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Qualitative Analysis of the Impact of a Cultural Partnership on the Cultural Orientation of Undergraduates

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Qualitative Analysis of the Impact of a Cultural Partnership on the Cultural Orientation of Undergraduates

Presenters:

Sarah Lieske, Senior

Sadie Leidall, Sophomore

Department of Educational Studies: Elementary and
Early Childhood



- Culture Partnership
- Culture Orientation

Example of a Cultural Partnership

- <http://www.tubechop.com/watch/321218>

Research Question:

- Did the intentional, cross-cultural experience have an impact on the Cultural Orientation of each student?

MSU Diversity Requirement

- 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.”

Course Design

- Cultural Partnership
- Service Learning
- Several self-reflection papers

Research Sample

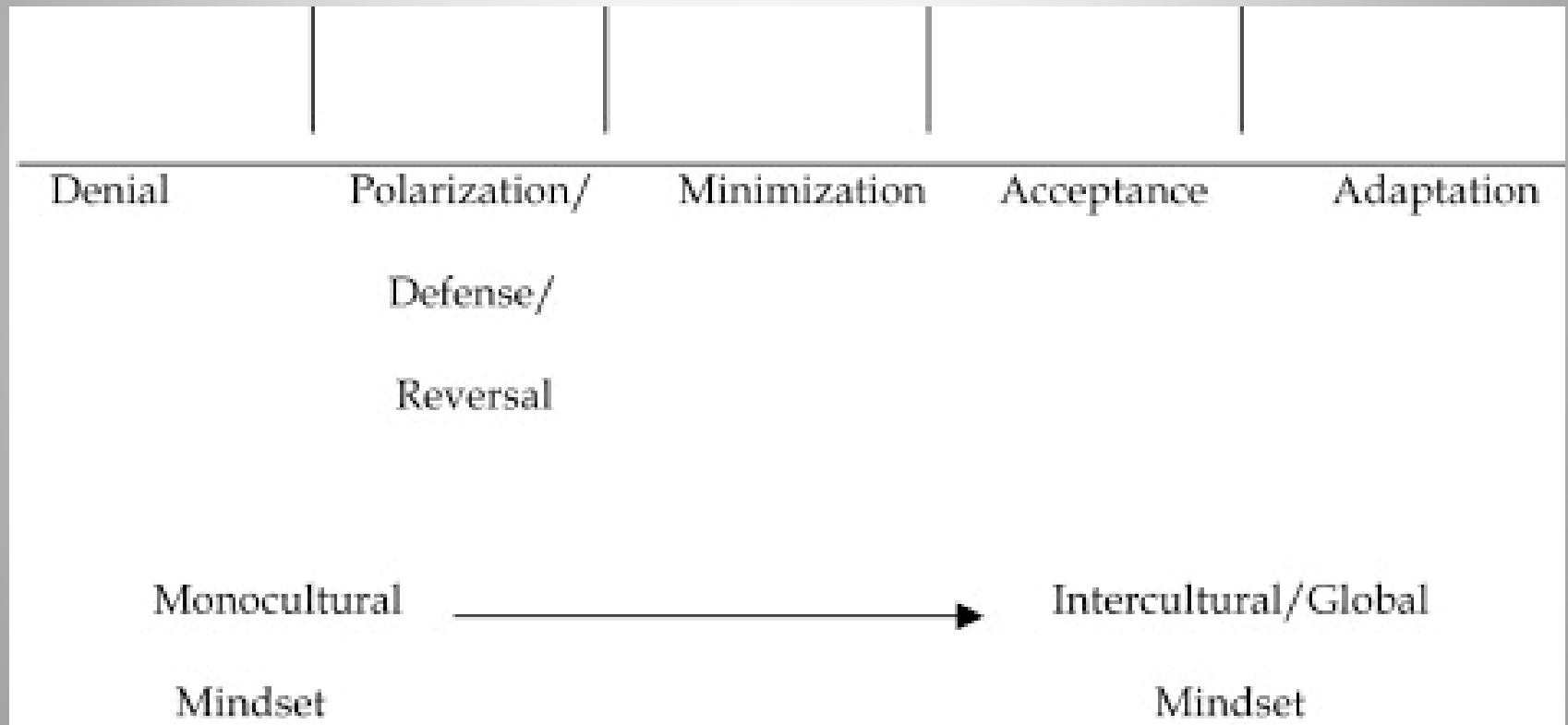
- Convenience Sample of 85 undergraduates students for 4 sections enrolled in Human Relations in a Multicultural Society during Fall 2011.

Intercultural Developmental Inventory

- Mitchell R. Hammer (1998).
- Includes five orientations of levels.
- Designed to measure individual and group intercultural sensitivity.



Intercultural Development Inventory



Examples

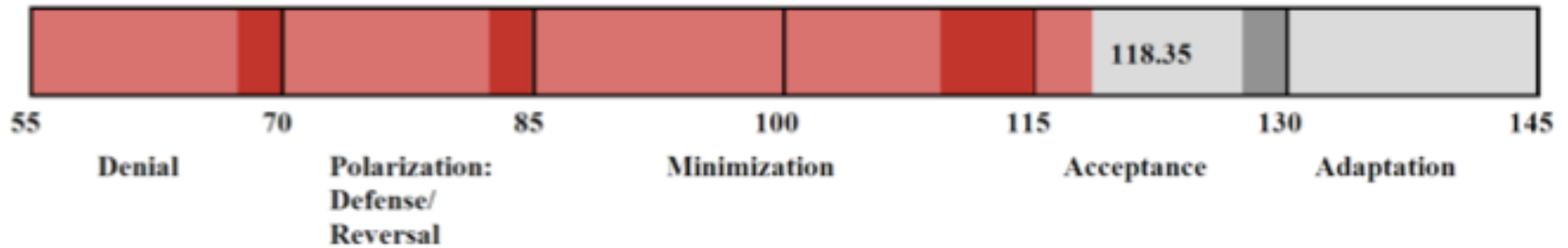
- “In my everyday life culture goes unnoticed unless differences are observed.”
- “Living in the same region my whole life I would say that I am not too familiar with people of different geographic regions.”
- “I do not have a lot of experience with cultures other than my own.”

Methodology

- Individual papers were coded according to the five stages of the IDI.
- Researchers' coding results were compared to the IDI scores.

Developmental Orientation Score

Developmental Orientation (DO)



Pre-Cultural Partnership Profile

Subject	Pre-Rater	Pre-Rater	Pre-IDI
Y.A.	Polarization	Acceptance	Denial
T.C.	Minimization	Denial	Minimization
J.B.	Polarization	Denial	Minimization
K.C.	Minimization	Denial	Minimization
K.D.	Minimization	Polarization	Minimization
B.E.	Minimization	Polarization	Minimization
J.K.	Denial	Denial	Minimization
A.O.	Denial	Denial	Denial
N.R.	Denial	Polarization	Denial
E.S.	Acceptance	Polarization	Minimization
C.S.	Polarization	Denial	Acceptance
Ca.S.	Denial	Denial	Minimization
D.T.	Denial	Denial	Minimization

Post Cultural Partnership Profile

Subject	Post-Raters	Post-Raters	Post IDI
Y.A.	Minimization	Polarization	Acceptance
T.C.	Minimization	Polarization	Minimization
J.B.	Acceptance	Minimization	Acceptance
K.C.	Acceptance	Polarization	Adaption
K.D.	Minimization	Acceptance	Polarization
B.E.	Minimization	Minimization	Acceptance
J.K.	Denial	Polarization	Acceptance
A.O.	Polarization	Minimization	Denial
N.R.	Minimization	Polarization	Denial
E.S.	Acceptance	Minimization	Acceptance
C.S.	Minimization	Minimization	Acceptance
Ca.S.	Minimization	Minimization	Minimization
D.T.	Minimization	Polarization	Minimization

Student Profile Evidence

- Pre- Cultural Partnership: 8 of 13
- Post-Cultural Partnership: 8 of 13

Case Study: Will

- Pre-Developmental Orientation: 98.78
- “I never really associated with other races.”

Case Study: Will

- Post-Developmental Orientation: 116.16
- “ It is important for people to learn about other cultures but I feel it is just as important to make their own culture known.”

Conclusion

- Sixty-two percent of the students' self-reflection papers reflect each individual's IDI scores at the beginning and end of the semester.

Future Research

- If the course was two semesters, would there be a greater change in students' IDI results?
- If there were cultural partnerships with two or more different culture would the results be different?



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Questions?

