

INTERCULTURAL LEARNING GLOSSARY

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Introduction

A common goal of education abroad programs is to help students build intercultural competence (Farrugia & Sange, 2017). But many study abroad courses do not effectively support that goal. As educators, one of our most valuable tools for addressing this issue is adjusting our course design, and the 5 design principles provide an actionable framework for supporting intercultural learning through education abroad courses.

The 5 design principles are based on 20 years of research and experience. They are strategically designed to work in any location or field of study. The principles were developed using insights from 13 different disciplines, ranging from computer science to anthropology. The principles also reflect the experiences of faculty from different ethnic, racial, and gender perspectives (Laux, 2021). The principles can even be applied to hybrid or online coursework.

The principles offer faculty a unique lens for thinking about courses, designing them effectively, and helping students develop intercultural competence. But there is little scholarly consensus about the terminology used to discuss intercultural learning, and this is often a

barrier in the discourse. To address this issue, Quest Cultural Solutions developed this glossary.

The purpose of the glossary is to establish a solid foundation for discussing and applying the 5 design principles. It begins with description of the principles and how they relate to course design. In the next section, more than 40 terms are identified and defined to create a shared understanding of the common concepts associated with intercultural learning. Finally, recommendations for further learning are provided.

Research shows that course content, pedagogy, and class activities are critical factors in helping students develop intercultural competence (Andrews, 2016; Cai & Sankaran, 2015; Laux, 2021; Shaefer & Lynch, 2017). We hope that this free resources is a valuable starting point for improving the design of your course. To learn more about the 5 design principles or explore other resources from Quest Cultural Solutions, visit www.questcultural.com.

THE 5 DESIGN PRINCIPLES

Many study abroad courses aren't effectively designed to help students build intercultural competence. But there are simple solutions. Using the 5 design principles, faculty can create courses that help students learn, grow, and succeed across cultures.

1

DON'T BE FOOLED: BE INTENTIONAL ABOUT COURSE DESIGN

Don't be fooled! Most students don't build intercultural competence simply by studying abroad. Students need courses that are intentionally designed to help them build intercultural competence.

2

BLURRED LINES: INCREASE INTERDISCIPLINARITY

Higher education is siloed by disciplines, but intercultural learning transcends a single discipline. Faculty need to blur the lines between disciplines by integrating multiple fields of study into their education abroad courses. This gives students a range of perspectives that help them understand and use cultural experiences effectively.

3 LESS IS MORE: CREATE SPACE FOR INTERCULTURAL LEARNING

Creating a course that includes intercultural learning is easier said than done. Academic requirements compete with intercultural learning for time in our courses. Additionally, study abroad puts unique physical and emotional pressure on students, impacting their ability to learn. To create space for intercultural learning, faculty need a scheduling and prioritization strategy that balances these competing demands.

4 SCAFFOLDING: BUILD AN INTERCULTURAL LEARNING FRAMEWORK

Many students aren't ready or willing to engage in intercultural learning. To help students prepare for, engage in, and apply intercultural learning across contexts, faculty need to create a framework--or scaffold--that supports intercultural learning in education abroad courses.

5 REINVENTION: IMPROVE THE COURSE DESIGN

Designing courses that support intercultural learning is a skill. Building that expertise is an iterative process that requires time, effort, and experience. Improving course design to support intercultural learning is a long-term commitment that demands advanced levels of flexibility and responsivity.

A

Accreditation- Formal process of certifying that an institution, organization, or activity meets a set of articulated standards established and regulated by an external body

B

Building- Implementing an incremental escalation of intercultural learning activities that improves students' confidence and increases their ability to navigate intercultural experiences effectively

C

Course- A series of modules or lessons focused on a specific subject offered through an academic institution or organization resulting in academic credit or a credential

Course Activities- Exercises, discussions, and assignments used to facilitate the learning process within the context of an academic course

Course Content- The list of written and digital materials forming the thematic foundation of an academic course, typically related to the course's role in the curriculum, the course learning outcomes, and the field of study in which the course is taught

Course Design- The intentional arrangement or planning of course content, activities, assessments, and experiences leading to the achievement of articulated learning outcomes

Culture- The shared set of assumptions, values, beliefs, and behaviors by which of a group of people organizes their common life

Cultural Learning- See "Intercultural Learning"

D

Design Principle- A foundational practice that facilitates the process of developing courses or experiences that effectively help participants build and apply intercultural competence across a wide range of contexts

Discipline-specific Learning (also Disciplinary Learning)- An intensive analysis of and an engagement with the theories, systems, applications, and developments of a specific field of study or expertise, often leading to the completion of an academic major

Discipline- A specific field of knowledge or expertise serving as the foundation for academic study, professional development, or scholarly inquiry

E

Education Abroad- Educational activities that occur partially or entirely outside of the country in which the home university or organization is located

Education Abroad Program- A formal educational program located outside of the country in which the home university or organization is located that requires enrollment in academic activities resulting in university credit or a credential

Excursion (also Field Trip)- A short activity or trip away from the primary instructional site that is integrated into a course or lesson as a means of enhancing the understanding of or engagement with a particular concept

F

Faculty Member- The teaching staff of a school or organization responsible for creating and delivering academic coursework

Faculty-led Program- A type of education abroad program in which a faculty member from the home institution or organization designs the program, travels abroad with students, and frequently provides teaching, mentoring, and logistical coordination before, during, and after the program

Field Trip- See "Excursion"

Flexibility- A willingness to change, compromise, or take corrective action based on situational needs or circumstances

Framework- The underlying system of theories, pedagogies, content, activities, and experiences upon which a course is organized or structured for the purpose of achieving learning outcomes

G

Global Learning- The acquisition of knowledge leading to "a critical analysis of and an engagement with complex, interdependent global systems and their implications for people's lives and the earth's sustainability" (Universities, nd-a), typically focused on the global themes of a particular academic discipline

H

Home Institution- The institution or organization of higher education from which the student intends to earn a degree

Home Culture- The primary culture informing the practices, values, and perspectives of the institution from which a student intends to earn a degree

Host Country- The location in which the international component of an education abroad program occurs

Host Culture- The culture of the country or community in which an the international component of an education abroad program takes place

I

Intercultural- Term used to describe the behavioral and cognitive dynamics that emerge when an individual interacts with the lived experiences, behaviors, and perspectives of a culture or cultures that are different from their own

Intercultural Competence- “The ability to develop and use knowledge, skills, and attitudes in ways that facilitate effective and appropriate behavior and communication during intercultural interactions”
(Deardorff, 2006, p. 5)

Intercultural Learning- The synthesis, development, and application of different sets of knowledge and experiences leading to behaviors that "support effective and appropriate interaction in a variety of cultural contexts" (Universities, nd-b)

Intercultural Learning Framework- An underlying system of theories, pedagogies, content, activities, and experiences used to organize and support the components of an academic course intended to help students develop intercultural competence

Interdisciplinary- “A process by which ideas, data and information, methods, tools, concepts, and/or theories from two or more disciplines are synthesized, connected, or blended” (Repko et al., 2019)

Intentionality- Acting with purpose and deliberation toward a carefully considered goal or aim

Intervention- The act of disrupting or interfering with an individual’s learning process, conditions, or experience to change or influence the outcomes

L

Learning Outcome- An articulated goal, aim, or achievement that a student can effectively demonstrate upon completion of a course, module, or degree that is measured by examination or other means

P

Pedagogy- A method of teaching

Principle- See "Design Principle"

Prioritization- The process used by faculty to decide which outcomes, activities, content, and experiences are included in or excluded from an academic course

R

Reflection- The intentional act of giving serious thought or consideration to circumstances, information, and experiences as a means of improving one's understanding

Reinvention- The process of adapting and improving the intercultural learning components of education abroad courses

Responsivity- Reacting appropriately or empathetically to a set of circumstances of feedback

S

Scaffolding- The process of designing and implementing a framework that supports intercultural learning

Scheduling- Deciding when content is delivered, activities are conducted, and outcomes are measured in an academic course

Self-awareness- The conscious knowledge of one's own character, culture, values, motivations, and behaviors within the context of cultural differences and similarities

Serendipity- The informal, unplanned intercultural learning opportunities that emerge during a travel experience, often requiring intentional intervention or support to effectively impact the understanding or behavior of the individual engaged in the activity

Staging- Intentionally preparing students for intercultural experiences by reducing anxiety, providing context, and equipping participants with basic relational or travel skills

T

Theory- A set of ideas or concepts intended to explain or describe a phenomenon

Transferring- Systematically helping students process intercultural learning experiences by identifying the skills that they developed and applying those skills across contexts

W

Worldview- The cognitive and affective lens through which people make meaning of their experiences, establish positionality, and understand the world around them within and across contexts

More Titles from Quest Cultural

Quest Cultural Solutions offers free resources as well as materials for purchase. Visit our bookstore at www.questcultural.com/bookstore to learn more.

Free Resources

Quick Reference: The 5 Design Principles

Intercultural Learning Glossary

Materials for Purchase

Getting Started: The 5 Design Principles for
Intercultural Learning

Coming Soon: The Quick Reads Series

Coming soon! For a deep dive into each of the 5 design principles, explore our Quick Reads Series at <http://www.questcultural.com/bookstore.html>!

Don't be Fooled: Be Intentional about Course Design
(Principle 1: Quick Reads Series)

Blurred Lines: Increase Interdisciplinarity
(Principle 2: Quick Reads Series)

Less is More: Create Space for Intercultural Learning
(Principle 3: Quick Reads Series)

Scaffolding: Build an Intercultural Learning Framework
(Principle 4: Quick Reads Series)

Reinvention: Improve the Course Design
(Principle 5: Quick Reads Series)

Join the Quest Cultural Community

Want to connect with other educators who are using the 5 design principles?

- Sign up for our [newsletter](#) to receive stories, updates, and tips for using the 5 design principles in your course!
- Follow Quest Cultural Solutions on social media



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