Impact of a Teacher Education Program on the Intercultural Competence of Teacher Candidates

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How does the cultural competence of teacher candidates in the College of Education change after participating in a Teacher Preparation Program?

Students at Minnesota State University, Mankato, Minnesota, USA
• Today’s teachers and educational leaders need to understand *how* to interact with individuals from diverse backgrounds for their professional and personal success. (Quin, Deris, Bischoff, & Johnson, 2015)

• Effective educational experiences must use a “multi-faceted training approach that includes cognitive, affective, and consciousness-raising activities.” (Dickson, Jepsen, & Barbee, 2011, page 126)

• High-impact, research-based practices include service learning, cultural partners, reflection on one’s own cultural background, coaching and mentoring. (Sandell & Tupy, 2016)
Culture is “the pattern of beliefs, behaviors, and values maintained by groups of interacting people, and passed to future generations” (Hammer & Bennett, 2010)

Sandell family members at Thanksgiving celebration dinner.
Intercultural competence (or ICC) is “a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

(Bennett, J., 2011, page 1)
The Intercultural Development Inventory (IDI) is a 50-item psychometric instrument validated across gender, ethnicity, and education-level that is useful in measuring abilities to recognize, respect, and adapt to cultural differences along a continuum of orientations (Hammer, 2011; Hammer et al., 2003).
Research Questions

• What changes occurred in the levels of inter-cultural competence among undergraduate students after participating in the intentional, multicultural relations experiences in a first-year course?

• What changes occurred in the levels of inter-cultural competence among undergraduate students after participating in the baccalaureate Teacher Preparation Program?
48 participants identified as:
- U.S. citizens (85%),
- North America origin (98%),
- member of an ethnic majority (96%),
- female (80%),
- between 18 & 21 years of age (88%),
- completed secondary school (86%),
- majoring in education (100%).
Significant Change in Inter-Cultural Competence from Beginning to Conclusion of Teacher Preparation Program (TPP)

<table>
<thead>
<tr>
<th>Paired Samples</th>
<th>Mean</th>
<th>N</th>
<th>95% Confidence Interval</th>
<th>t</th>
<th>df</th>
<th>Sig. p&lt;.05</th>
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<tbody>
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<tr>
<td>First semester multicultural education course (pre/post)</td>
<td>5.874</td>
<td>48</td>
<td>2.973 - 8.774</td>
<td>4.074</td>
<td>47</td>
<td>.000</td>
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<tr>
<td>Teacher Preparation Program (before vs after 3 years)</td>
<td>21.679</td>
<td>48</td>
<td>16.373 - 26.984</td>
<td>8.220</td>
<td>47</td>
<td>.000</td>
</tr>
</tbody>
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Results

• Statistically significant positive changes occurred in inter-cultural competence among undergraduate students after participating in the intentional, multicultural relations experiences in a first-year course.

• Statistically significant positive changes occurred in inter-cultural competence among undergraduate students after participating in the baccalaureate Teacher Preparation Program.


Thank you for your time!

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