Change in Cultural Competency among Students during an Intentional Human Relations Experience

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Research Question:

O What changes occur in undergraduate students' cultural competency after participating in an intentional, multicultural relations experience?

O Hypothesis: The intentional cross-cultural experiences of students in EEC 222w will have an impact on the cultural competency of each student.

Context

O "The mission of the Minnesota State University, Mankato College of Education is to prepare principled professional practitioners who thrive and succeed in diverse environments, promote collaborative and generative communities, and engage in life-long learning."

Network for Excellence in Teaching (NExT)

O Five-year project to evaluate and re-design the teacher preparation programs at MSU.

O Research study: Changes in teacher candidates' intercultural development following a cross-cultural immersion field experience.

O Research question: What changes occur in teacher candidates' cultural competency after participating in an international field experience?

Research Context

- NExT: What changes occur in teacher candidates' cultural competency after participation in an *international* field experience?

- Elementary Education: What changes occur in students' cultural competency after participation in an *intentional* cross-cultural experience?

- What changes occur in students' cultural competency after participation in an *intentional* cross-cultural experience in Human Relations course taught in Fall 2010, with syllabus designed several years ago to respond to Minnesota Board of Teaching requirements for teacher preparation programs (Good, 2008).

Research Context

O A pilot project

O Explore processes of administering the IDI survey to undergraduate students enrolled in Human Relations course.

Discussion

O Design of the course assumed the students had a higher developmental orientation.

O "The programs with more sophisticated understanding of cultural differences may reinforce simpler stereotypes among denial and polarization orientations as those orientations do not have a sufficiently complex understanding of what a cultural difference is to adequately apply complex frameworks to understand patterns of cultural differences."

O The average age was 19-20, this age group didn't have variety of life experience with cultures other then their own.

Course Description

O 3-credit undergraduate course "Human Relations in a Multicultural Society"

O Off-campus field experience with 18 hours of service learning

O Students self-select this course from among general education courses; however, this course is required for elementary education majors

Learning Activities

O Textbook and other assigned articles
O Video/DVD programs (e.g., Shadows of Hate)
O Guest speakers (e.g., LGBT ally orientation panel)
O Group Teaching Project

O Reflection Papers about:
   O Autobiography
   O Temperament
   O Professional Dispositions
   O Service Learning
   O Group Teaching Experience
   O Final Comment Statement

Research Sample

O Population: 250 undergraduate students (18 to 30 years old) enrolled in Human Relations in EEC and KSP during Fall 2010.

O Convenience sample of 70 students registered for 2 sections of EEC Human Relations.

O 49 participants who completed both the pre-test and post-test.

O Subjects were from a variety of academic majors.

Developmental Model of Intercultural Sensitivity (DMIS)

O Developed Milton Bennett

O Describes predictable stages through which individuals progress as their cultural competency increases.

O The first three stages are in the ethnocentric category (*Denial, Defense*, and *Minimization*)

O The last three stages are in the ethno-relativism category (*Acceptance, Adaption*, and *Integration*).

Developmental Model of Intercultural Sensitivity (DMIS)

Denial → Defense → Minimization → Acceptance → Adaption → Integration

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Ethnocentrism   **Ethnorelativism**
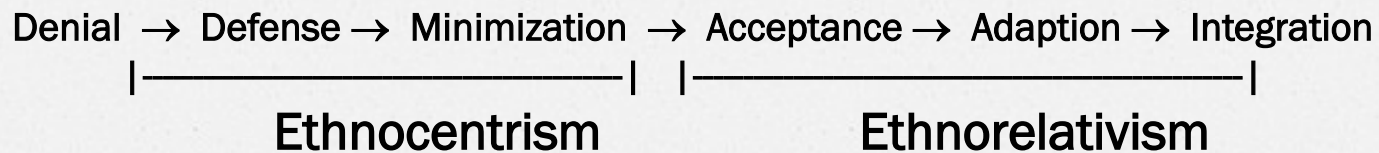
Developmental Model of Intercultural Sensitivity (Hammer et. al., 2003)

Instrumentation: IDI

O The Intercultural Development Inventory (IDI) developed by Dr. Mitchell Hammer and Dr. Milton Bennett, was used by permission.

O The scale was designed to measure individual and/or group intercultural sensitivity.

O Useful for purposes of assessing training needs, identifying interventions aimed at increasing intercultural competence, assisting with the selection of personnel, and program evaluation.

O The IDI consists of fifty, Likert-type on-line questions that can be easily answered in a 20 to 30 minute session.

Levels of Orientation

O Denial

O Polarization

O Minimization

O Acceptance

O Adaptation

Example Items

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

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

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

Example Items (continued)

O Cultural differences are less important than the fact that people have the same needs, interests and goals in life.

O People from our culture are less tolerant compared to people from other cultures.

O When I come in contact with people from a different culture, I find I change my behavior to adapt.

Reliability & Validity

O Confirmatory factor analyses conducted by Hammer and Bennett (1998, 2001) supported five dimensions with reliability coefficients ranging from .80 to .85.

O Correlations with the Worldmindedness Scale and Intercultural Anxiety Scale supported the IDI's construct validity.

IDI:

O The IDI was administered by Qualified Administrators (QAs): Dr. Daria Paul-Dona and Dr. Elizabeth Sandell.

Methodology

O Only group scores will be used in these analyses.

O During class, the subjects completed the IDI survey on-line before and at the conclusion of the cross-cultural experiences.

O Individual students could initiate a meeting to discuss their own results in a face-to-face meeting with the IDI administrator.

O However, this information was only be shared in a personal meeting.

O and is based on Milton Bennett's Developmental Model of Intercultural Sensitivity (Bennett, 1986).

Results

Group Profile

	Pre-instruction		Post-instruction		Orientation
	n	Score	*n*	Score	
Perceived Orientation	49	119.02	49	118.75	Acceptance
Developmental Orientation	49	88.19	49	87.59	Minimization
Orientation Gap	49	30.83	49	31.16	Overestimated

Changes in Developmental Orientation

O 22 increased in their Developmental Orientation

O 5 increased more than 20 points

O 27 decreased in their Developmental Orientation

O 4 decreased more than 20 points

Section 1

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1: Perceived Orientation s2POpre - s2POpost	-.27478	5.86703	1.22336	-2.81188	2.26231	-.225	22	.824
Pair 2: Developmental Orientation s2DOpre - s2DOpost	-.09348	15.84240	3.30337	-6.94425	6.75729	-.028	22	.978
Pair 3: Orientation Gap s2OGpre - s2OGpost	-.18130	10.53891	2.19751	-4.73867	4.37606	-.083	22	.935

The analysis of variance revealed no statistically significant difference between pre- and post-instruction scores in terms of:
Perceived orientation to cultural differences
Developmental orientation to cultural differences
Gap between perceived and developmental orientation to cultural differences.

Section 2

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1: Perceived Orientation s4POpre - s4POpost	.35231	5.22847	1.02539	-1.75952	2.46413	.344	25	.734
Pair 2: Developmental Orientation s4DOpre - s4DOpost	.96308	12.36906	2.42577	-4.03289	5.95905	.397	25	.695
Pair 3: Orientation Gap s4OGpre - s4OGpost	-.61077	7.50254	1.47137	-3.64111	2.41957	-.415	25	.682

The analysis of variance revealed no statistically significant difference between pre- and post-instruction scores in terms of:
Perceived orientation to cultural differences
Developmental orientation to cultural differences
Gap between perceived and developmental orientation to cultural differences.

Conclusion

O No significant changes occurred in students' cultural competency after participation in an *intentional* cross-cultural experience during Fall 2010 in EEC 222w Human Relations in a Multicultural Society.

Henning (107):

- Perceived Orientation(pre)   130.37
- Developmental Orientation (pre)   123.23
- Orientation Gap (pre)   7.14
- Perceived Orientation (post)   135.14
- Developmental Orientation (post)   127.99
- Orientation Gap (post)   7.15
- High PO (pre and post) – Adaptation
- High DO (pre and post) – Acceptance
- Small OG (pre and post) – Small difference between PO and DO

Fenning (114):

O Perceived Orientation(pre) 110.85

O Developmental Orientation (pre) 63.16

O Orientation Gap (pre) 47.69

O Perceived Orientation (post) 121.00

O Developmental Orientation (post) 85.65

O Orientation Gap (post) 35.35

O Low DO (pre) – Denial

O Higher DO (post) – Moved "up" from Denial to Minimization

Senning (220):

O Perceived Orientation(pre)   120.05
O Developmental Orientation (pre)   90.57
O Orientation Gap (pre)   29.48
O Perceived Orientation (post)   134.82
O Developmental Orientation (post)   123.17
O Orientation Gap (post)   11.65
O High PO (post) – Adaptation
O Higher DO (post) – Moved "up" from Minimization to Acceptance
O Low OG (post) – Small difference between PO & DO

Benning (104):

- Perceived Orientation(pre)   112.07
- Developmental Orientation (pre)   65.66
- Orientation Gap (pre)   46.41
- Perceived Orientation (post)   112.74
- Developmental Orientation (post)   68.49
- Orientation Gap (post)   44.25
- Low DO (pre and post) – Remained in Denial stage
- Large OG (pre and post) – Overestimated competence

Wenning (225)

O Perceived Orientation(pre)   116.75
O Developmental Orientation (pre)   78.47
O Orientation Gap (pre)   38.28
O Perceived Orientation (post)   109.90
O Developmental Orientation (post)   67.04
O Orientation Gap (post)   42.86
O Lower PO (post) – Minimization
O Lower DO (post) – Moved "down" from Polarization to Denial
O Larger OG (post) – Overestimated competence

Cultural Disengagement

O A sense of disconnection or detachment from a primary cultural group.

Support for Student Understanding of Culture and Diversity

O Changed text to *Understanding Human Differences* by K. L. Koppelman and R. L. Goodhart.

Support for Student Self-Assessments

- Learning Styles Inventory (based on Gardner)
- Keirsey Temperament Sorter (based on Keirsey & Bates)
- SpeakStrong.com communications style inventory (based on Runion)
- Professional Dispositions inventory (based on Danielson)
- Diverse Associations Map (survey of experiences with diverse cultures)

Support for Student Reflection

O Separated the Autobiography assignment into *two* assignments:

- O <u>Self-Assessment</u> Reflection Paper
- O <u>Cultural</u> Autobiography

O Withdrew page limitations on student reflection papers

Support for Student Cultural Experience

O Recruited international students to participate in class meetings

O Added Cultural Partnership assignment (9 hours with partner of another culture, with interview and reflection paper)

Limitations

O 49 of 70 students responded to both the pre-instruction survey and the post-instruction survey

O Sample size may have limited the statistical analyses.

O Were those who did not respond to both any different than those who did respond to both?

Future Research

O Human Relations: What changes in curriculum design and content for a *one-semester course* enhance students' cultural competency?

O Elementary Education: What changes in curriculum design and content *over time* enhance students' cultural competency?

O What difference does it make that students were freshmen and sophomores?

O What difference does it make that the course was one semester not two…?

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Questions?