Impact of a Cultural Partnership on Intercultural Competence of Undergraduates

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Impact of a Cultural Partnership on Intercultural Competence of Undergraduates

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Definitions

- Culture
- Intercultural Competence
Example of Intercultural Competency

http://www.tubechop.com/watch/144177
Research Questions:

- What changes occurred in undergraduate students' intercultural competency after participating in Design A with the intentional, multicultural relations experiences in EEC222w during Fall, 2010?

- What changes occurred in undergraduate students' intercultural competency after participating in Design B with the Cultural Partnership experiences embedded within EEC222w during Fall, 2011?

- How did the changes compare for Designs A and B on the students’ intercultural competency experiences in EEC222w?
MSU Diversity Requirement

- MSU: “To increase students’ understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities.”

- College of Education: “To prepare principled professional practitioners who thrive and succeed in diverse environments, promote collaborative and generative communities, and engage in life-long learning.”
Design A, Fall 2010

- Intentional, multicultural relations experiences
- 3-credit undergraduate course “Human Relations in a Multicultural Society”
- Cultural Partnership assignment
- Recruited international students to participate in class meetings
- Off-campus field experience with 18 hours of service learning
Design B, Fall 2011

- 3-credit undergraduate course “Human Relations in a Multicultural Society”
- Cultural Partnership assignment
- Recruited international students to participate in class meetings
- Off-campus field experience with 18 hours of service learning
Research Sample

- Population: 150 undergraduate students enrolled in Human Relations during Fall 2010 and another 150 enrolled during Fall 2011.

- Convenience sample of 50 students for 2 sections of EEC Human Relations Fall 2010.

- Convenience sample of 100 students for 4 sections of EEC Human Relations Fall 2011.
Developmental Model of Intercultural Sensitivity

- Milton Bennett (1986).
- The first three stages are defined as avoiding cultural differences.
- The last three stages are defined as seeking cultural differences.
Developmental Model of Intercultural Sensitivity

From: Developmental Model of Intercultural Sensitivity (1986)
Intercultural Development Inventory

- Adapted from the DMIS to include 5 orientations or levels.
- Designed to measure individual and group intercultural sensitivity.
Intercultural Development Inventory

Intercultural Development Continuum

Monocultural Mindset

Minimization

Polarization

Denial

Acceptance

Adaptation

Intercultural Mindset
Example Items

- Our culture's way of life should be a model for the rest of the world.

- Human behavior worldwide should be governed by natural and universal ideas of right and wrong.

- I feel rootless because I do not think I have a cultural identification.
Methodology

- Individual and group scores were used in these analyses.
- During class, the subjects completed the IDI survey on-line before and at the conclusion of the cross-cultural experiences.
Design A: Group Profile
Fall 2010

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<td>Developmental Orientation</td>
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# Design B: Group Profile  
**Fall 2011**

<table>
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</table>

- **Acceptance**
- **Minimization**
Conclusion

- Statistically significant changes occurred in undergraduate students' intercultural competency after participating in Design B with the Cultural Partnership experiences embedded within EEC222w during Fall, 2011.
Silas (220):

- Perceived Orientation (pre) 120.05
- Developmental Orientation (pre) 90.57
- Perceived Orientation (post) 134.82
- Developmental Orientation (post) 123.17
Quote from Silas

“Just because someone is different than your normal group of friends does not mean that they are bad or wrong in what they believe. This experience has opened my eyes to an entire different world.”
Riley (225)

- Perceived Orientation (pre) 116.75
- Developmental Orientation (pre) 78.47
- Perceived Orientation (post) 109.90
- Developmental Orientation (post) 67.04
“I had to understand that my values and theirs were not the same page with the involvement of how much interaction they should have with their children.”
Instructor’s Observations

- little life experience with cultural variations
- lack elaborate understandings of differences
- not able to apply more complex frameworks
- reinforced simple stereotypes
Course Changes for Fall 2011

- Changed text to *Understanding Human Differences* by K. L. Koppelman and R. L. Goodhart (Pearson Publishing)

- Added Cultural Partnership experience (9 hours, ethnographic interview, reflection paper)
Limitations

- xx of xx students responded to both the pre-instruction survey and the post-instruction survey.
- Sample size may have limited the statistical analyses.
Future Research

- What cultural orientations are typical among freshmen and sophomores?
- How do education majors compare to non-education majors?
- What changes occur in cultural engagement?
- What difference occurs in cultural competency during a longer student experience?
Acknowledgments

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- National Conference on Undergraduate Research, Ogden, Utah
Questions?