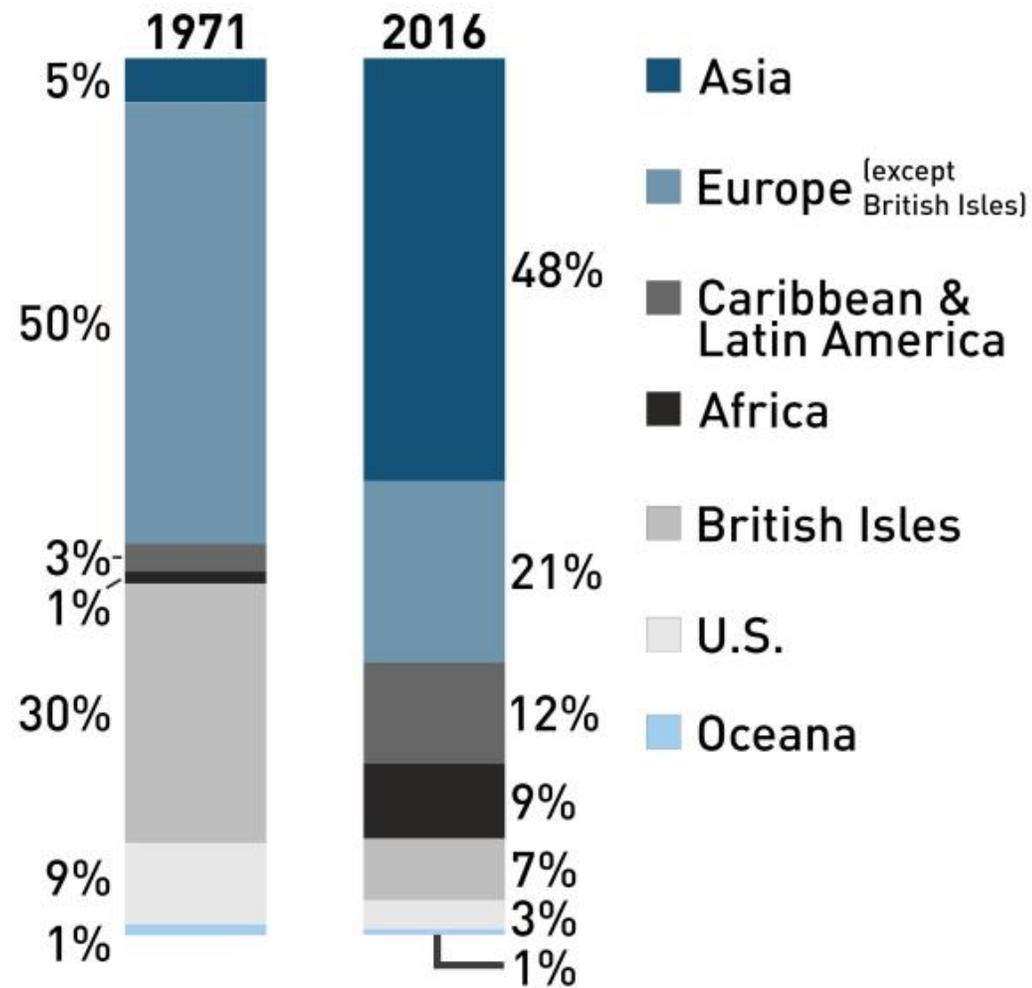2, 3, 4 CBIE International Student Survey, 2015

Changing Demographics (StatsCan)

➢ 22.9% of Canadians were born outside of Canada

➢ 1 in 5 Canadians allophone

➢ Projection: by 2031, 46% of Canadians under the age of 15 will have been born outside of the country or have parents born outside of the country

Canadian foreign-born population by country/region of origin

1971

- 5%
- 50%
- 3%
- 1%
- 30%
- 9%
- 1%

2016

- 48%
- 21%
- 12%
- 9%
- 7%
- 3%
- 1%

Legend:
- Asia
- Europe (except British Isles)
- Caribbean & Latin America
- Africa
- British Isles
- U.S.
- Oceana

SOURCE: Statistics Canada

CBC NEWS

http://www.cbc.ca/news/politics/census-2016-immigration-1.4368970

Demographic Shifts

- Indigenous population growth (StatsCan, 2011)

- Over 400,000 Indigenous youth in Canada will be entering the labour force over the next decade (CIC, 2015).
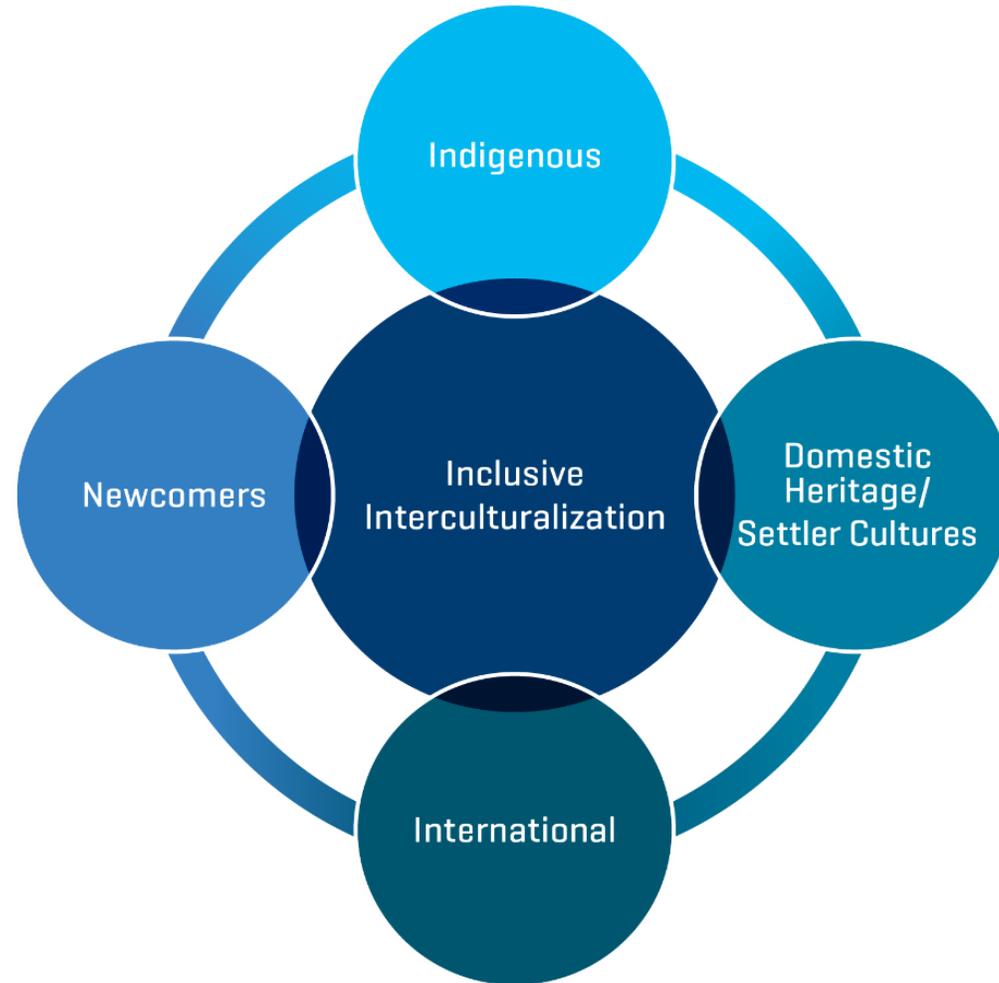
TRC: Calls to Action (TRC, 2015)

➢ 63 iii. "Building student capacity for intercultural understanding, empathy, and mutual respect.

Professional Development and Training for Public Servants

➢ 57 This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism"

Interculturalization's Stakeholders
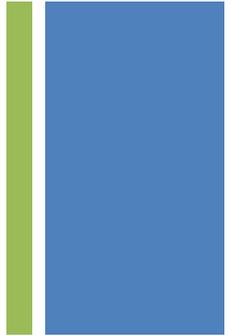

Odgers, 2015

The World is on Campus

- What are students learning from increased diversity?

- Structural diversity—when diversity is represented on campus—is an "insufficient condition for maximal educational benefits" (Gurin, Dey, & Hurtado, 2002, p. 333)

A Review of the Literature...

Gareis (2012) USA
➢ 40% of international students surveyed claimed they had no significant friendships with American students

Grayson (2008) Canada
➢ domestic students reported only 11% of their friends were international students
➢ over 50% of international students reported difficulty making friends with Canadians

Leask (2010) Australia
➢ students saw cultural and national perspectives as important but were dissatisfied with the interactions they had with each other
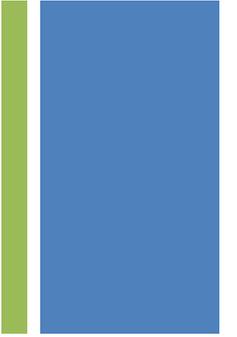
Osmond and Roed (2010) Britain
➢ domestic students conscious of causing offence in intercultural interactions which also resulted in them avoiding those interactions

Harrison and Peacock (2010) Britain
➢ "passive xenophobia" of home students
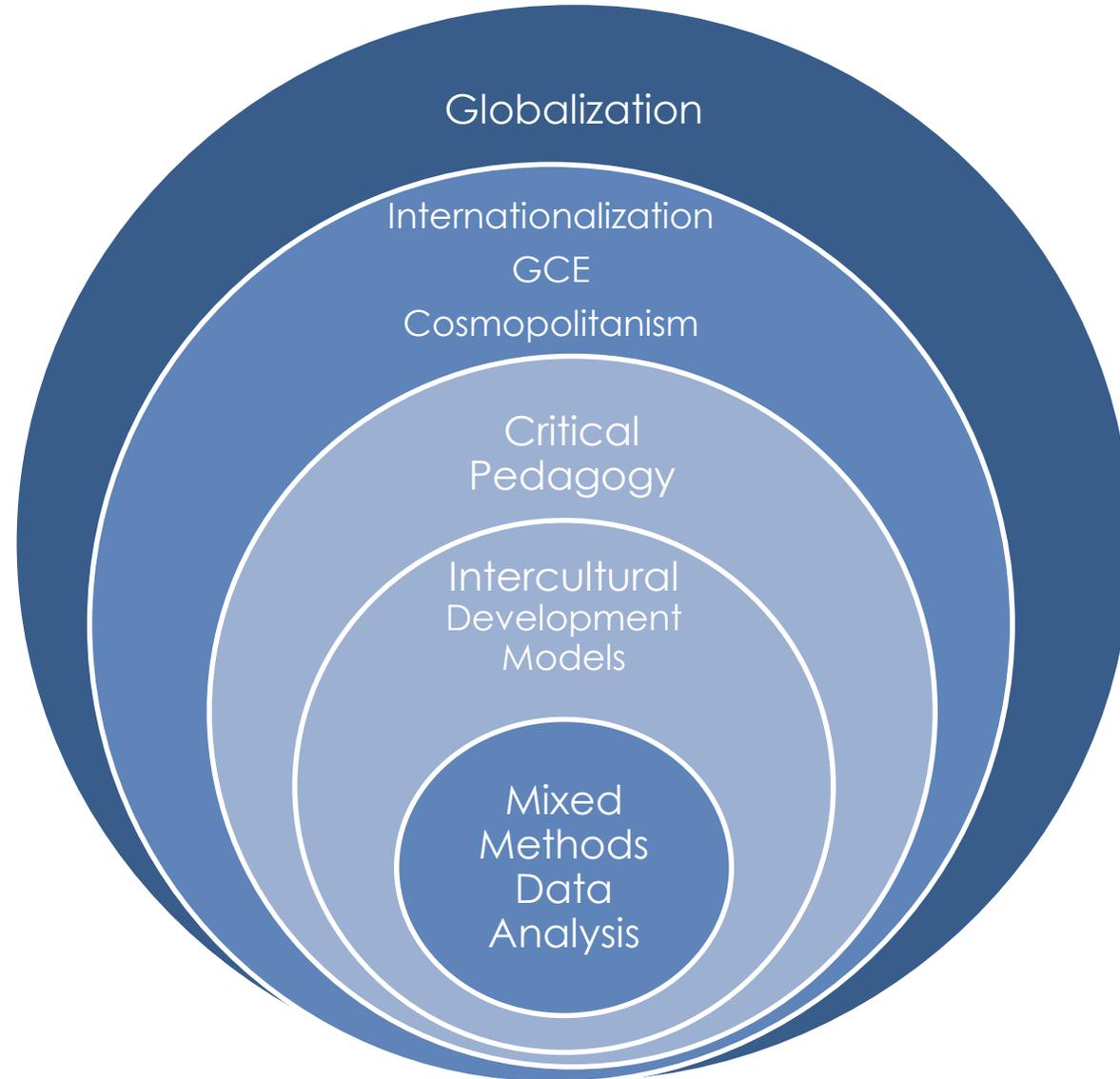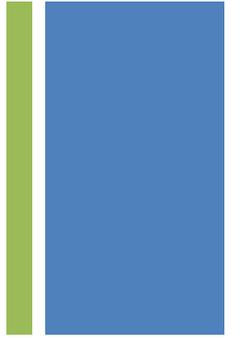
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Are we Graduating Global Citizens?

Purpose:

to examine the intercultural development of students during their final phase of undergraduate study and to explore their perceptions of intercultural and global learning in their academic environments.

Context and Structure of the Study

Defining Terms:

Intercultural Competence: "Acquiring *increased awareness* of subjective cultural contexts (worldviews), including one's own, and developing a *greater ability to interact* sensitively and competently across cultural contexts" (Bennett, 2009, p. 1)

Global Competence: "The ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions, and approaches; *familiarity with the major currents of global change and the issues they raise;* and the capacity for effective communication across cultural and linguistic boundaries" (Brustein, 2007, p. 383)

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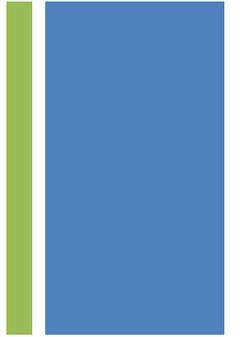
Critical Global Citizenship Education

- Multiple epistemologies and perspectives

(Andreotti, 2011; Appiah, 2006; Asgharazadeh, 2008; Kincheloe& Stienberg, 2008; Santos, 2007)

- Historical and contemporary injustice

(Abdi, 2011; Banks, 2005; Kincheloe & Steingberg, 2008; Santos, 2006)

- Focus on learning outcomes – pedagogy and curriculum

(Andreotti, 2011; Shultz, 2011; Swanson, 2011; Tarc, 2011)

Research Questions

1. What is the difference between the perceived and actual intercultural development of students studying third and fourth year courses?

2. Do student demographics influence perceived and actual scores?

3. How do students perceive intercultural and global learning?

4. How do students regard curriculum and pedagogy as influencers of intercultural and global learning?

Methods

Participant Recruitment:
- Class visits (40+ 2 campuses)
- Collection of email contacts (300+)

Participant Demographics:
Mix of international and domestic, male female, 4 Academic Areas (Arts, Academic Professions, Professional Schools, Science)

Data Collection
- IDI Surveys (N=178)
- Focus group (N=42)
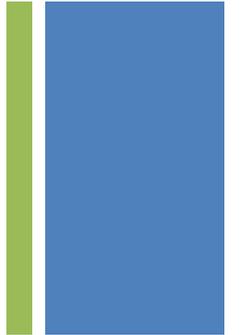
Data Analysis
- ANOVAs; Tukey –Kramer; paired T-test
- Key words in context; Thematic analysis; Dialectical Inquiry

Dependent Variables

PO – Perceived Orientation
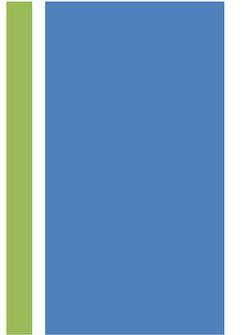DO – Developmental Orientation
OG – Orientation Gap

Denial	Polarization	Minimization	Acceptance	Adaptation
55-69	70-84	85-114	115-129	130-145
Denial or disinterest in culture. One's own culture is the "real" one	Us and them orientation - in Defense us is better in Reversal them is better	Minimization of cultural differences into own familiar categories. Focus on similarity and universality	Acceptance of cultural differences. Ability to cognitively perspective shift	Ability to shift perspective and adapt behaviour to operate within more than one cultural worldview

1. What is the difference between the perceived and actual intercultural development of students studying third and fourth year courses?

Where did students PERCIEVE themselves?

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Significant Overestimation
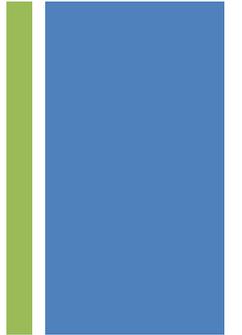
Full Sample Scores	Min	Max	Mean	sd
PO (55.0-145.0)	107.87	133.45	120.36	5.61701
DO (55.0-145.0)	52.2	125.36	91.77	14.70331
OG	6.66	56.74	28.59	9.620673

$t(177) = 39.57$, $p = <.01$

2. Do student demographics influence perceived and actual scores?

Independent Variables: IDI Demographics
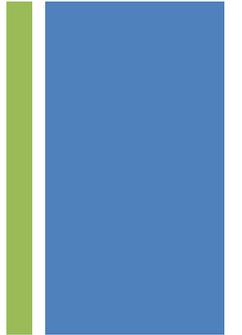
Standard to Instrument

- Gender
- Age
- Time Spent Abroad
- Member of an Ethnic Minority

Unique to this Study

- Institution
- Student Status (Domestic/ International)
- Academic Discipline (Arts, Academic Profession, Professional School, Science)

Significant: Academic Discipline

ANOVA	df	Adj SS	F Statistic	p Value
Discipline PO	3	360.54	4.42	0.005
Discipline DO	3	1886.4	3.39	0.019
Discipline OG	3	658.67	2.78	0.043

Professional Schools: Higher PO, Higher DO, Smaller Gap
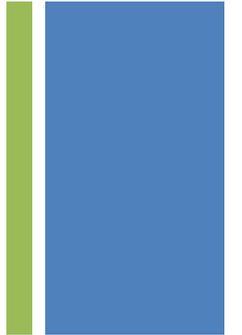Science: Lower PO, Lower DO, Larger Gap

Significant: Student Status

ANOVA	df	Adj SS	F Statistic	p Value
Status PO	1	178.19	6.55	0.011
Status DO	1	1933.9	10.43	0.001
Status OG	1	937.99	11.89	0.001

International Students: Lower PO, Lower DO, Larger Gap

Summary of Analysis: Quantitative

- Upper level students are most represented in ethnocentric (34%) or transition stages (51%) of the IDC

- The majority of students significantly overestimate intercultural development

- Academic Discipline is associated with IDI scores

- Student Status is associated with IDI scores

3. How do students perceive intercultural and global learning?

4. How do students regard curriculum and pedagogy as influencers of intercultural and global learning?

Participant Perceptions (Focus Groups)
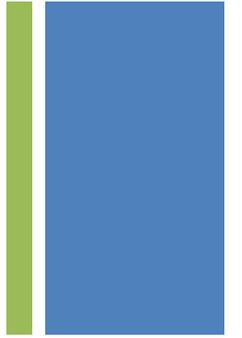
Intercultural Experiences in Academic Settings
- Two solitudes
- Negotiating Tensions
- Avoidance as a strategy

Influence of Curriculum and Pedagogy
- Scratching the surface
- Instructional capacity
- Importance of pedagogy

Student Recommendations
- Intentional instruction
- Interdisciplinary Approaches

Two Solitudes

- **Physical division**

- **Division through labels**
  - I see the international booth; I see that oh they are going tubing. It's at the international place and it's for people there, it's not for everyone. They have all these really cool events and I would like to go but it seems like it's unattainable for me just being a normal student. (C-S)

- **Lack of facilitated interaction**
  - The school in general really wants to have an international population here and are very proud of how far they've come to date. But I think now what they need to focus on is not how to get them here but what's happening once they are here and that interaction and not being so segregated. So I think a lot more focus needs to happen on campus now that they are here. (C-AP)

Negotiating Tensions

■ **Group work**

➲ Yes, but even during projects they ignore us. You are supposed to do it together; you are supposed to discuss it with the whole group and not just the domestic members. (I-AP)

■ **Monolingual ideals**

➲ In one of my classes I was put in a group with all domestics and they really made me feel left out. They wouldn't speak to me, they had this stereotype that Indians don't know how to speak English for some reason. (I-AP)

Avoidance as a Strategy

- **Fear of offending**
  - At times we are so afraid of offending them we kind of avoid contact with them, I find that can be harmful. (C-AP)

- **Risk to academic standing (GPA)**
  - In school there's usually walls up - there might be a couple of people that you have conversations with but the focus in school is getting that assignment done(C-S)

+ Curricula

■ **Scratching the Surface**

■ I think my program wants to... and it sort of brushes the surface a little, but it doesn't actually...I think it rather fails actually. I think my program wants us to be aware of other cultures and there's lots of different perspectives and we talk about that but that's just really surfacy. (C-PS)

■ The theory is presented to us but in no way, shape or form are we forced or even asked to practice it. It's more like "well if you're interested" or "you should be aware of this." (C-AP)

■ that's all we really learn about, just what's going on here and furthering that knowledge base and not really cultural implications of this knowledge or those experiments or that procedure is not ever really discussed at all. (C-S)

Importance of Pedagogy

- **Instructor capacity**
  - It totally depends on the instructor's capacity. (I-AP)
  - I don't think the teachers care who you work with or what you learn besides the course material. (I-AP)

Student Recommendations

- **Intentional instruction**
  - Engage technology for learning across cultures and geographies
  - Provide tools and strategies for working across difference
  - Opportunities for non-dominant cultural to be valued
  - Assignments that require multiple cultural perspectives

- **Interdisciplinary approaches**
  - Required like English 100
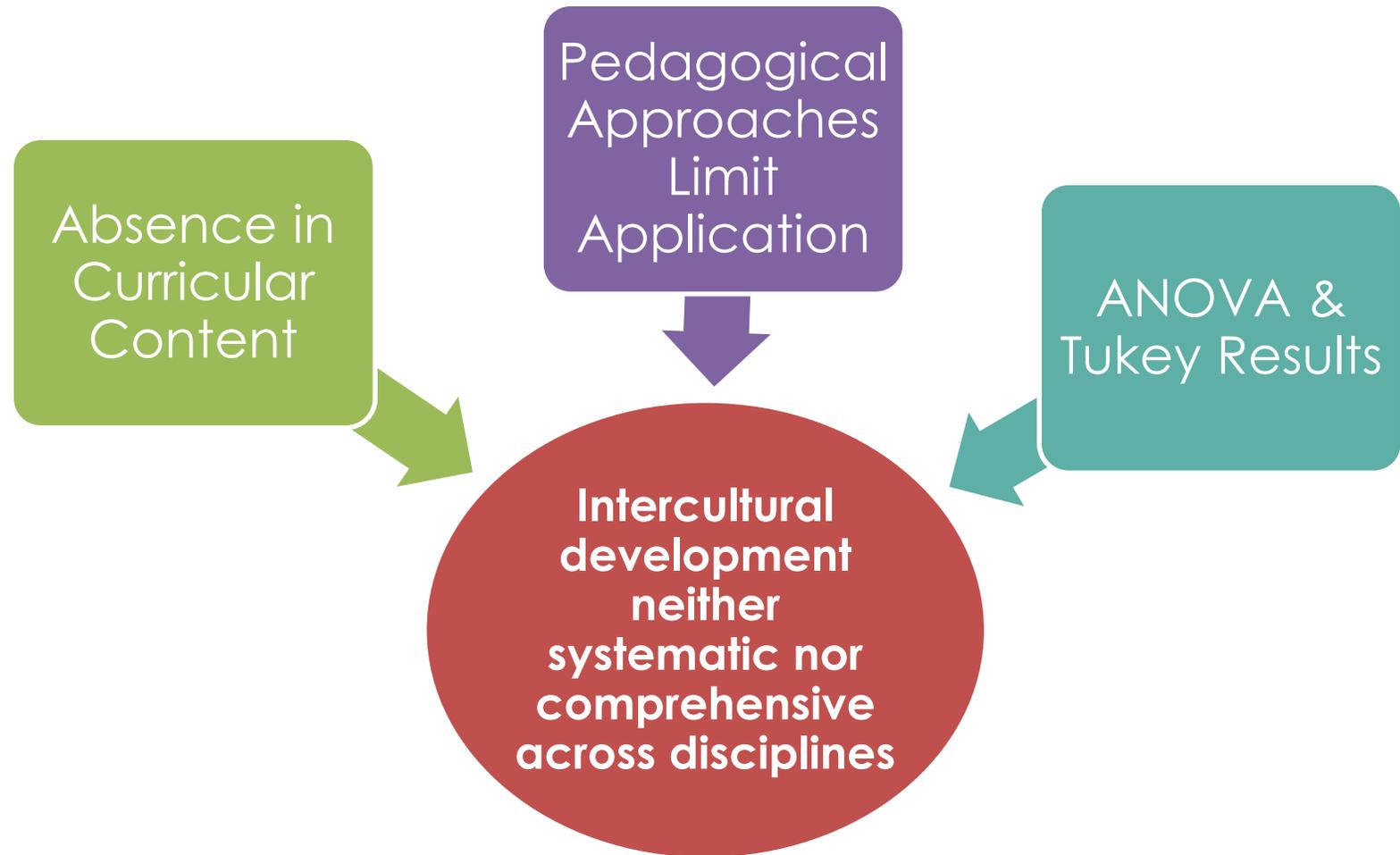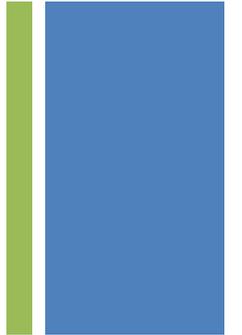 - Indigenous programing embedded not siloed

+ Main Findings: Qualitative

- Students articulate the importance of intercultural learning

- Students identify where their educational experiences are lacking in developing intercultural capacities

- Students often negotiate interculturality in academic settings without guidance or skills development

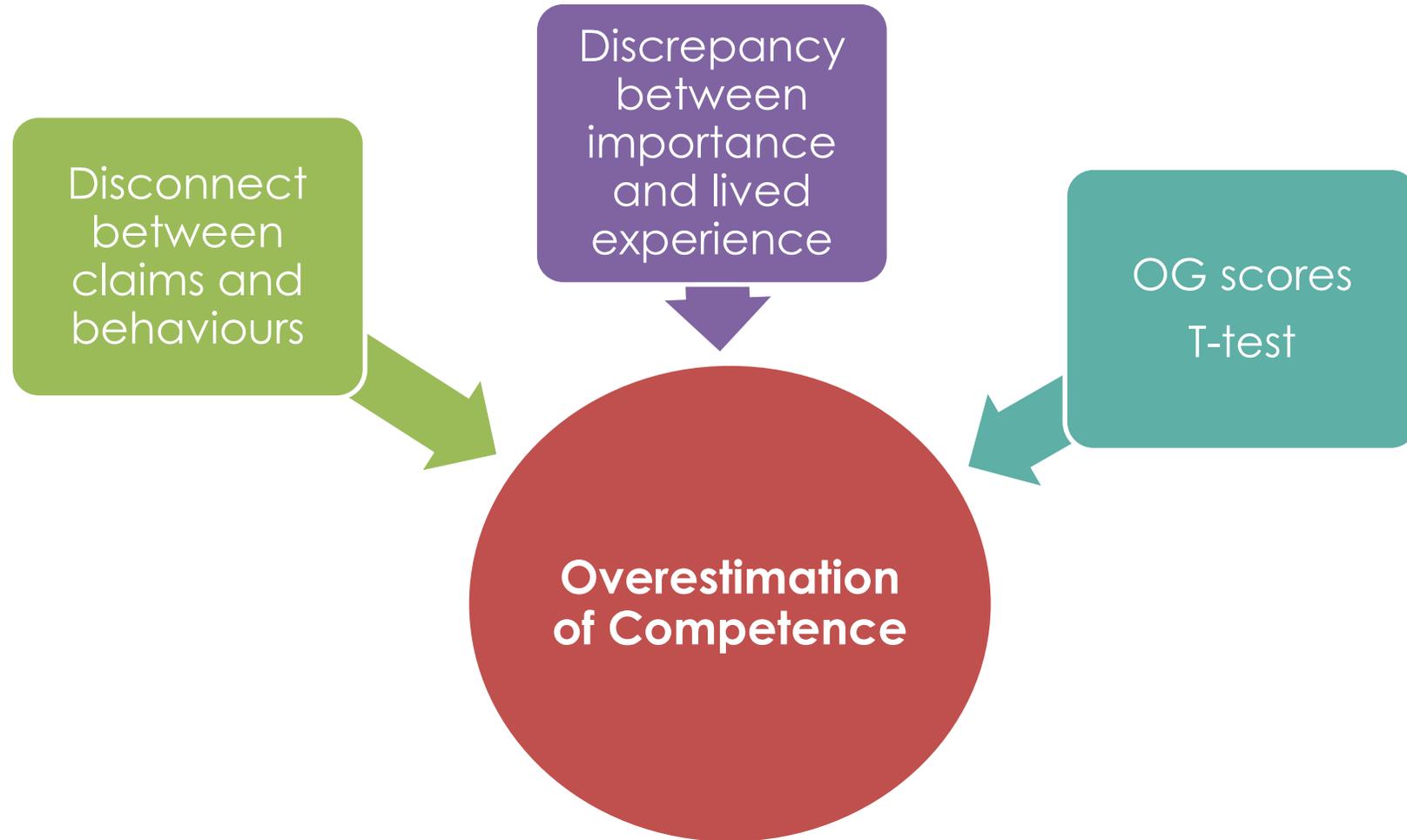- Students may avoid interaction due to perceived risks
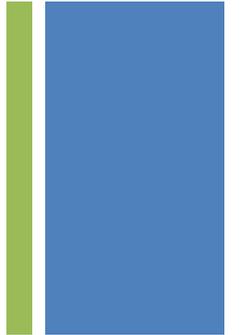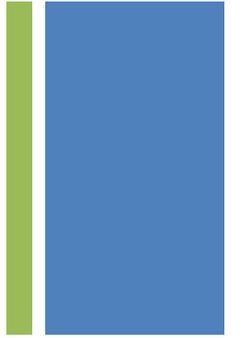
Mixed Data Sets

Absence in Curricular Content

Pedagogical Approaches Limit Application

ANOVA & Tukey Results

Intercultural development neither systematic nor comprehensive across disciplines

Mixed Data Sets

Implications

Curricular Revision
- Outcomes related to inclusion and interaction
- Relevancy across disciplines
- Intercultural, multilingual, interdisciplinary

Pedagogical Interventions
- Shift from content to application of learning
- Intentional design and active facilitation for meaningful interaction

Professional Development of Faculty and Staff
- Theoretically informed
- Focus on building capacity and confidence teaching for interaction and inclusion

Rethinking Multicultural Group Work for Intercultural Learning

Reid, R. & Garson, K. (2016). Rethinking Multicultural Group Work for Intercultural Learning. Journal of Studies in International Education.

"When I heard we were doing group work again I shouted 'Oh my God, not again' in my mind... It means I still need to be tortured again and again"

Contact Hypothesis

Groups from different cultures must be appropriately prepared to interact.

If they are not, then a reinforcement of stereotypes and prejudice is likely to occur.

(Allport, G. W., 1954, ,Pettigrew, T. F., & Tropp, L. R., 1993, Sindanus et al., 2008)

Research Questions

How are students' experiences of group work influenced by intentional formation and preparation of groups?

How are students' experiences of group work influenced by evaluation that includes the process of working with others?

Method and Data

Data Collection	Method

- Data from students' guided self-reflection
3 semesters (76 participants)
  - 30 domestic students
  - 46 international students

- Qualitative Data & data from students' guided self-reflections (7 questions)
- Responses quantified by coding in Nvivo to measure shifts in attitudes (negative, neutral, positive)
- Reflections coded in Nvivo to explore themes

Findings: Shift in Attitude about Group Work
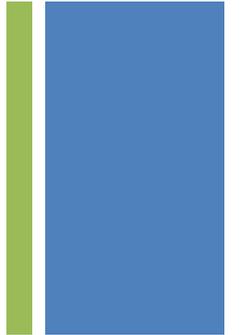
Start of Semester		End of Semester	
Negative	42	Negative	6
Neutral	14	Neutral	11
Positive	20	Positive	59
Total	76		76

74% Started with negative or neutral attitudes and at the end of the semester 78% reported a positive experience

Shifts in Attitude

Before	After

Before

- "When I heard we were doing group work again I shouted 'oh my God, not again' in my mind. It means I still need to be tortured again and again"

- "Throughout university group work has been a challenge for me. When you said you would be picking group members, I was concerned"

After

- "Such an amazing experience. This time the group experience was impressive and enjoyable"

- "The experience opened my eyes though. I believe this exercise will stick with me and keep me from avoiding new partners of different nationalities"

Outcomes

- "This process…did teach me about opening up to choosing new partners instead of going with the same people I always work with"

- I will be more open to different ways that people approach learning and projects. I learned a lot about my group members and about the different ways of communication while working on this project"

Outcomes

- "This process like no other before, showed me how attitudes and mindsets differ around the world and taught me how to deal with these differences"

- "I felt nervous about being put in a group with three international students but after working with them I feel horrible about ever doubting their capabilities"

Findings & Recommendations

Formation
- ❑ Diversity of skills essential
- ❑ Pressure relieved through instructor formation

Preparation
- ❑ Cultural self-awareness – communication styles, values
- ❑ Application – practice prior to experience

Evaluation
- ❑ Process of working with others
- ❑ Self-reflection
- ❑ Peer feedback

Reid, R. & Garson, K. (2016). Rethinking Multicultural Group Work for Intercultural Learning. Journal of Studies in International Education.

We need an "ambitious vision for negotiating interculturality as an act of intellectual growth in modern academia" (Otten, 2009)

Thank You!
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