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Chapter 15

Conclusion

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A nation's culture resides in the hearts and in the soul of its people.

—Mahatma Gandhi—

This famous quote by Gandhi (Mahatma Gandhi Quotes, n.d.) captures the essence of our discussion on describing intercultural engagement as associated with short-term, faculty-led study abroad programs across multiple disciplines. Through the chapters in this book, we have seen that intercultural engagement begins with intercultural thinking and an intercultural mindset. Without simultaneous changes in learners' attitudes and mindsets, no amount of content knowledge can make a significant difference in the learning process. If a nation's culture indeed resides in the hearts and in the souls of its people, then it becomes critically important to incorporate elements of intercultural engagement directly aligning with the development of intercultural competencies, such as inclusion, withholding judgment, and empathy (AAC&U, 2009), into the course curriculum and pedagogical practices in study abroad programs. It is our hope that this edited volume has been able to provide ideas and multiple perspectives to achieve that very purpose.

Throughout this book, we have seen that intercultural engagement is relevant to all disciplines. We summarize the main points from the preceding 11 chapters to provide readers with a space to start their own process of visualizing and (re)constructing an interculturally-engaging course curriculum for a faculty-led study abroad program.

SUMMARY OF CHAPTERS

The 11 case studies of short-term, faculty-led study abroad programs, presented in Section II of the book, are summarized and organized into the following four sub-sections:

Theoretical Foundations

Intercultural Competencies in Class Activities, Tasks, and Assignments

Student Feedback

Caveats and Reflections

Theoretical Foundations

Table 15.1 shows the theoretical foundations used by each faculty leader in Section II.

Table 15.1: Summary of Theoretical Foundations

| Program Name | Discipline | Theoretical Foundations |
|---|--------------------------------|--|
| Administering Early Childhood Program in Singapore | Education | Global citizenship scale, experiential learning theory |
| MTSU in Japan | Liberal Arts | Experiential, thematic-based, backward design approach |
| USF Japan: Culture, History, and Society | Liberal Arts | Constructivist, experiential learning theory, collaborative |
| MTSU Summer in Normandy | Liberal Arts | Experiential learning theory, VARK modalities, ACTFL OPI |
| Cuba in the 21st Century | Liberal Arts | Imaginative geographies, experiential learning, place-based education |
| MTSU in Scotland | Liberal Arts | Experiential learning, place-based education, thematic approach |
| The History of Western Art Music in Vienna | Liberal Arts | Experiential, reflective, collaborative, integrative, transformative learning theory |
| International Management: Globalization in China | Business | Experiential learning theory |
| Criminal Justice in London | Behavioral and Health Sciences | Constructivist, experiential learning theory, integrative approach |
| International Agriculture (in Argentina) | Basic and Applied Sciences | Experiential learning theory, integrative approach |
| Journalism Special Topics: Covering the 75 th Anniversary of D-Day (in France) | Media and Entertainment | Transformative learning theory, experiential learning theory |

From Table 15.1, the majority of the faculty leaders used Kolb's experiential learning theory as the theoretical foundations for their curriculum. The constructivist, integrative, and transformative learning theories were the second most frequently used pedagogical theories across the chapters. Other theories and approaches, such as the backward design approach, thematic approach, and place-based approach were used less frequently. Refer to Chapter 3 of this volume for descriptions about the various learning theories.

Intercultural Competencies in Class Activities, Tasks, and Assignments

The items listed are not an exhaustive list of class activities, tasks, and assignments used in study abroad programs. However, they are the ones most frequently used in the programs introduced in this book. For the purposes of the current discussion, nine categories of the most frequently used class activities, tasks, and assignments designed and implemented for facilitating intercultural competencies in our faculty-led programs are presented in Figure 15.2.

Table 15.2: Frequency of Use of Intercultural Competency in Class Activities

| Class activities | Frequency of use |
|---|------------------|
| Assignments (pre, during, post) | 17 |
| Site Visits (schools/museums/concerts) | 16 |
| Navigating/Getting to Know the Place and Transportation | 10 |
| Cultural/Place-based Learning Lessons and Recreation Activities | 5 |
| Local Cuisine – Preparation & Dining out/Dining with Locals | 5 |
| Service Learning and Partnership with Locals | 4 |
| Lectures/Seminars | 4 |
| Homestay | 2 |
| Grocery Shopping | 2 |

Assignments

Of the nine categories under discussion, “assignments” is the one in which all faculty leaders integrated intercultural competencies. These assignments were administered in three stages: before, during, and after the program, as tabulated in Table 15.3. Table 15.4 lists the top three intercultural competencies emphasized in these assignments.

Table 15.3: Summary of Assignment Types

| Pre-Program | During the Program | Post Program |
|--|--|---|
| <ul style="list-style-type: none"> • Expectation essay • Pre-production research • In-flight letter | <ul style="list-style-type: none"> • Class presentation during school visit • Site assessment form • Daily journal/photo reflection • Travel journal | <ul style="list-style-type: none"> • Postproduction assignment • Final group presentation • Reflection essay • Final assignment |

Table 15.4: Top Three Intercultural Competencies in Assignments

| Knowledge | Skills | Attitudes |
|---|--|---|
| <ul style="list-style-type: none"> • Content knowledge • Self-awareness • Understanding different worldviews | <ul style="list-style-type: none"> • Communication • Teamwork • Creative thinking and problem-solving | <ul style="list-style-type: none"> • Curiosity • Stepping outside comfort zone • Empathy |

As seen in Tables 15.3 and 15.4, the intercultural competencies embedded in assignments help in shaping global citizens who can work with others through teamwork and express a sense of curiosity to research and develop life-long learning. In addition, the course content knowledge provides opportunities for the students to learn beyond the classroom settings by connecting what is in the textbook to what is out in the world.

Site Visits (Schools/Museums/ Concerts)

All the programs included site visits in their daily itinerary. Varying depending on the discipline, these visits consisted of school visits, museums, concerts, court systems, battlefields, and research centers, to name a few. Table 15.5 identifies the main intercultural competencies experienced during site visits.

Table 15.5: Top Three Intercultural Competencies in Site Visits

| Knowledge | Skills | Attitudes |
|---|---|--|
| <ul style="list-style-type: none">• Academic content• Culture-specific knowledge• Cultural self-awareness and understanding | <ul style="list-style-type: none">• Observation & interpretation• Analysis• Problem-solving | <ul style="list-style-type: none">• Open-minded• Flexibility & adaptability• Respect |

By carefully selecting appropriate destinations for site visits, faculty leaders can encourage the students to focus on their observation and analytical skills. These experiences provide students with opportunities to practice open-mindedness and respect when interacting with people from other cultures.

Navigating and Getting to Know the Places and Transportation

Although traveling to places was not one of the graded assessments in study abroad courses, students exhibited skills such as communication and teamwork by navigating from one destination to another. Some faculty leaders were more intentional in assigning navigation activities, such as scavenger hunts and allowing the students to explore the location (Johnston, Chapter 11), while others allowed the students to map out the route to their destination (Ananth, Chapter 5). Many of the students had never experienced public transportation in the United States and suddenly having to rely on it during study abroad was an eye-opening experience for many of them (e.g., Lim & Reed, Chapter 4; Chaney, Chapter 7; Graham, Chapter 9). Table 15.6 highlights the most common intercultural competencies in navigation tasks.

Table 15.6: Top Three Intercultural Competencies in Navigation Tasks

| Knowledge | Skills | Attitudes |
|--|--|--|
| <ul style="list-style-type: none">• Geographic awareness• Culture-specific knowledge• Self-awareness | <ul style="list-style-type: none">• Planning and navigating• Communication• Teamwork and problem solving | <ul style="list-style-type: none">• Risk taking• Stepping outside one's comfort zone• Adaptability |

These navigation tasks allow students the opportunity to develop attitudes such as risk-taking and adaptability by using the local language to communicate and navigate in the foreign country. Using skills such as planning, navigating, and problem-solving in real life situations allows students to expand their capacities and help to increase their geographic awareness. In addition, traveling in a group ensures students' safety and accountability to each other as required in the majority of the study abroad courses. Finally, as students adapt to navigating abroad, unanticipated issues arise which allow the group to brainstorm and generate alternative solutions.

Cultural and Place-Based Learning and Recreation Activities

Some faculty leaders organized specific cultural activities such as playing the Taiko drum in Japan, experiencing farm activities in Cuba, or mountain hiking in Argentina. These cultural and place-based activities were assigned to immerse the students to experience the country's unique features and help to promote the intercultural competencies displayed in Table 15.7.

Table 15.7: Top Three Intercultural Competencies in Place-Based Activities

| Knowledge | Skills | Attitudes |
|---|---|---|
| <ul style="list-style-type: none"> • Understanding others' worldviews • Historical awareness • Cultural self-awareness | <ul style="list-style-type: none"> • Observation • Communication • Collaboration | <ul style="list-style-type: none"> • Stepping outside one's comfort zone • Open-mindedness • Respect and empathy |

While learning about tobacco cultivation and cigar production in Viñales (Chaney, Chapter 7) or learning from professional Taiko performers in Tokyo (Nozu, Chapter 6) students have the opportunity to observe, communicate, and work collaboratively. They learn to step outside their comfort zones developing empathy and respect for a different worldview by comparing them with their own cultures.

Local Cuisine and People – Preparation and Dining Out

Enjoying the local cuisine was integrated into the itinerary of the study abroad courses in various ways. For example, through cooking lessons in Vienna, dining out with locals in London and Normandy, or simply independently dining out in France and Singapore, students were able to authentically immerse themselves in an important aspect of everyday life. These intercultural competencies are listed in Table 15.8. Organizing special occasions to enjoy the local traditional cuisine can become opportunities for students to develop tolerance and adaptability towards food as well as important practical skills of observation and communication.

Table 15.8: Top Three Intercultural Competencies in Local Cuisine and Dining Out Experiences

| Knowledge | Skills | Attitudes |
|---|---|--|
| <ul style="list-style-type: none"> • Culture-specific knowledge • Cultural self-awareness • Understanding others' worldviews | <ul style="list-style-type: none"> • Communication • Listen; observe; relate • Problem solving | <ul style="list-style-type: none"> • Stepping outside one's comfort zone • Risk taking • Adaptability |

Service Learning and Partnerships with Local People

Several faculty leaders organized service outreach activities for students to work with the local community during their study abroad. For example, in Cuba, students had the opportunity to volunteer and help in school restoration; in Japan and Singapore, students partnered with locals to teach in public schools; and in China, co-curricular activities such as soccer and dumpling-making were assigned to students to build lasting relationships with the local citizens. These intercultural competencies skills are listed in Table 15.9. Working alongside Chinese students in China (Sokoya, Chapter 12) or teaching an elementary school in Japan (Ananth, Chapter 5) students are provided with the opportunity to cultivate language and communication skills, while also advancing patience, respect, and empathy for the people around them.

Table 15.9: Top Three Intercultural Competencies in Service Learning with Locals

| Knowledge | Skills | Attitudes |
|--|--|---|
| <ul style="list-style-type: none"> • Culture-specific knowledge • Cultural self-awareness • Content knowledge | <ul style="list-style-type: none"> • Communication • Teamwork • Listen, observe, relate | <ul style="list-style-type: none"> • Respect • Withholding judgement • Empathy |

Lectures and Seminars

Of the nine most frequently used class activities, tasks, and assignments, lectures and seminars ranked the lowest for integration of intercultural competencies. That is because lectures and seminars primarily target learning content knowledge and do not generally focus on developing particular skills and attitudes. From the chapters, we learned that by conducting lectures and seminars outside of the classroom, students can potentially develop skills such as professionalism and attitudes such as open-mindedness as indicated in Table 15.10.

Table 15.10: Top Intercultural Competencies in Lectures and Seminars

| Knowledge | Skills | Attitudes |
|---|---|---|
| <ul style="list-style-type: none">• Academic content knowledge• Culture-specific knowledge | <ul style="list-style-type: none">• Listen; observe; evaluate and interpret• Emerging professionalism• Critical thinking and reflection | <ul style="list-style-type: none">• Stepping outside one's comfort zone• Open-mindedness |

Homestays

Two of the study abroad programs in this volume incorporated homestays, Cuba and Normandy. Staying with host families allowed students to participate in an immersive local experience. The homestay provided students with an opportunity to perceive how local citizens live their everyday lives. The intercultural competencies observed are listed in Table 15.11.

Table 15.11 Top Intercultural Competencies in Homestay Experiences

| Knowledge | Skills | Attitudes |
|---|--|--|
| <ul style="list-style-type: none"> • Cultural self-awareness • Understanding others' worldviews • Culture-specific knowledge | <ul style="list-style-type: none"> • Listen; observe; evaluate and interpret • Communication | <ul style="list-style-type: none"> • Withholding judgement • Adaptability • Respect |

Through daily French immersion in France (Goldberg, Chapter 8) or Spanish in Cuba (Chaney, Chapter 7), homestay programs provide a unique opportunity for students to acquire skills such as communication and interpretation. They can also help in developing attitudes such as withholding judgment and adaptability to foreign cultures and different ways of life as students learn to use non-verbal and verbal strategies to overcome barriers.

Grocery Shopping

The final category is grocery shopping. Some programs, such as the *International Agriculture in Argentina* program, incorporated grocery shopping with scavenger hunt activities, encouraging learning about local food and produce. Another, the *Administering Early Childhood Education* program in Singapore, used it as a first stop for students to stock up on essential items needed for the duration of the course. The intercultural competencies students exhibited are listed in Table 15.12.

Table 15.12: Top Intercultural Competencies in the Grocery Shopping Task

| Knowledge | Skills | Attitudes |
|--|--|---|
| <ul style="list-style-type: none">• Food custom awareness• Global knowledge | <ul style="list-style-type: none">• Communication• Problem solving• Teamwork | <ul style="list-style-type: none">• Discovery• Tolerating and engaging ambiguity• Respect |

Learning to use local currency in Singapore (Lim & Reed, Chapter 4) or purchasing unfamiliar food items as part of the scavenger hunt in Argentina (Johnston, Chapter 11) can be helpful for students to learn to engage with ambiguity in daily life. In the process, students are provided the opportunity to problem-solve and communicate in culturally appropriate ways through negotiating skills in their daily contact with vendors in local markets.

In higher education, it is important to align the findings on the most commonly integrated intercultural competencies in class activities, tasks, and assignments with the student learning outcome articulated in the General Education (Gen Ed) program. The Gen Ed program at any academic institution provides the foundation for the academic standards of that institution. The Gen Ed curriculum at Middle Tennessee State University (MTSU) uses the VALUE rubric developed by the American Association of Colleges and Universities (AAC&U) as the assessment tool for measuring the stated descriptors of intercultural understanding (AAC&U, 2009). The revised 2024 Gen Ed curriculum at MTSU places special emphasis on the achievement of intercultural competencies as one of its cornerstone objectives and articulates the relevant learning outcome as follows:

“Students will demonstrate intercultural understanding by building knowledge, self-awareness, and conceptions of global and intercultural perspectives, values, systems, and attitudes.” (MTSU General Education, n.d.)

Further, the term “intercultural understanding” is explained using descriptors such as cultural self-awareness, knowledge of diverse cultural frameworks, verbal and non-verbal communication, empathy, curiosity, and openness. We have established that the intercultural competencies in the areas of knowledge, skills, and attitudes that our faculty leaders incorporated into their class activities, tasks, and assignments align well with one of the key student learning outcomes in the Gen Ed curriculum as stated earlier. Although formal assessment of intercultural competencies is outside the scope of this volume, we recognize that this is an area for future research.

Student Feedback

Student feedback also demonstrates how intercultural competencies were gained by the students who participated in our faculty-led programs. This data was extracted from the self-reported student feedback sections from each of the chapters in Section II. Table 15.13 lists the knowledge, skills, and attitudes as reported by the students in their feedback.

Table 15.13: Summary of Key Competencies as Self-Reported by Students

| Knowledge | Skills | Attitudes |
|---|--|---|
| <ul style="list-style-type: none"> • Cultural self-awareness • Intercultural sensitivity • Awareness of others • Culture-specific knowledge • Academic content knowledge | <ul style="list-style-type: none"> • Self-assessment • Stress management • Reflection • Decision making • Language skills • Comparing and analyzing • Observing differences • Communication • Teamwork • Technology skills • Listen • Interpret • Evaluation skills | <ul style="list-style-type: none"> • Confidence • Adaptability • Stepping outside the comfort zone • Open minded • Empathy • Appreciating others • Humility • Determination • Taking risks • Respectful • Curiosity • Flexibility • Tolerance for ambiguity • Discovery |

Since a formal assessment for the acquisition of these competencies was not conducted, it is difficult to know conclusively whether there was an increase in student competency as compared to before the program, or if these competencies were retained by them after the program. For this reason, it is critical that faculty leaders conduct pre- and post-assessments to measure gains in intercultural competencies as a study abroad outcome. This is an area for future research.

Caveats and Reflections

We now turn our focus to the voices of the faculty leaders featured in this book. These faculty leaders took the time to pause and reflect on strengths, challenges, and future strategies as they relate to their respective programs. We believe that more work needs to be done to ensure that not only students, but also the faculty, have gained intercultural competencies and are strategic in incorporating this aspect into the syllabus.

Strengths

From Section II (Chapters 4-14), three major strengths emerged overall: program effectiveness, course learning outcomes, and employability of students. In terms of program effectiveness, all the faculty leaders indicated that the program goals had been met. This is important as all faculty need to ensure that the syllabus goals are met regardless of whether the program is conducted in person, online, or as a study abroad. Ensuring that all the academic goals are met in addition to the reported gains in intercultural competencies by the students through study abroad is indeed remarkable.

The second strength observed by the faculty leaders was the students' reflections highlighting gains regarding intercultural competencies as a study abroad achievement. Students who participated in the study abroad programs not only took a leap of faith by enrolling in a program outside their comfort zone and in unfamiliar territory, but many also indicated that the study abroad experience changed their worldviews and perspectives in life. Several of these students were first-generation college students and experienced their first overseas travel through the program. Other students, such as those studying Journalism, experienced working with the locals and gained firsthand knowledge of interviewing on foreign soil. Students representing language-specific programs, such as French and Japanese, showed improvements in their foreign language proficiency as a result of their study abroad participation.

The faculty leaders identified the third strength as how the study abroad experience places the students in an advantageous position in their future careers. For example, intercultural engagement is considered one of the most important criteria that employers seek in

their prospective employees. Being able to work with a diverse workforce and being a team player will help to enhance the overall mission of any prospective career choice.

Challenges

There are undoubtedly numerous challenges to overcome when conducting study abroad programs. Most of the challenges that the faculty leaders reflected upon pertain to the pre-departure administrative details of the program. Generally, most faculty strength resides in their content knowledge, yet when leading a study abroad program, they also become responsible for marketing and student recruitment. If the number of enrolled students falls below the minimum threshold, the class is likely to be canceled. Next, the high program cost is usually a major deterring factor for students. Thus, new faculty leaders must remain mindful of their time and effort commitments that are necessary in setting up new programs as students might drop out of the program due to the cost involved, which then causes enrollment to fall below the minimum threshold. Additionally, finding the appropriate contacts and logistical support in the countries of study becomes crucial for the course program to succeed. Sourcing for the appropriate provider can become an additional challenge for faculty leaders preparing programs. Using a third-party provider can alleviate the logistical burden to a certain extent, but outsourcing to outside providers often limits the time allocated to delivering the content knowledge that the faculty leader might desire. In addition, travel restrictions and approved destinations by regulatory agencies can pose additional challenges for faculty leaders.

Another challenge, as reflected upon by the faculty leaders, relates to the experiences of the students when they are abroad. Traveling to a new country in a different time zone is already difficult, and having to adjust to jet lag and study at the same time can be physically

draining for students. Faculty leaders must consider innovative ways to keep the students focused on tasks amidst the fatigue and time constraints of completing the required syllabus content in a short-term study abroad as is expected for the full semester course. Finally, some faculty described the lack of meeting times and assessment measures prior to the study abroad as additional layers to the overall challenges of the program.

Future Strategies

As described by the faculty, implementing a study abroad is not an easy process. From pre- to post-program, faculty leaders work on course conception, seek approval from the university, market the course, recruit students, plan logistics, collaborate with overseas partners, chaperone students abroad, execute the program, and debrief at the program's end.

In Chapter 8, Goldberg provided a list of practical suggestions that she deemed successful after 14 years of taking students to France. In addition, several faculty members decided that in the future they would include more rigorous pre-departure meetings with students either in person or online to ensure a smoother transition during the course abroad. All faculty leaders described the importance of intentionally including intercultural competencies throughout the course assignments. This is an important dimension to develop in the future. For the post-program stage, maintaining documentation of the student reflections is also important. In addition, designing and collaborating on a multidisciplinary study abroad program can assist in recruiting more students which can help ensure the minimum number of class enrollment is achieved. Finally, sharing the workload in collaborative programs proved to be an insightful suggestion.

RECOMMENDATIONS FROM THE EDITORS

The following are recommendations to consider when designing an interculturally engaging faculty-led study abroad program. Faculty leaders and administrators who are interested in incorporating the ideas and multiple perspectives offered in this edited volume can help maximize the benefits for their students by focusing on intercultural competencies. The following recommendations can help with such goals.

Recommendation 1

At the most fundamental level, intentional integration of intercultural competence is a key ingredient in building a study abroad course syllabus. These competencies should not only be integral to the curricular and co-curricular activities but also to the extra-curricular activities conducted beyond the classroom. It is also a key element that should be clearly articulated in the vision, mission statement, and strategic planning by the administrators. An example of a strategic plan articulated in “Strategic Goals 2021-2026” by the MTSU Office of International Affairs reads as follows:

“We will be a community leader in internationalization by facilitating programming that supports international competency, inclusion, acceptance, tolerance, and empathy.” (MTSU Impact Report, 2022, p. 3)

Following through with clear articulation, universities commit to a straightforward prioritization with respect to faculty training, faculty support for conferences and workshops, and expansion for events and programs at the local level. These additional resources necessitate intentional allocation of funding for such endeavors.

Recommendation 2

For students, all three aspects of intercultural competence, content knowledge, skills, and attitudes, become indispensable for productive engagement in their college lives as well as in their local community. Further, acquiring intercultural competence reveals as a transferable asset for better employment prospects both domestically and internationally. For example, competencies such as flexibility, risk-taking, foreign language skills, and budgeting that may have been developed during study abroad can be directly applied at the place of employment both in-country and abroad. It is crucial to effectively articulate these competencies on job application materials. See Appendix 15.1 for key terms/phrases to articulate intercultural competencies in students' resumes.

Recommendation 3

Intercultural competence is a universal concept and is relevant to all disciplines. Arasaratnam (2014) reflects that there is not enough interdisciplinary research work being done in this area. There is a need for faculty scholars and leaders to look beyond their disciplines and create multiple perspectives on intercultural competence development. The collaborative efforts of faculty from across disciplines lead to collective wisdom which then becomes a common resource. This edited book is one example of such a cross-disciplinary collaborative effort, though more effort is needed in this area.

Recommendation 4

Emerging as another area requiring attention is employing appropriate assessment measures to gauge the acquisition and retention of students' intercultural competencies. It is critical that

faculty leaders evaluate intercultural competencies in assignments and include it in the grading criteria. As a first step, the grading criteria for the course must include formative and summative assessments that directly target intercultural competency skills and attitudes. Some examples of effective assignments could be reflections, papers, photos, videos, and electronic portfolios showcasing some of these assignments as evidence. Students' self and peer evaluations could also be an important component besides the faculty leaders' evaluations. In addition to the direct measures mentioned above, indirect assessment tasks such as pre- and post-program surveys and interviews could target strategic questions representing intercultural competencies. All the direct and indirect measures can offer multiple perspectives to illustrate the growth and change in students across time relating to knowledge, skills, and attitudes.

Recommendation 5

Another recommendation relating to the previous point is the importance of showing a connection between assessment results and the learning outcomes that were set up at the beginning of the course. Frequently, assessments selectively monitor only content knowledge. By the time the assessment results are generated, assessment fatigue sets in and the crucial step of linking the results with the course objectives and learning outcomes set at the beginning of the course may inadvertently be forgotten. The advice here is to remember to link the assessment results with the initial course objectives sooner than later. In doing this, the fruits of conducting multi-perspective assessments can be invested back into the cycle to reap better results next time.

Recommendation 6

It would be beneficial for faculty leaders and administrators involved with study abroad courses to familiarize themselves with current, prevalent theoretical foundations and conceptual models of intercultural competence. This is not only important for the purpose of aligning course curricula with reliable research-based pedagogies, but also to raise awareness regarding what is current and helpful in the field. By participating in study abroad conferences and workshops, faculty leaders can stay updated with effective pedagogies and outcome-based practices. For those interested, exploring the World Council on Intercultural and Global Competence (<https://iccglobal.org/>) may be a good place to start.

Recommendation 7

Finally, consider becoming an advocate for raising awareness regarding the value of intercultural competencies for all courses—study abroad, online, or in the classroom. It may be as simple as talking with the higher administration about including clearly articulated goals on the development of intercultural competencies in the strategic planning documents and policies. Another step may be inviting colleagues from multiple disciplines to a brown bag lunch and initiating a discussion on this topic. A small step is to introduce the concept of intercultural competence in your classes and spend time with students to define, identify, and prioritize the components of knowledge, skills, and attitudes. Then, systematically design and assess the activities, tasks, and assignments in the course curriculum.

FINAL THOUGHTS

As we conclude this chapter as well as the edited volume, we want to express our hope that the ideas and perspectives on the curricular design and implementation of study abroad programs that integrate intercultural competence presented here will be a useful resource for anyone interested in leading or administering a short-term, faculty-led study abroad program. In this final chapter, key findings within nine categories of the most-used class activities, tasks, and assignments to facilitate intercultural competencies as well as the reflective voices from the 11 case study chapters of Section II were highlighted. We also offered recommendations with additional resources to readers who wish to incorporate these ideas and perspectives into their own study abroad course curricula. In the end, the long view focuses on the overall advancement of the individual learner with a keen eye on sustaining growth of their intercultural and global competencies. In the words of Dr. LaNitra Berger, President and Chair of Board of Directors of 2022 NAFSA (Association of International Educators), “Addressing global challenges requires us to possess both tangible skills and the ability to sit with and interpret complexity and ambiguity in our work” (Berger, as cited in White et al., 2022). In other words, our future college graduates can be fully prepared to face global challenges only when they acquire both tangible content knowledge as well as intangible intercultural competencies.

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APPENDICES

Appendix 15.1: Articulating International Experiences

Handout

(The contents of this handout were adapted from the SUNY COIL Student Guide website with permission).

Articulating International Experiences on Your Resume: Some Key Phrases to Keep in Mind

Below are some thought-provoking phrases to help you articulate international experiences on your resume. Combine these ideas with your personal experiences to develop unique, individualized points for your own resume.

- **Learned about other cultures:**
 - Adapted to foreign cultures and ways of life
 - Incorporated local customs into my daily routines
 - Overcame societal differences to promote cultural understanding
 - Gained a greater appreciation for diversity and culture
- **Learned through Interaction with Others**
 - Developed negotiation skills through daily contact with vendors in local markets
 - Developed a better understanding of foreign cultures within their own unique contexts
- **Developed Language and Communication Skills**
 - Cultivated language and communication skills through contact with

people from around the world.

- Encouraged open communication between locals and foreigners
- Learned to use non-verbal and verbal communication to overcome communication and language barriers
- **Flexibility and Risk-Taking**
 - Learned how to adapt to unanticipated situations and improvise new plans due to periodic travel mishaps and unexpected events
 - Modified my way of life to maximize exposure and opportunities for learning among foreign cultures
- **Responsibility, Planning, and Budgeting**
 - Developed creative solutions to maximize travel experience on a limited budget
 - Budgeted months of world travel on \$ (insert amount)