

## *Critical reflection and web-enhanced pedagogy: Consolidating international learning*

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**Abstract** - This presentation reviews the design and delivery of a credit-bearing, web-enhanced course designed for undergraduates with recent or current international experience (e.g., international exchange programme, service-learning, internship, language immersion programme). In a supportive environment, the participants are introduced to theories and models of intercultural (communicative) competence and intercultural transitions. In relation to their own and others' international experience, they explore: language/culture shock, intercultural (re)adjustment, identity expansion, global/intercultural citizenship, and intercultural competence in a second language. Through structured, critical reflection, reading, discussion, and writing (e.g., chat forums, blogs, reflective essays), students deepen their understanding of their international/L2 experience and discover ways to integrate it into their campus life and post-graduation plans. After providing an overview of the course, this presentation centers on the ways in which the first two offerings informed the 2012-13 session. The development and monitoring of the intercultural transitions course have benefited from a generous Teaching Development Grant (#4170338) as well as data generated by a General Research Fund project (#2110167), which is tracking the developmental trajectories of outgoing semester- and year-long international exchange students. This session underscores the benefits of designing a research-driven, learner-centered curriculum to scaffold deeper intellectual consolidation and integration of international experience.

### **Topics/ fundamental concepts**

1. The dimensions of intercultural transitions
2. Cultural identity and intercultural contact
3. Identity reconstruction and hybridity
4. Intercultural adjustment and adaptation: Culture shock and recovery
5. Interpersonal, intercultural relationships/ friendships
6. Developmental Model of Intercultural Sensitivity (DMIS)
7. Integrative theory of communication and cross-cultural adaptation
8. Homecoming, reentry, and identity issues (e.g., Cultural marginality/ Feeling in-between)
9. Transition shock when returning home: Intercultural adjustment and re-adaptation
10. Intercultural personhood and intercultural/ global citizenship
11. Intercultural (communicative) competence/ Intercultural competence in interpersonal relationships
12. Marketing your education abroad experience/ intercultural communication skills
13. Future international/ L2 experience

### **Learning outcomes**

By the end of the course students should be able to:

- assess their international/ reentry experiences and articulate how it has affected their sense of self (identity) and worldview;
- describe theories and models of culture shock, transitions, re-entry, identity reconstruction, intercultural (communicative) competence, and responsible global, intercultural citizenship;
- apply the theories and models in new intercultural encounters on campus and in the wider community (e.g., grasp the nature of cultural differences and identify productive, mindful ways to meet the challenges of intercultural communication in today's globalized world);
- assess their cultural self-awareness and communication style and set realistic goals to enhance their intercultural communicative competence (e.g., ability to communicate effectively with people from other cultures) and global competency;
- integrate their international/ intercultural experiences into their daily life/ plans for the future (e.g., career goals, further studies/ travel/ volunteering abroad);
- express their ideas more clearly in English in both written and oral form (e.g., reflective narratives/ blogs, poems, essays, online discussions, group oral presentation/ sharing session with future exchange students).

### **Assessment Scheme**

Participation	10%
Online reflective postings/blogging	35%
Reflective writing portfolio/ peer reviews	40%
Group presentation	15%

### **eLearning**

Our eLearning Platform (web-based course management system) is used for a) course announcements b) dissemination of lecture notes/ other course materials & links to resources including websites; c) online discussion (Forum chats); d) blogging (e-journal entries and responses) and e) student work submission (along with a hard copy).

### **Online forum and blog (e-journal) entries (35%)**

Critical reflection is a key element in this course and the students' personal experiences/perspectives are highly valued. Reflective writing entails 'a combination of calm, quiet thinking with a retrospective focus— looking back over a period of time and considering its meaning and significance in connection with your experience. Reflective writing is a route to self-knowledge...' (A. Trupe, 2001) In weekly forum discussions and blog entries, the students link their international experience with those of others as well as current transition/identity/L2 learning/transformation theories. In an atmosphere of mutual respect, the instructor, TA and students contribute to Forum discussions. Using a reflective writing rubrics,

students receive feedback on their Forum postings midway through the course, at the end of the term, and at other strategic intervals.

### **Reflective writing portfolio/ peer reviews (40%)**

- Essay #1 – Share your story (Length: approximately 1,500 words)
- Essay #2 – Deeper reflection on international experience: Taking stock of your int'l learning/ setting goals for future development (Length: approximately 1,700 words)

Using reflective writing rubrics, students receive timely feedback after each essay is submitted. Writing and peer review workshops are incorporated into the course. Students submit their writing portfolio (all draft materials, annotated drafts, polished essays & completed peer review forms) at the end of the course.

### **Group oral presentation (Sharing session) (15%)**

This end-of-course assignment provides an opportunity for participants to share what they have gained from structured reflection on international experience.

### **Resources on international/ intercultural education**

- Bennett, J. M. (1998). Transition shock: Putting culture shock in perspective. In M.J. Bennett (Ed). *Basic Concepts of Intercultural Communication* (pp. 215-224). Yarmouth, ME: Intercultural Press.
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- Cornes, A. (2004). *Culture from the Inside Out: Travel—And Meet Yourself*. Yarmouth, ME: Intercultural Press.
- Dowell, M-M. and Mirsky, K. P. (2003). *How to Get the Most Out of Study Abroad*. Upper Saddle River, N.J.: Prentice Hall.
- Deardorff, D. (2009). *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: SAGE.
- Garrod, A. and Davis, J. (Eds.). (1999). *Crossing Customs: International Students Write on U.S. College Life and Culture*. New York: Falmer Press.
- Gudykunst, W. B. (Ed.). (2005). *Theorizing about Intercultural Communication*. Thousand Oaks, CA: SAGE.
- Hansel, B. (2007). *The Exchange Student Survival Kit*. 2<sup>nd</sup> ed. Yarmouth, ME: Intercultural Press.
- Hess, D. (1997). *Studying Abroad: Learning Abroad*. Yarmouth, ME: Intercultural Press.
- Hoff, J. G. (2008). Growth and transformation outcomes in international education. In V. Savicki (Ed.). *Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education* (pp. 53-73). Sterling, VA: Stylus Publishing, LLC.
- Jackson, J. (2008). *Language, Identity, and Study Abroad: Sociocultural Perspectives*. Studies in Applied Linguistics Series. London: Equinox.
- Jackson, J. (2010). *Intercultural Journeys: From Study to Residence Abroad*. Basingstoke: Palgrave MacMillan.
- Jackson, J. (2011). 'Making sense of international experience through guided critical reflection', Paper presented at the 7<sup>th</sup> QS Asia Pacific Professional Leaders in Education conference and Exhibition, Manila, Philippines, 16-18 November 2011.
- Jackson, J. (2012) 'Education abroad', In J. Jackson (Ed.). *The Routledge Handbook of Language and Intercultural Communication*, (pp. 449-463), London: Routledge.
- Jackson, J. (2013). The transformation of 'a frog in the well': A path to a more intercultural, global mindset. In C. Kinginger (Ed.), *Social and Cultural Dimensions of Cross-Border Language Learning*, Philadelphia: John Benjamins.
- Jackson, J. (in press). The process of becoming reflexive and intercultural: Navigating study abroad and reentry experience, In J. Byrd Clark and F. Dervin (eds) *Reflexivity and Multimodality in Language Education: Rethinking Multilingualism and Interculturality in Accelerating, Complex and Transnational Spaces*, Abingdon, UK: Routledge.
- Kauffmann, N.L., Martin, J.N., Weaver, H.D., and Weaver, J. (1992). *Students Abroad: Strangers at Home: Education for a Global Society*. Yarmouth, ME: Intercultural Press.
- Kim, Y. Y. (2001). *Becoming Intercultural: An Integrative Theory of Communication and Cross-cultural Adaptation*. Thousand Oaks, CA: SAGE.
- LaBrack, B. (2004). What's up with culture? (See website: [www3.uop.edu/sis/culture.index.htm](http://www3.uop.edu/sis/culture.index.htm))
- Lustig, M. and Koester, J. (2010). 6th Ed. *Intercultural Competence: Interpersonal Communication Across Cultures*. New York: Allyn and Bacon.
- Martin, J.N. and Harrell, T. (2004). Intercultural reentry of students and professionals: Theory and practice. In D. Landis, J.M. Bennett and M.J. Bennett (Eds.), *Handbook of Intercultural Training* (3<sup>rd</sup> ed., p. 309-336). Thousand Oaks, CA: SAGE.
- Martin, J. N. and Nakayama, T.K. (2010). *Intercultural Communication in Contexts*. Boston: McGraw-Hill.
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- Paige, M. (Ed.). (1993). *Education for the Intercultural Experience*. 2<sup>nd</sup> Ed. Yarmouth, ME: Intercultural Press.
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- Thebodo, S.W. and Marx, L.E. (2005). Predeparture orientation and reentry programming. In J. Brockington, W. Hoffa and P. Martin (Eds). *NAFSA's Guide to Education Abroad for Advisors and Administrators* (pp. 293-312). Washington, DC: NAFSA: Association of International Educators.
- Ward, C., Bochner, S. and Furnham, A. (2001) *The Psychology of Culture Shock*. London: Routledge.

### **Critical reflection and experiential-learning resources/references for educators**

- Kolb, D. A. (1983). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, N.J.: Prentice Hall.
- Moon, J. A. (2000). *Reflection in Learning and Professional Development: Theory and Practice*. London: Routledge.
- Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge.
- Moon, J.A. (2009). *Critical Thinking: An Exploration of Theory and Practice*, London: Routledge.
- Siberman, M. L. (2007). *The Handbook of Experiential Learning*. San Francisco: Jossey-Bass.

### **Outcomes-Based Assessment resources/references for educators**

- Biggs, J. (2003). *Aligning Teaching and Assessment to Curriculum Objectives*. Imaginative Curriculum Project, LTSN Generic Centre
- Driscoll, A. (2007). *Developing Outcomes-Based Assessment for Learner-Centered Education*. Sterling, VA: Stylus Publishing. LLC
- Kember, D. (2005). *Best Practice in Outcomes-Based Teaching and Learning at CUHK* (See: [http://www.cuhk.edu.hk/eLearning/download/Good\\_OBA\\_Feb06.pdf](http://www.cuhk.edu.hk/eLearning/download/Good_OBA_Feb06.pdf))

