Do students develop interculturally whilst studying on diverse campuses?

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Session Outline

- Demographic changes
- Importance of intercultural sensitivity
- Diversification of society and the workforce
- Internationalisation
- Intercultural competence
- Theoretical framework
- Sample
- Findings
- Recommendations
Global demographic trends

- Overall population and life expectancy increases

Figure 2.3
Changes in the Population Pyramid

Source: Statistics Bureau, MIC; Ministry of Health, Labour and Welfare.
Differential impact of demographics changes

- Differentials between countries
  - Developing world – more working age population due to decreases in child mortality and increased fertility (e.g., Mexico).
  - Developed world – population is aging as we’re living longer but have diminished fertility rates.
Increased employee migration

Push factors: Few jobs, poor medical care, poor educational system, political instability, slavery, war, persecution, famine, drought, natural disasters, poor quality of life.

Pull factors: More jobs, good medical care, good educational systems, politically stable, tolerant, supportive of freedom, environmentally attractive, good quality of life.
Increased employer migration

• Imbalance of labour supply and demand
• International competition to produce at reduced costs
• Leads companies to moves businesses abroad
• Resulting workforce diversity: foreign management, domestic labour and sometimes migrant workers from still other countries

(Mor Barak, 2014)
Globalisation: the increase in interactions between individuals, organisations and governments of different nations (Scholte, 2002).

- **Economically** - transportation and technology enable the flow of information, products, services and people (e.g., growth in international businesses and partnerships).

- **Politically** - increased interconnectedness and cooperation (e.g. EU, United Nations, worldwide concerns: terrorism and climate change).

- **Socially and culturally** - increased exchange of knowledge via technology and travel bringing people from different cultures together and transforming existing cultures.
Growing need for intercultural sensitivity

- Cross boarder connections and interactions
- Immigration
- Foreign employers
- Women
- Older people
- BME group members

- Diversification of society and the workforce.
- Need to promote peaceful relationships between individuals, organizations, and nations.
“...integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2).

- Recruiting international students
- Developing research co-operations and partnerships
- Establishing joint degree courses, distance learning courses, abroad branch campus
- Internationalising curriculum
- Developing study abroad opportunities
- Encouraging language study
- Developing staffs’ intercultural understanding
- Developing provision for international students
- Developing global citizen qualities in students

(Koutsantoni, 2006)
On home campuses, research suggests that it is not specifically cultivated but often assumed to automatically develop through intercultural contact (Middlehurst & Woodfield, 2007) (Harrison & Peacock, 2009).

But development might not occur automatically. Research also suggests that cross-cultural interactions may be limited and fraught with challenge between home and international students (Harrison & Peacock, 2009; Ippolito, 2007; Volet & Ang, 1998).
ICC can broadly be thought to involve a set of values, attitudes, knowledge, skills and behaviours required for understanding and interacting appropriately and effectively with those who are culturally different from oneself which enable the development of positive and constructive relationships (Barrett, 2013).

**Terms:** Intercultural communicative competence, intercultural sensitivity, cross-cultural competence, cross-cultural awareness, global competitive intelligence, international competence, etc. (Fantini, 2007).
**One ICC model**

<table>
<thead>
<tr>
<th>Desired External Outcome</th>
<th>Behaving and communicating effectively and appropriately (based on one’s intercultural knowledge, skills, and attitudes) to achieve one’s goals to a degree.</th>
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<tr>
<th>Desired Internal Outcome</th>
<th>Informed frame of reference / filter shift</th>
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<tbody>
<tr>
<td>• Adaptability: to different communication styles &amp; behaviours; adjustment to new cultural environments</td>
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<tr>
<td>• Flexibility: selecting and using appropriate communication styles and behaviours; cognitive flexibility</td>
<td></td>
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<tr>
<td>• Ethnorelative view</td>
<td></td>
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<tr>
<td>• Empathy</td>
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<tr>
<th>Knowledge &amp; Comprehension</th>
<th>Skills</th>
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<tr>
<td>• Cultural self-awareness</td>
<td>• Listen</td>
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<tr>
<td>• Deep understanding and knowledge of culture: including contexts, role and impact of culture &amp; other world views</td>
<td>• Observe</td>
</tr>
<tr>
<td>• Culture-specific information</td>
<td>• Interpret</td>
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<tr>
<td>• Sociolinguistic awareness</td>
<td>• Analyze</td>
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<th>Requisite Attitudes</th>
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<tr>
<td>• Respect: value other cultures, cultural diversity</td>
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<td>• Openness: to intercultural learning &amp; people from other cultures, withholding judgment</td>
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<tr>
<td>• Curiosity and discovery: tolerating ambiguity and uncertainty</td>
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Deardorff, 2006
• Does intercultural development occur during students’ first year at university?
• What factors are related to students’ development during university? (intercultural experiences prior to and during university)
• Are there differences between UK and non-UK university students’ intercultural development?
• What are students’ perceptions of their experiences. How do they contribute to or hinder development?
Theoretical framework: Developmental model of intercultural sensitivity

Underlying assumption of DMIS: Experience of cultural difference becomes more sophisticated over time which enhances potential to develop competence. Individuals move from a monocultural worldview to one that is differentiated, complex and multicultural (Bennett, 1986). Measured by the Intercultural Development Inventory (IDI) (Hammer, Bennett, & Wiseman, 2003; Hammer 2011).

**Ethnocentric Stages**
(Monocultural mindset)

- **Denial**
  Views only own culture as legitimate

- **Polarization**
  Views own culture as better than others

**Ethnorelative Stages**
(Intercultural mindset)

- **Minimization**
  Views other cultures as similar to own (universalism)

- **Acceptance**
  Views cultural differences as valid and in need of recognition

**Adaptation**
Adapts consciously or unconsciously to cultural differences

Experience of difference
Adapted from Bennett, 1986
Intercultural sensitivity

An individual’s ability “to discriminate and experience relative cultural differences” (Hammer, Bennett, & Wiseman, 2003, p. 442).

Intercultural competence (ICC) is widely understood to be “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2006, p. 247). Bennett (1993) suggests that as an individual’s intercultural sensitivity increases, so does their capacity for intercultural competence.
Study design

- Participants are a cohort of first year undergraduate psychology students studying at a northern Russell group university.

- Mixed methods gathering quantitative and qualitative data.

- Longitudinal study taking place within a 10 month period.
### Background Questionnaire
- Developed and piloted summer 2011.
- Used in conjunction with IDI background questions.
- Questions include characteristics such as age and nationality as well as experiences that may contribute to intercultural development such as foreign language study and living abroad.

### Intercultural Experiences Questionnaire
- Developed and piloted winter 2011.
- Questions enquire about experiences that may impact intercultural development such as average number of intercultural interactions per week and intercultural friendships in the department and around campus.
Sample: Cohort of first year home and international psychology students studying at Russell group university in northern England. Intercultural competence is not specifically cultivated in this department.


October 2011
IDI & intercultural background questionnaire

May 2012
IDI & intercultural experiences questionnaire

June 2012
Interviews
Intercultural Development Inventory (IDI)

• Grounded in the DMIS although stages have been modified based upon further research using the IDI.
• Developers suggest that it is culturally neutral.
• One of the most developed of the 80+ intercultural instruments available.
• High levels of reliability and validity used extensively in study abroad research and practice.
• 50 questions paper and pencil or electronic assessment yield individual and group scores for developmental orientation (DO).
• See Hammer, 2011.
• 122 (76.8%) of the cohort participated;
• 80% female, 20% males;
• 94.4% 18 to 21;
• SES upper 41%, middle 26%, lower 31%;
• 7% ethnic minorities in home countries;
• 64% UK & 36% non-UK.
Initial developmental orientation

|---------------|------------------------------------------|-----------------------|----------------------|----------------------|
The mean DO1 = 91.54, SE = 12.5. DO2 = 90.48, SE = 1.36. A paired sample t-test: $t(121) = 1.31$, $p = .19$. 

Did the DO change?
Intercultural contact

• Number of intercultural interactions per week: 1–3 15%, 4–6 18%, 7–10 13%, 11 or more 53% although non-UK students had significantly more ($U(121) = 1092, z = -3.32, p = .001, r = -.302$).

• Majority reported having good friends from other cultures 64% although non-UK students reported this significantly more $U(121) = 911, z = -4.31, p < .000, r = -.39$.

• No significant difference between UK and non-UK students’ IDI scores at either time point $t(120) = .382, p = .703$. 
Interview Findings

• 20 interviews: 11 UK students (2 with dual nationality), 9 non-UK students; IDI stage 4=Denial, 6=Defense, 6=Minimization, 4=Acceptance.

• Higher scoring students:
  • generally had wider experiences with cultural difference prior to university;
  • described themselves as prepared to encounter cultural difference at university;
  • described deeper experiences with culture and as learning something positive;
  • more often reported close friends from different cultures.
• “[My friend] she’s from Poland. She is really different from me but I like that difference. She is really outspoken, strong minded, and opinionated. But I guess that helps me to become more outgoing and independent as well. She is a good influence on me.” – Hilary, non-UK, Acceptance

• “Talking to a friend from Singapore about their experience when conscripted into the police force. I didn't realise how brutal and small you can be made to feel and the harsh reality that you are forced to live away from your family and have no contact with them... I often don't realise how different others lives have been.” – Jill, UK, Acceptance
Lower scoring students:

- generally had narrower experiences with cultural difference prior to university although some with wider experiences also scored lower;
- described themselves as ill-prepared to encounter cultural difference at university;
- described shallower or more negative experiences with culture and as learning more negative lessons;
- more often reported closest friends from the same culture although lower scoring non-UK students often had friends from other cultures.
Negative experiences / Shallow learning

- “My flatmate is from a different culture and I first met her in the kitchen. She was very nice and introduced herself. I've not learnt much ...I took away just as much as I would with a conversation with someone from my own culture.”
  Patrick, UK, Defense

- “Not applicable. People conform to the English culture and way of life while living here.” – Rosy, UK, Minimization

- “[My housemate] is always surprised by the way that I'm cooking. He asked me questions about why I cooked in a different way...I found it difficult to explain when the person you were interacting with said something rude.”
  Corrine, non-UK, Defense

- “I’d probably say I was more reserved...with people from other cultures... it’s a lot harder than I anticipated...I would be more inclined to spend time with people from the same country...A lot of the time I feel like I’m in England but I’m surrounded by no one else from England...I’m like not prejudice but...”
  Renata, UK, Defense
Challenges reported by students

- Administrative segregation – by room, floor, or college, welcoming activities
- Cultural clustering – lecture theatres, student societies, friendship groups, accommodation
- Cultural challenges: Feeling excluded / in a minority, difficulties with alcohol consumption, socialising, humour, language and accents, lack of empathy.

“Yeah, but maybe because their lifestyles are different and they don’t go out as much as we do, maybe it is okay to be separate...Because if they live differently to us, then maybe putting us together would cause more problems.” – Leila, UK, Denial
Summary of findings

• Most students in this study didn’t undergo positive development and some declined.
• Most students were in ethnocentric stages of development at the beginning and end of the study.
• No differences between home and international students.
• Students appear to have intercultural contact but higher scoring students seem to describe deeper and more positive experiences while lower scoring students describe shallower and more negative or neutral experiences.

• Study abroad literature provides additional evidence that contact alone doesn’t work for most students. For instance: Pedersen (2010) studied students over one year.
Conclusions

Findings concur with other research areas: Research on the effectiveness of intercultural contact (Pettigrew and Tropp, 2006) to improve relations – effectiveness depends upon quality and duration of contact (Brewer, 2003).

• Study abroad literature finds planned intervention is necessary to facilitate learning (e.g., Pedersen, 2010).
Limitations

Narrow sample
Small sample size
Limited assessments used
Limited time frame of the study
Potential bias
Recommendations

• More research is needed with:
  – wider definitions of culture
  – different institutions and courses
  – multiple measures

• Universities and departments must pay more attention to the development of intercultural competence as a graduate attribute recognizing that does not necessarily develop automatically (Lantz & Davis, 2015).


