

COURSE RE-DESIGN 2010- 2012 HUMAN RELATIONS

Research-Based Course Re-Design for
Human Relations in a Multicultural Society

Academic Years 2010 - 2012

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Abstract

Intercultural competence is one way to describe how individuals and groups understand and adapt their behavior to cultural differences. University students can increase their intercultural competence by understanding behaviors and by experiencing cultural differences. One way to do this is by participating in a course, such as Human Relations in a Multicultural Society. The course's objective was to help students in understanding their own cultural roots, as well as those of other culture groups. This study responded to questions about the impact of multicultural education on intercultural competence among undergraduates. The data set included more than 130 students who took this general education course during the academic years 2010-11 and 2011-12. For purposes of instructional design and assessment, students completed the Intercultural Development Inventory (IDI; Hammer et al., 2003) at the beginning and at the conclusion of each semester. During the first academic year, the researcher implemented the campus-based course according to the syllabus on file with the academic department. For the second academic year, the researcher re-designed the course to emphasize *student experience with* cultural differences rather than emphasizing *student knowledge about* cultural differences. Data analysis showed that the re-designed course made a statistically significant difference in student cross-cultural competence. Curriculum planners and instructors may find this information useful in considering the effectiveness of cultural diversity goals: experience diversity with supervised reflection and recognize and respond to conditions of marginalized populations.

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Key Words: culture, cultural diversity, diversity, cultural competency training, intercultural competence, undergraduate students, general education, class activities, service learning, cultural partnership, pretests posttests, education outcomes.

INTRODUCTION

Throughout the world, populations of many countries are rapidly becoming more diverse than ever. Population composition is changing, whether described by ethnicity or race, age or generation, immigration status, or internal displacement.

In the United States (U.S.), race or ethnicity is often used as a proxy for diversity. In 2012, the Census Bureau projected that, by 2060, the country will have no single majority population but with non-Latino whites as the largest single group. In 2010, people of color made up 37% of the U.S. population; by 2060, people of color are expected to represent 57% of the population.

Generation is another category embedded in population diversity. In the U.S., by 2060, there will be six times the number of adults aged 65 and over (13.1 million to 90 million). The number of those 85 and older will more than triple, increasing from 5.9 million to 18.2 million (United States Census Bureau, 2014).

Immigration (i.e., travel into another country for the purpose of permanent residence there) is increasing due to famine, war, weather, climate change, economic conditions, political unrest, or disease. Immigrants often must learn a new language in order to survive and thrive. In 2015, nearly 1 in 8 residents of the U.S. were foreign-born immigrants, mostly from Latin America and Asia (United States Census Bureau, 2013). Increases among immigrants and U.S.-born children of immigrants will drive increases in overall workforce growth through 2035 (Passel & Cohn, 2017).

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Communities become more diverse when individuals and families become internally displaced persons (IDPs) due to famine, war, weather, economic conditions, political unrest, or disease. IDPs are forced to flee from home yet remain within their country's borders. The U.S. experienced significant internal displacement as recently as 2005, when people from the Gulf States region in the southern U.S., most notably New Orleans, Louisiana, were forced to leave their homes due to the devastation brought on by Hurricane Katrina. Collectively known as the Gulf Coast diaspora, many were unable to return to their homes due to a multitude of factors (Kromm & Sturgis, 2008).

With the fast pace of population changes, higher education may play an intentional role in fostering cultural competence among its faculty members and students. Higher education institutions may incorporate key programs to diversify teaching and learning to broaden students' intercultural perspectives, to improve their cross-cultural interaction skills, and to value variations in culture in their professions. In order to embed intercultural competence (ICC) in higher education teaching, curriculum planners will benefit from understanding how even a single course can foster students' growth. It's time to understand what works for whom in what ways and with what results (Patton, 2014). Instructional designers may infuse empirical evidence, critical thinking, and reflection throughout the curriculum.

Research Questions

In this report, investigators sought to understand the impact of one course, Human Relations in a Multicultural Society, with two different designs on the intercultural competence of undergraduate students. This research project was designed to respond to these questions:

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1. What was the impact of multicultural education on the intercultural competence among undergraduates who completed a general education course, Human Relations in a Multicultural Society, during 2010 - 2011?
2. What was the impact of multicultural education on the intercultural competence among undergraduates who completed a re-designed general education course, Human Relations in a Multicultural Society, during 2011 - 2012?
3. How did the two versions of the course compare in their impact on the intercultural competence among undergraduates?

Definitions of Terms

For purposes of this investigation, several terms were defined:

- **Culture** is “the pattern of beliefs, behaviors, and values maintained by groups of interacting people, and passed to future generations” (Hammer & Bennett, 2001).
- **Cultural diversity** means variety in ethnicity, language, religion, behaviors, gender identity, and sexual orientation.
- **Cultural competency training**, also known as **Human Relations** in the State of Minnesota, is a requirement for teachers to complete “... a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. [Human relations] training programs must be designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and

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the school communities consistent with part 8710.2000, subpart 4, and Minnesota Statutes, section 120B.30, subdivision 1, paragraph (q)” (State of Minnesota Revisor of Statutes, 2018a).

- **Diversity** is “a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences” (Minnesota State University Mankato, 2010).
- **Intercultural competence (ICC)** is "the capability to accurately understand and adapt behavior to cultural differences and commonality" (Hammer & Bennett, 2001). For purposes of [Minnesota] statewide accountability, "cultural competence," "cultural competency," or "culturally competent" means the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds (State of Minnesota Revisor of Statutes, 2018b).

REVIEW OF LITERATURE

The U.S. is, by nature, a pluralistic society. Like many other industrialized countries, the country is growing with people from racially and ethnically diverse cultures. The population of children in public schools is becoming even more diverse (National Center for Education Statistics [NCES], 2013) in terms of characteristics such as home language, participation in English language programs, race/ethnicity, socioeconomic status, and participation in education for students with special needs. By 2021, the proportion of students of color will exceed 55% of enrollments (NCES, 2013). Institutions of higher education are increasingly interested in fostering ICC among their student populations.

During the past 20 years, many investigators have looked at the development of cultural

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competency, its consequences, and its implications for individuals and groups. Der-Karabetian (1992) suggested that positive “world-mindedness” may reduce nuclear threat. Brown (2010) explored organizational development possibilities to enhance cultural competency. Others have examined the impact of student learning abroad on cultural sensitivity and competency (Patterson, 2006; Sandell, 2007; Vande Berg, 2010). However, it’s not possible for all U.S. students to have an opportunity to travel and learn abroad.

To understand the impact of campus-based learning, researchers have suggested the need for more courses to be added to college curricula and for more statistically significant studies to be conducted. In 2015, Spitzer analyzed student learning outcomes for one general education undergraduate course in developing cross-cultural understanding at a state college in the northeastern U.S. The course was designed to help the students understand their own cultural backgrounds and become aware of other cultural groups. The majority of students reported that their level of cross-cultural competence and global awareness increased by the end of the course.

Additional research is needed about the specific teaching strategies that have an impact on ICC. Barker and Mak (2013) examined an evidence-based approach to embed ICC development in classroom teaching by using an intercultural resource in several courses. (The courses included an international human resource management course; a general communication course; a pharmacy course comprised of only Saudi Arabian students; and a generic first-year pharmacy course.) Curriculum developers collected a number of discipline-specific critical incident scenarios that can be used in the classroom.

Brown (2010) suggested four steps to becoming culturally competent: (1) knowledge of other cultures, (2) understanding different components of a culture and how others may view a situation differently, (3) acceptance, respect and tolerance for all cultures, and (4) appropriate

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behavior with people of a variety of cultures and tradition. To improve multicultural competency, one first needs to recognize their own limitations and then progress forward by learning new skills. “To promote multicultural competence, experts have suggested using a multifaceted training approach that includes cognitive, affective, and consciousness-raising activities” (Dickson & Jepsen, 2007).

University faculty members and staff are developing strategies to incorporate these teaching and learning activities throughout their programs and curricula. For example, recent studies indicate that interaction between domestic and international students in university classrooms, when nurtured and facilitated, offers opportunities for all students' development and learning (Deardorff, 2006; Mestenhauser, 2011; Parsons, 2010). Cross-national interactions on campus in higher education institutions are possible because of increased global mobility (i.e., the increasing presence of international students in university classrooms).

In order to understand the developmental processes of growing in ICC, this investigator reviewed several theoretical frameworks. Eventually, the investigator (who was also the course instructor) chose the Developmental Model of Intercultural Sensitivity (DMIS) as the theoretical foundation for course planning and assessment. The DMIS was first articulated by Bennett (1986) to describe predictable (although not automatic) stages through which individuals progress as their cultural competency increases.

There are six stages of the DMIS; the first three stages fall into the ethnocentric category (*Denial, Defense, and Minimization*) and the last three stages fall into the ethnorelativism category (*Acceptance, Adaption, and Integration*). Ethnocentrism means that an individual believes their culture or ethnic group is superior to all other groups. Ethnorelativism means that an individual believes their culture is one of many different cultures and that one is not superior.

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Methodology

For the research reported here, the procedures included (1) summarizing demographic data about students who completed the IDI, (2) comparing course syllabi from each semester, and (3) analyzing data for change in ICC.

Setting and Population

This investigation was conducted at Minnesota State University, Mankato, a mid-sized public university in south central Minnesota. During Fall 2011, there were more than 15,000 students enrolled: 82.2% identified as Caucasian, 4.9% African American, 2.7% Asian American, 1.5% Hispanic or Latino, 0.4% American Indian, 0.1% Hawaiian/Pacific Islander, and 4.1% international students. Furthermore, 52% of the students identified as female, and 48% identified as male (Minnesota State University, Mankato, 2016).

MSU's mission is to prepare graduates who will demonstrate the awareness, knowledge, and skills to actively address individually or collectively the issues of societal concern; demonstrate an awareness and knowledge of international cultures and societies; and demonstrate an awareness and knowledge of social, cultural and personal values of others. MSU has implemented a course of action to educate undergraduate students in multicultural diversity:

To increase students' understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities in the history and culture of diverse groups in the United States; the contributions of pluralism to United States society and culture; and issues--economic, political, social, cultural, artistic, humanistic, and education traditions that surround such diversity ... (Minnesota State University Mankato, 2010).

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Since 1971, the university has implemented coursework to fulfill the State's mandate for teacher preparation in human relations, so that teachers are successful at working with diverse learners throughout Minnesota (State of Minnesota Revisor of Statutes, 2009). The College of Education "strives to be a learning community that is welcoming, valuing, supportive, and respectful of all persons, and promotes an environment free of discrimination based on race, ethnicity, gender, religion, sexual orientation, or disability." However, the teacher preparation undergraduate student body was composed of more than 90% white, middle-class, female, English-speakers from southern Minnesota.

Course Focus

In Mankato, the teacher preparation program eventually implemented a course identified as Human Relations in a Multicultural Society, approved for initial teacher licensure. At MSU, the course also became categorized as a general education course. In 2011, this course provided education in self-awareness and skills considered essential for living and working in a democratic and socially just society. Students represented a variety of academic majors, such as elementary education, sports management, social work, mass communications, journalism, and pre-professional studies (e.g., mortuary science, veterinary medicine, physical therapy). The course addressed issues of oppression and social justice related to race, ethnicity, gender, age, class, religion, disability, physical appearance, sexual orientation and nationality. Table 1 summarizes the expected student learning outcomes (Sandell, 2010).

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Table 1

Student Learning Outcomes for Human Relations in a Multicultural Society, AY 2010 - 2011

Student Learning Outcomes
1. Define concepts that constitute cultural and group identities.
2. Know about cultural norms, values, oppressions, and contributions which groups experience in a multi-cultural society.
3. Understand opportunities and challenges of diversity in a multicultural society.
4. Identify one's own strengths, values, needs, and professional dispositions.
5. Develop engagement in one's own cultural heritage and experiences.
6. Reflect on one's own attitudes, concepts, and beliefs about diversity, bigotry, and racism.
7. Develop a plan to enhance one's own cultural competency.
8. Improve personal communication skills for participating in communities with different ideas and values (speaking and listening).
9. Improve skills for responding to others with different ideas and values (critical thinking, active listening, evaluating, synthesizing, and negotiating).
10. Develop and act on personal power in creating positive environments when collaborating with diverse groups.
11. Improve academic communications skills (reading, writing, public speaking, and researching).

The course had been designed and state-approved to fulfill the teacher licensure Human Relations requirement, the university's writing-intensive objectives, and two general education criteria (diversity and performance). This 3-credit course included approximately 45 of class-based instruction (3 hours each week). For each hour in class meetings, students were expected to spend approximately 2 hours of time working on material outside of class. Therefore, a student might have expected to spend approximately 135 hours for this course (Sandell, 2010).

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Sample

This investigation was part of the program and course evaluations in a general education course. The data analysis used a convenience sample from among the students that were already enrolled and that were able to complete the survey both at the beginning and the end of the semester. Table 2 describes the demographic characteristics of the 138 subjects.

Table 2

Demographic Characteristics of Subjects in Research Sample for Three Semesters

	Fall 2010	Spring 2011	Fall 2011	Total	%
Number of subjects	50	20	68	138	100%
Female	39	18	52	109	79%
Male	11	2	16	29	21%
18 – 21 years old	44	16	56	116	84%
22 – 30 years old	6	4	9	19	14%
Never lived in another country	44	17	52	113	82%
Lived in Central/South America	1		2	3	2%
Lived in Middle East or Africa	1		1	1	3%
Lived in Asia – Pacific			2	2	1%
Lived in Europe		1		1	1%
Identified as an ethnic minority	2	2	4	8	6%
Citizenship: USA	48	19	64	131	95%

In general, the students were between 18 and 35 years old and represented a variety of academic majors (elementary education, sports management, social work, mass communications, journalism, pre-professional [e.g., mortuary science, veterinary medicine, pre-occupational therapy], and others). Data for both pre-instruction and post-instruction assessments were collected from 50 students in Fall 2010, 20 students in Spring 2011, and 68 students in Fall 2011.

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Instruments**Teaching and Learning Strategies**

Richmond et al. (2016) reported on the utility of analyzing course syllabi as a source of data. For the study reported herein, the researcher, as the course instructor, had three archived versions of the syllabus for the course, Human Relations in a Multicultural Society. Each version included a description of the course, student learning objectives, required and recommended textbooks and readings, discussion prompts, lecture subjects, assignments, grading strategies, methods, course calendar and weekly schedule.

Intercultural Competence

As a program instruction and assessment strategy, the instructor incorporated use of the IDI as a way to understand the impact of the course. In 2010, the researcher was trained as a Qualified Administrator (QA) of the IDI (Hammer, 2010) with financial support from a Bush Foundation grant to the College of Education.

Based on the first five stages of the DMIS, the IDI is a 50-question instrument that uses the individual's responses to calculate an in-depth profile. The IDI, also describes the stage of development of the individual based on the answers provided and feedback on that particular stage. The questions are asked in the form of a response scale of five options. There are two scales that give an overall *Developmental Intercultural Profile* and an overall *Perceived Intercultural Profile*. The *Developmental Intercultural Profile* is how the IDI rates the respondent's intercultural sensitivity, whereas the *Perceived Intercultural Profile* is how the respondent rates their own intercultural sensitivity.

Based on the psychometric properties associated with this instrument, its authors suggest that it is useful for purposes of assessing training needs, identifying interventions aimed at

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increasing intercultural competence, assisting with the selection of personnel, and program evaluation. See Table 3 for sample items from the IDI, version 3 (Hammer, 2009a).

Table 3

Sample items from the Intercultural Development Inventory
(Hammer, 2009a; Used by permission)

Stage		Sample Item
	Denial	Society would be better off if culturally different groups kept to themselves.
2	Defense	People from other cultures are not as open-minded as people from my own culture.
3	Minimization	People are the same despite outward differences in appearance.
4	Acceptance	It is appropriate that people from other cultures do not necessarily have the same values and goals as people from my culture.
5	Adaptation	When I come in contact with people from a different culture, I find I change my behavior to adapt to theirs.

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Data Collection**Teaching and Learning Strategies**

Archived syllabi were examined and compared in order to understand the evolution of the teaching and learning strategies and the types of course assignments. (See Table 4)

Table 4*Types of Course Assignments*

Assignment
Attendance and participation
Readings
Self-analyses (temperament, learning style, communication style, life values)
Self-analyses reflection papers
Family elder interview
Cultural autobiography
Personal diversity story class presentation
Service learning field experience
Service learning reflection papers
Team-based research project
Team-based class presentation
Cultural partnership interview
Cultural partnership experience
Cultural partnership reflection papers
Final comments reflection statement
Individual meeting with instructor

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Intercultural Competence

The IDI as a course and program assessment was completed online during regularly assigned class periods. Each semester, the students completed the online inventory twice: once during the third week of the semester and once during the 14th week of the semester. The online survey took approximately thirty to forty minutes for each participant to complete. In order to avoid having the students feel coerced to participate, the instructor (1) provided class time for completing the IDI, so that students did not have to use their own “free” time for the survey and (2) offered points to apply toward grades in the class. The University’s Internal Review Board for research with human subjects approved the use of previously-collected data for this report.

Data Analysis

Teaching and Learning Strategies

Archived syllabi were examined and compared in order to understand the evolution of the teaching and learning strategies and the types of course assignments. Furthermore, assignments were coded according to their category of approach: knowledge, experience, reflection, and/or coaching. A single assignment might be coded into more than one approach, depending on the description, design, and outcomes. Table 5 shows the coded assignments:

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Table 5*Approaches of Course Assignments*

Assignment	Knowledge	Experience	Reflection	Coaching
Attendance and participation	X	X	X	X
Readings	X			
Self-analyses (temperament, etc.)	X		X	X
Self-analyses reflection papers	X		X	X
Family elder interview	X	X	X	X
Cultural autobiography	X		X	X
Service learning field experience	X	X		X
Service learning reflection papers		X	X	X
Team-based research project	X			
Team-based class presentation	X	X		
Cultural partnership interview	X	X	X	X
Cultural partnership experience	X	X		X
Cultural partnership reflection papers		X	X	X
Final comments reflection statement	X		X	
Individual meeting with instructor			X	X

Intercultural Competence

The data collected was analyzed by the investigators, using established IDI protocols. To find the scores for each respondent, the IDI software, version 3, was used (Hammer, 2009a). This Microsoft Access add-on takes raw survey data and uses it to generate reports detailing individual and/or group results. The score of interest for this investigation was the Developmental Orientation (DO). According to Hammer (2009b, 2011), the DO indicates an

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individual's or group's primary orientation toward cultural differences and commonalities. All results were then exported to Microsoft Excel 2007. Data was analyzed using SPSS software.

The researchers examined mean scores in various areas of the IDI to evaluate whether any significant indicators of growth were observed in intercultural competence.

Results

Comparison of Teaching and Learning Strategies

During the Academic Years 2010 – 2011 and 2011 – 2012, the researcher was the instructor for the Human Relations course required for pre-service Elementary Education teachers. This course was also categorized as a general education course, so students represented a variety of academic majors.

Table 6 illustrates the comparison of assignments during each academic year. During the Academic Year 2010 – 2011, the researcher implemented the campus-based course according to the syllabus on file with the academic department. For Fall 2011, the researcher re-designed the course to emphasize *student experience with* cultural differences rather than emphasizing *student knowledge about* cultural differences. The teaching and learning strategies were intended to provide materials, information, experience, and reflection the students could use in their initial orientations of cultural competence, while providing experiences and reflection to facilitate their moving to more complex orientations toward cultural differences. In the second year, the course re-design:

- Changed the assigned textbook to a text that more appropriately reflected the developmental stages of the students
- Enhanced and expanded the self-awareness strategies to include previous experience with diverse cultures, communication styles, and life values.

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- Added an interview with a family elder to add depth to the students' understandings of their own cultural backgrounds.
- Revised the team research project to emphasize knowledge and team interaction rather than a presentation for a full hour of the class meeting.
- Limited the options for service learning partner agencies to those working with adults from cultural backgrounds different than those of the students.
- Required direct experience with a partner from a cultural background different than that of the students and recruited international students to participate.

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Table 6

Comparison of Course Assignments AY2011 and AY2012 for Human Relations in a Multicultural Society
(Sandell, 2010-Syllabus; Sandell, 2011-Syllabus).

Assignment	Academic Year 2010 - 2011	Academic Year 2011 - 2012
Attendance & participation	Met for 3 hours once each week. 135 hours = 15 weeks x 9 hours per week. Guest speakers, video programs, student panels.	Met for 90 minutes twice each week. 135 hours = 15 weeks x 9 hours per week. Guest speakers, video programs, student panels.
Readings	Barrera, I. and Corso. R. 2003. <i>Skilled Dialogue: Strategies for Responding to Cultural Diversity</i> . Baltimore, MD: Paul H. Brookes.	Koppelman, K. and Goodhart, R. 2011. <i>Understanding Human Differences</i> . Boston, MA: Pearson Education.
Self-analyses (temperament, etc.)	Included learning styles, multiple intelligences, and professional dispositions.	Expanded to include previous experience with diverse cultures, communication styles, and life values.
Self-analyses reflection papers	Self-Assessment Reflection papers, including results of self-assessments.	Incorporated into other reflection paper assignments.
Family elder interview	Not included.	Added.
Cultural autobiography	Autobiography, focusing on results of self-assessments.	Cultural autobiography, focusing on microcultures.
Service learning field experience	Self-selected placement for 18 hours outside of class meetings.	Self-selected yet structured choice between possible agencies for placement for 18 hours outside of class meetings.
Service learning reflection paper	Reflection paper about the experience.	Reflection paper about the experience.

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Team Research Project	Assigned to team for 18 hours of research outside of class meetings.	Assigned to team for 9 hours of research during class meetings
Team Research class presentation	A 60-minute presentation to the entire class.	A 10-minute presentation to a small group.
Team Research project reflection paper	Individual reflection, with commentary on group process, individual contributions, progress on communication skills, impact of temperament type...	Individual reflection, with commentary on group process, individual contributions, progress on communication skills, impact of temperament type...
Cultural partnership interview	Not included.	Interview of self-selected cultural partner from a culture other than one's own culture.
Cultural partnership experience	Not included.	9 hours of interaction with a self-selected partner from a culture other than one's own culture.
Cultural partnership reflection papers	Not included.	Reflection paper about a self-selected partner from a culture other than one's own culture.
Final comments reflection statement	5-minute presentation with commentary on learning and growth, progress on communication skills, impact of temperament type, etc.	
Individual meeting with instructor	Meeting for feedback on student's academic writing style.	One-to-one meeting with instructor to discuss student's profile from their baseline IDI score.

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Comparison of Intercultural Competence

Using the IDI as a measure of intercultural competence, the investigator compared the mean test scores before instruction and after instruction.

Descriptive Statistics

Investigators examined the descriptive statistics for intercultural competence during each semester (See Table 7) in order to respond to the research questions:

1. What was the impact of multicultural education on the intercultural competence among undergraduates who completed a general education course, Human Relations in a Multicultural Society, during 2010 - 2011?
2. What was the impact of multicultural education on the intercultural competence among undergraduates who completed a re-designed general education course, Human Relations in a Multicultural Society, during 2011 - 2012?
3. How did the two versions of the course compare in their impact on the intercultural competence among undergraduates?

Table 7

Paired Samples Statistics for Pre-Instruction and Post-Instruction Intercultural Competence,

Semester	N	Variable	Mean	SD	Std Error Mean
Fall 2010	50	Pre-instruction ICC	86.9034	14.47431	2.04698
	50	Post-instruction ICC	86.4334	14.45374	2.04407
Spring 2011	20	Pre-instruction ICC	92.8025	17.97906	4.02024
	20	Post-instruction ICC	89.8060	19.62346	4.38794
Fall 2011	68	Pre-instruction ICC	87.2454	15.25018	1.84936
	68	Post-instruction ICC	97.9431	17.58628	2.13265

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According to Table 4, the Fall 2010 post-test mean scores were the same as those of the pre-test mean scores. The Spring 2011 post-test mean scores were the same as those of the pre-test mean scores. The Fall 2011 post-test mean scores were higher than the pre-test mean scores.

Tests of Significance

Next, investigators examined the results of the Paired-Samples T-Test. This test compared the means of two variables. The Paired-Samples T-Test was used to compute the difference between the two variables for each case (or respondent) and to see if the average difference is statistically significantly different from zero. (See Table 8). Under "Paired Differences" heading, we see the descriptive statistics for the difference between the two variables. To the right of the "Paired Differences" heading, we see the T, degrees of freedom, and significance.

Table 8

Paired-Samples Test, Fall 2010, Spring 2011, and Fall 2011

Sem.		Paired Differences Mean	SD	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Fall 2010	Pre - Post	.47000	13.82107	1.95459	-3.45791	4.39791	.240	49	.811
Spring 2011	Pre - Post	2.99650	13.32508	2.97958	-3.23958	9.23283	1.006	19	.327
Fall 2011	Pre - Post	-10.69765	17.86206	2.16609	-15.02119	-6.37411	-4.939	67	.000

As Table 8 presents, in Fall 2010 and Spring 2011, there were no statistically significant differences between the group means when comparing the Developmental Orientation of the groups before and after instruction. [$t(49) = .240, p = .811$ and $t(19) = 1.006, p = .327$] In Fall

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2011, there was a statistically significant difference between the group means when comparing the Developmental Orientation of the group before and after instruction. [$t(67) = -4.939, p = .000$]

Statistical analysis showed no significant difference between the means when comparing the Developmental Orientation of the pre-instruction group and the post-instruction group for students in the course during Fall 2010 and Spring 2011.

When pre-instruction scores were compared with post-instruction scores, the data analysis indicated:

1. For both semesters during AY 2010 - 2011, without any changes in design, the course had no statistically significant impact on the cultural competence of the students according to the IDI.
2. During Fall 2011, students in the course with curriculum revisions had statistically significant higher post-instruction mean Developmental Orientation scores than pre-instruction mean scores.
3. The instructional revisions appear to have helped students improve their Developmental Orientation scores.

Discussion

Throughout the world, the demographic composition of country populations is becoming increasingly diverse. This investigator prefers to frame these changes as opportunities for celebration rather than reasons for mourning losses. This is a time to make sure teaching and learning behaviors (facilitating ICC through transformative education) correspond with values for diversity (encouraging opportunities and growth for all). Do we simply need more knowledge-based courses? Or can we coach and mentor university students in their experiential journeys?

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Leaders in higher education have affirmed commitment to fostering diversity and intercultural competence. Researchers have provided evidence for the transformative nature of intentional teaching and learning curricula designs. Policy-makers have required training for professionals in understanding, valuing, and adapting to cultural diversity. Now, educators need to apply theory and research to understand what works, for whom, and why and how strategies work for transforming the ICC of undergraduate students.

This study built on the understanding of human development that growth occurs in stages and that these stages can be used as stepping stones to becoming more culturally competent. The study found no change in ICC as a result of the knowledge-based course design. When no statistically significant changes were found in the ICC, the investigator re-designed the course based on the evidence provided by the pre-instruction assessment. The course re-design appeared to result in statistically significant changes in the ICC of students.

Instructional designers may infuse empirical evidence, critical thinking, and reflection throughout the curriculum. Teaching and learning should include *knowledge* about cultures and about cultural competency, *experience* and interaction with persons of cultures different than those of the students, *reflection* about their experiences, and *coaching* about their own development.

Future data analysis should include: (1) Analysis or qualitative data analysis from reflection papers generated by undergraduate students; (2) Comparison of impact of campus-based instruction and on-line instruction; (3) Comparison of qualitative data (as interpreted from student reflection papers) with quantitative data; and (4) Strategies for improving intercultural competency that are specifically tailored to specific student populations.

The on-going research will provide valuable data about change among students and

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thereby pave the way for cross-departmental and cross-institutional initiatives. The results will inform and enhance the ability of faculty and staff members to design courses and experiences for undergraduates that extend students' levels of intercultural competency.

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