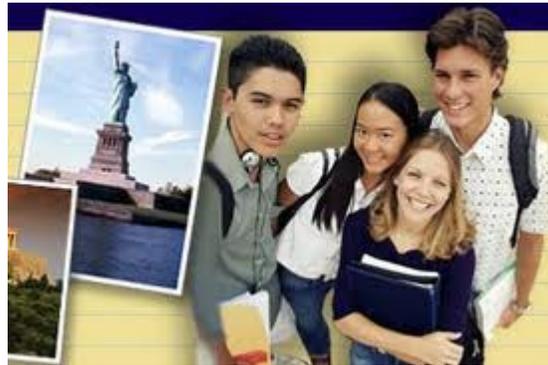


International Learning, Reflection & Change

- Presentation Materials
- supplementary document

International Learning, Reflection & Change



Professor Jane Jackson

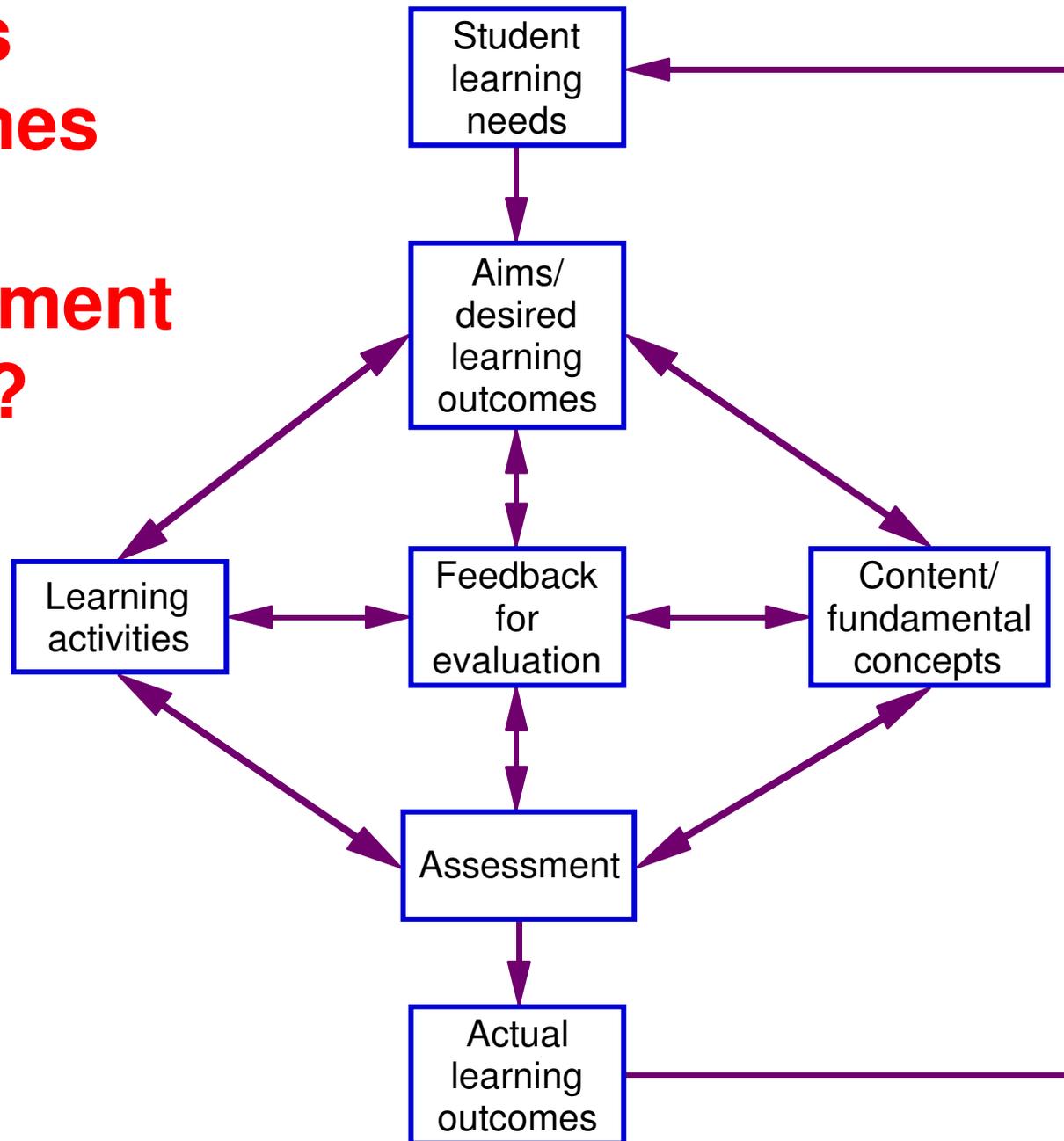
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Outline of presentation

- An Outcomes-Based Assessment (OBA) approach to curriculum design & development:
- ***Intercultural Transitions:*** An elective course for students with international experience
 - Needs analysis/rationale for course
 - Syllabus design and development
 - Modes of assessment
 - Evaluation of first offering
 - Implications for revision



What is outcomes based assessment (OBA) ?





Without guided, critical reflection, returnees may...

- become frustrated and overwhelmed by re-entry culture shock & identity misalignments;
- ‘shoe-box’ their international learning as they become re-immersed in campus life;
- miss opportunities to deepen, extend & share their L2/international learning with others
(Johnson, 2005; LaBrack, 2004; Meyer-Lee, 2005; Thebodo and Marx, 2005; Szkudlarek, 2010).

Research-driven & Theory-based

- Ethnographic & experimental-design studies of Hong Kong sojourners (Jackson, 2008, 2010, 2011);
- Reflective, experiential Learning (Bennett, 2008; Kolb, 1983; Meyer-Lee, 2005; Moon, 2004);
- M. Bennett's (1993) *Developmental Model of Intercultural Sensitivity, DMIS*);
- Adult education as potentially transformative (Kauffmann et al., 1992; Mezirow, 2000);
- Poststructuralist notions of identity expansion (Block, 2007).



‘Practice-to-theory -to-practice’ pedagogy



- Links student experience with that of others (e.g., classmates’/published sojourner accounts)
- Relates personal (oral & written) narratives to research publications (less personal)
- Brings student data into conversation with existing theories:
 - uses theory to illuminate
 - draws on data to challenge & build on existing understandings of international/intercultural learning

By the end of the course, participants should be able to:

- assess their international/reentry experience & its impact on their sense of self, worldview, L2 use, intercultural competence & career plans;
- describe theories and models of culture shock/(re)adjustment, identity reconstruction, intercultural (communicative) competence & global citizenship;
- test these theories & models using their own and others' international/intercultural experiences;
- set realistic goals for further enhancement of their L2/intercultural competence.



Content/Fundamental concepts

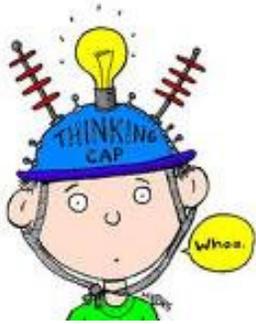
- Intercultural contact and identity reconstruction
- Intercultural adjustment and adaptation:
Culture shock and recovery
- Different cultures of learning
- Intercultural competence in interpersonal relationships
- Homecoming, reentry, and identity issues
- Cultural marginality/Feeling in-between
- Intercultural (communicative) competence
- Intercultural, global citizenship
- Marketing international experience/
intercultural/L2 communication skills



Learning activities



- Discussions, analysis of readings & some interactive lectures
- Weekly online reflective postings/blogging (Moodle-facilitated) (Instructor, Ss & tutor)
- Reflective writing portfolio
 - In-class writing workshops & peer reviews
 - Reflective essays (gradually linking international experience with theories/ research/readings)
- Group presentations to students who will go on exchange (sharing sessions at the end of term)



Assessment scheme

- Participation 10%
- Online reflection (Forum postings & blogs (ejournal) 35%
- Reflective writing portfolio -essays & peer reviews 40%
- Group presentation (Sharing session with future exchange students) 15%

*Linked to course philosophy/activities

**Rubrics to assess reflective writing/blogs/oral presentations

*** Peer reviews throughout & self-evaluation

Participants in 1st offering

Sex: 13 (72.2%) female 5 (27.8%) male

Ethnicity: 18 (100%) Chinese

Year of study:

1 (5.6%) Second year

9 (50.0%) Third year

8 (44.4%) Fourth year

Faculty:

Arts 15 (83.3%)

Business admin. 2 (11.1%)

Social science 1 (5.6%)

International experience on entry:

8 (44.4%) micro- or short-term sojourn

2 (11.1%) semester-long sojourn

8 (%) yearlong sojourn (or longer)

1 International exchange student from Canada

Evaluation of 1st Offering

Qualitative data

(Analysis aided by specially-designed rubrics)

- Forum & blog entries (online)
- Reflective writing portfolio (3 essays & peer reviews)
- Oral presentation

Quantitative data

- Pre- and post-surveys, including the Intercultural Development Inventory (IDI), a cross-culturally validated, psychometric instrument linked to the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1993; Hammer, 2009)

Developmental Model of Intercultural Sensitivity (DMIS)

Denial	Inability to construe cultural difference
Defense	Other cultures viewed as threats
Defense/ Reversal	Other cultures exalted at own culture's expense
Minimization	Recognition of common humanity regardless of culture; a transitional orientation
Acceptance	Recognition & appreciation of cultural differences in behavior & values
Adaptation	Able to consciously shift perspective/ behavior in different cultural contexts

Pre-course Overall IDI Profile

- **Perceived Orientation (PO):**
121.71 (Acceptance)
- **Developmental Orientation (DO):**
92.42 (Low end of Minimization)
- **Orientation Gap (OG):**
29.29 (Great overestimation of intercultural competence)
- **Trailing Orientations (TO):** Minimization, Acceptance/
Adaptation in transition
- **Leading Orientations (LO):** Acceptance and Adaptation

Post-course Overall IDI Profile

- **Perceived Orientation (PO):**
126.22 (Acceptance)
- **Developmental Orientation (DO):**
102.00 (Minimization)
- **Orientation Gap (OG):**
24.22 (Great overestimation of intercultural competence)
- **Trailing Orientations (TO):** All worldviews resolved
except Minimization
- **Leading Orientations (LO):** Acceptance and Adaptation

A comparison of pre- and post-course IDI results

- The group as a whole shifted in the direction of greater intercultural sensitivity, gaining 9.58 points;
- They moved from the low to the high end of 'Minimization', a transitional phase;
- While somewhat reduced, they retained a very inflated perception of their level of intercultural sensitivity/competence.



Findings



- A content analysis of the qualitative data revealed that the students had become more mindful of the impact of their attitudes and behavior in intercultural interaction, and more aware of strategies to enhance intercultural communication;
- The IDI results & qualitative findings suggest that guided, critical reflection had a positive impact on their ‘intercultural worldview’.



Benefits of course

- Helps students make the most of their international experience & enhances their intercultural competence, as measured by the IDI and reflective essays/blogs/discussions;
- Encourages students to set realistic goals for further self-enhancement (e.g., intercultural/L2 competence);
- Documents education abroad learning outcomes/the reentry experience, providing insight into their developmental trajectories (contributing to SA research);
- Offers direction for the design & delivery of pre-sojourn courses/workshops/orientations for students who will venture abroad in the future.

Lessons learned

- Most students will be new to reflective writing/ practice-to-theory-to practice pedagogy so ample guidance should be provided;
- Facilitators should be sensitive to the participants actual level of IC sensitivity (as measured by the IDI/analysis of qualitative data) and sequence material/activities accordingly;
- Instead of inviting future exchange students to oral presentations at the end of a busy semester, student essays will be available on our Department's website;
- Although a considerable amount of time is required for this learner-centered/elearning course, it is well worth the effort.

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Acknowledgements

- Teaching Development Grant (TDG 2009-12) (#4170338) from the Chinese University of Hong Kong
- General Research Fund (GRF) (2010-12) (#2110167) from the Research Grants Council of Hong Kong

International learning, reflection and change: Core elements in a student-centered curriculum

11 November 2011, Teaching and Learning Innovation EXPO 2011, CUHK

Professor Jane Jackson, Department of English, CUHK

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Abstract

This presentation focuses on the design and evaluation of a credit-bearing, web-enhanced course that aims to help students make sense of their international experience (e.g., study abroad, service-learning, internships). In a supportive environment, the participants explore theories and models of intercultural (communicative) competence and intercultural transitions. In relation to their own and others' international experience, they delve into such topics as language/culture shock, intercultural (re)adjustment, identity expansion, global/intercultural citizenship, and intercultural competence in a second language. Through guided, critical reflection, reading, discussion, and writing (e.g., chat forums, blogs, narratives), students develop a deeper understanding of their international/L2 experience and discover ways to incorporate it into their campus life and post-graduation plans. After providing an overview of the course, this presentation centers on the evaluation of the first offering and changes that are being implemented in 2011-12. The development and monitoring of this reentry course have benefited from a Teaching Development Grant (#4170338) as well as data generated from a competitive General Research Fund (#2110167), which is facilitating an investigation of the 'whole-person development' of outgoing exchange students. This session highlights the benefits of designing a research-driven, learner-centered curriculum to help students optimize their international, intercultural 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%
(Sharing session with future exchange students)	

eLearning

Moodle serves as the eLearning Platform (web-based course management system). It 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-e-journal entries and responses) and e) student work submission (along with a hard copy).

Moodle forum and blog (e-journal) entries (35%)

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 the 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, everyone in the course (Instructor, tutors, students) contributes to Forum discussions and makes blog

entries on the theme of the week or other issues in international education. Using a reflective writing rubrics, students receive feedback on their Forum postings/blog entries 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 (Length: approx. 1,600 words)
- Essay #3 – Taking stock of your int'l learning/ setting goals for future development (Length: 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. The primary audience is students who are thinking about or planning to go on exchange (or gain some other form of international experience).

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